

KS1 National Curriculum	KS2 National Curriculum
<p>Pupils should be taught...</p> <ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:</p> <ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>▪ about great artists, architects and designers in history.</li> </ul>

### **Art Curriculum Statement of Intent:**

The purpose of Art and Design at Featherstone Wood is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. We aim to create in the child, a sense of enjoyment and purpose and provide pupils with a unique way of perceiving themselves which is essential to their learning. Creativity fires their imagination and is a fundamental means of personal expression, while broadening their opportunities to achieve.

<p align="center"><b>Each Art &amp; Design Unit of Work focusses on a key artist (both historical and modern)</b></p> <p align="center"><b>This artist is used as the basis for the pupils' work and exploration of the skills as part of their learning journey.</b></p>				
<p><b>EYFS</b></p>	<p align="center"><u>Drawing Project</u> Self Portrait</p> <p align="center"><b>Focus Artist: Rembrandt</b></p> <ul style="list-style-type: none"> <li>- Explore Rembrandt self portraits (drawings, etchings and paintings) as a starting point for unit of work.</li> </ul>	<p align="center"><u>Colour-Mixing Project</u> Investigating colours</p> <p align="center"><b>Focus Artist: Mark Rothko</b></p> <ul style="list-style-type: none"> <li>- Investigate primary colours firstly, considering how we can darken and lighten colours by using white and black.</li> <li>- Then explore Rothko's colour fielding painting and use primary colours (with white or black) to create blocks of colour in the style of Rothko himself</li> </ul>	<p align="center"><u>Sculpture Project</u> Junk Modelling</p> <p align="center"><b>Focus Artist: Jane Perkins</b></p> <ul style="list-style-type: none"> <li>- Explore Jane Perkins' examples of collages created using recyclable objects and use as a basis for own - focus on animals.</li> </ul>	<p align="center"><u>Cultural Understanding</u></p> <p>Cultural understanding is at the centre of all art learning in our curriculum. We explore inspirational artists through every project and consider their impact on our culture.</p> <p>Pupils are encouraged to think creatively through the eyes of inspiring artists and, wherever possible, learn from real artists and crafters from the local community.</p>
<p><b>Year 1</b></p>	<p align="center"><u>Drawing Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore line drawings, shape and colouring</li> <li>- <b>LINK WITH SCIENCE TOPIC ON MATERIALS/SEASONAL CHANGES</b> - explore in Autumn ie. use of conkers, different coloured leaves, etc.</li> </ul> <p align="center"><b>Focus Artist: Andy Goldsworthy</b> (3 hours)</p>	<p align="center"><u>Colour-Mixing Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore colour mixing and paint techniques</li> <li>- Explore abstract work of Kadinsky as a basis for own work.</li> </ul> <p align="center"><b>Focus Artist: Wassily Kadinsky</b> (3 hours)</p>	<p align="center"><u>Sculpture Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to master use of texture, form and space</li> </ul> <p align="center"><b>LINK WITH GEOGRAPHY OF SCHOOL GROUNDS</b> - like Hepworth, design outside sculptures for the environment they were intended</p> <p align="center"><b>Focus Artist: Barbara Hepworth</b> (4 hours)</p>	<p><u>Beacon 1</u></p> <ul style="list-style-type: none"> <li>• Talk about the links between their own work and artists studied</li> <li>• Recognise art is part of our culture</li> </ul> <p><u>Beacon 2</u></p> <ul style="list-style-type: none"> <li>• Discuss with increasing awareness the influence of different artists on their own work</li> <li>• Explore the different ways art is present in the real world</li> </ul>
<p><b>Year 2</b></p>	<p align="center"><u>Drawing Project</u></p> <p>Provide opportunity for pupils to master use of pattern and texture techniques through the work of an artist</p> <p>Explore the Zentangle Method is a way to create structured patterns, created with combinations of dots, lines, simple curves, S-curves and orbs.</p> <p align="center"><b>Focus Artists: Maria and Thomas Rick Roberts</b> (4 hours)</p>	<p align="center"><u>Tints and Tones Project</u></p> <p>Provide opportunity for pupils to explore tint and tones and develop paint techniques through the work of an artist</p> <p align="center"><b>LINK WITH GEOGRAPHY TOPIC ON NEPAL (JUNGLE ANIMALS)</b> - using Rousseau's richly coloured lush jungle images.</p> <p align="center"><b>Focus Artist: Henri Rousseau</b> (4 Hours)</p>	<p align="center"><u>Sculpture Project</u></p> <p>Provide opportunity for pupils to master use of texture, form and space through the work of an artist</p> <p>Explore Calder's abstract mobiles as a basis of their work</p> <p align="center"><b>Focus Artist: Alexander Calder</b> (4 Hours)</p>	<p><u>Beacon 3</u></p> <ul style="list-style-type: none"> <li>• Creatively use influences from different artists to create own artwork and discuss choices</li> <li>• Reflect on how art has shaped the world we live in</li> </ul>
<p><b>Year 3</b></p>	<p align="center"><u>Chalk, Charcoal and Pastels Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to master use of pattern and texture</li> </ul>	<p align="center"><u>Watercolour Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore tint</li> </ul>	<p align="center"><u>Collage Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore</li> </ul>	<p align="center"><u>Printing Project</u></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore</li> </ul>

	<p>techniques through the work of an artist</p> <p><b>Focus Artist: Quentin Blake</b>  <a href="https://www.accessart.org.uk/exaggerating-to-communicate/">https://www.accessart.org.uk/exaggerating-to-communicate/</a>                  (4 hours)</p>	<p>and tones and develop paint techniques through the work of an artist</p> <ul style="list-style-type: none"> <li>- <b>LINK WITH HISTORY TOPIC ON STONE AGE CAVE ART</b> - when water/animal fat was used.</li> </ul> <p><b>Focus Artist: Friedrich Hundertwasser</b>                  (4 hours)</p>	<p>collage techniques through the work of an artist</p> <ul style="list-style-type: none"> <li>- <b>LINK WITH HISTORY TOPIC ON ROMANS</b> - create their own Roman mosaic.</li> </ul> <p><b>Focus Artist: Antoni Gaudi</b>                  (3 Hours)</p>	<p>printing techniques through the work of an artist</p> <ul style="list-style-type: none"> <li>- Explore the life and work of Andy Warhol and pop art.</li> </ul> <p><b>Focus Artist: Andy Warhol</b>                  (3 hours)</p>
Year 4	<p><b>Pencil Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to master use of pattern and texture techniques through the work of an artist</li> <li>- Explore Picasso still life drawings to practise shading and creating texture with pencils.</li> </ul> <p><b>Focus Artist: Pablo Picasso</b></p> <ul style="list-style-type: none"> <li>- <b>LINK WITH HISTORY TOPIC ANGLO SAXONS, ARTIFACTS.</b></li> </ul> <p>(3 Hours)</p>	<p><b>Acrylic Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore tint and tones and develop paint techniques through the work of an artist</li> <li>- Explore work of David Hockney as one of the first artists to extensively use acrylic paint: painting large areas of one colour before adding detail.</li> <li>- <b>LINK TO GEOGRAPHY TOPIS OF PHYSICAL CHARACTERISTICS OF COUNTIES.</b></li> </ul> <p><b>Focus Artist: David Hockney</b>                  (4 Hours)</p>	<p><b>Wire Sculpture Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore use of texture, form and space through the work of an artist</li> <li>- Explore architecture of Zaha Hadid and its impact on the world.</li> <li>- Create wire sculpture representations of Hadid's work.</li> </ul> <p><b>Focus Artist: Zaha Hadid</b>                  (3 Hours)</p>	<p><b>Textile Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to explore textile techniques through the work of an artist</li> <li>- Explore the use of colour and design of Caroline Dunn.</li> <li>- Use Dunn's artwork as basis for a cushion representation.</li> <li>- <b>LINK TO THE SCIENCE TOPIC OF HABITATS</b></li> </ul> <p><b>Focus Artist: Caroline Dunn</b>                  (5 hours)</p>
Year 5	<p><b>Reflections and Shadows Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to master use of drawing and painting</li> </ul>	<p><b>Movement Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to master use of</li> </ul>	<p><b>Mixed Media Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to master</li> </ul>	<p><b>Artist from Another Culture Project</b></p>

	<p>skills through the work of an artist</p> <ul style="list-style-type: none"> <li>- Link back to watercolour topic from Year 3.</li> <li>- <b>LINK WITH SCIENCE TOPIC ON LIGHT</b> - learn techniques to create a reflection.</li> </ul> <p>Focus Artist: <b>Claude Monet</b> (4 hours)</p>	<p>drawing and painting skills through the work of an artist</p> <ul style="list-style-type: none"> <li>- <b>LINK WITH HISTORY WORK ON THE INDUSTRIAL REVOLUTION</b> - pupils to explore work of Lowry and use to create their own representation of his work.</li> </ul> <p>Focus Artist: <b>L.S. Lowry</b> (3 hours)</p>	<p>use of texture, form and space.</p> <ul style="list-style-type: none"> <li>- Create their own self portrait using techniques and medium that represents their personality</li> <li>- <b>LINK TO R.E TOPIC OF IDENTITY AND BELONGING</b></li> </ul> <p>Focus Artist: <b>Chila Kumari Singh Burman</b> (4 hours)</p>	<ul style="list-style-type: none"> <li>- Provide opportunity for pupils to develop their techniques through a great artist, designer or architect</li> <li>- Explore the history of Native Canadian Art.</li> <li>- <b>LINK TO GEOGROAHY TOPIC LOOKING AT THE WIDER WORLD - CANADA</b></li> </ul> <p>Focus Artist: <b>Daphne Odjig</b> (3 Hours)</p>	
<p>Year 6</p>	<p><b>Digital Media Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to experiment with any aspect of digital media.</li> <li>- Use different techniques to photograph the school and local area.</li> <li>- Explore sketching techniques to create their own artwork in the Style of M.C Escher</li> </ul> <p>Focus Artist: <b>M.C.Escher</b> (4 Hours)</p>	<p><b>Sculpture Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to create their own sculptures with a medium of their choice</li> <li>- <b>LINK WITH HISTORY TOPIC ON MAYANS</b></li> </ul> <p>Focus: <b>Ancient Mayan Art</b> (3 hours)</p>	<p><b>Masterpiece Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to create their own version of Van Gogh's Starry night using any medium.</li> <li>- Explore the life and work of Van Gogh and focus on some of his most famous paintings.</li> <li>- Pupils to create their own versions of his 'masterpiece.'</li> <li>- <b>LINK THE SCIENCE TOPIC OF LIGHT.</b></li> </ul> <p>Focus Artist: <b>Vincent Van Gogh</b> (4 hours)</p>	<p><b>Local Artist Project</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity for pupils to develop their techniques through an artist, designer or architect from the local area</li> <li>- Explore the life and work of Askem, a colour-blind artist from Watford.</li> </ul> <p>Focus Artist: <b>Ben Askem</b> (4 hours)</p>	

	Beacon 1	Beacon 2	Beacon 3
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Mix primary colours to create secondary colours</li> <li>Explain the difference between tints and shades</li> <li>Name some famous artists and talk about their work</li> </ul>	<ul style="list-style-type: none"> <li>Mix secondary colours to create tertiary colours</li> <li>Identify warm and cool colours and discuss their impact on mood</li> <li>Talk about the techniques used by some famous artists</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the impact of techniques and colour choices using appropriate vocabulary</li> <li>Justify artistic choices using technical vocabulary</li> <li>Discuss personal creative choices with reference to artists studied</li> </ul>
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	<p><b>EYFS:</b>  <b>Light</b>  <b>Dark</b>  <b>Colour</b>  <b>Artist</b>  <b>Primary colours:</b> red, yellow, blue  <b>Tint:</b> add white  <b>Shade:</b> add black</p> <p><b>YEAR 1:</b>  <b>Sculpture</b>  <b>Materials</b>  <b>Medium</b>  <b>Colour wheel</b>  <b>Primary colours:</b> red, yellow, blue (REVISITED VOCABULARY)  <b>Tint:</b> add white (REVISITED VOCABULARY)  <b>Shade:</b> add black (REVISITED VOCABULARY)  <b>Secondary colours:</b> purple, green, orange</p> <p><b>YEAR 2:</b>  <b>Culture</b>  <b>Sculpture</b> (REVISITED VOCABULARY)  <b>Artist</b> (REVISITED VOCABULARY)  <b>Pattern:</b> a repeating shape  <b>Primary colours:</b> red, yellow, blue (REVISITED VOCABULARY)</p>	<p><b>YEAR 3:</b>  <b>Texture:</b> the perceived surface quality of a piece of art  <b>Pattern</b> (REVISITED VOCABULARY)  <b>Medium</b> (REVISITED VOCABULARY)  <b>Cartoonist</b>  <b>Illustrator</b>  <b>Mood:</b> the feelings evoked by artwork  <b>Impressionist</b>  <b>Watercolour</b>  <b>Landscapes</b>  <b>Pop art</b></p> <p><b>YEAR 4:</b>  <b>Tertiary colours:</b> red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet  <b>Warm:</b> orange, red, yellow undertones  <b>Cool:</b> blue, green, purple undertones  <b>Tone:</b> different shades of light and dark  <b>Shading:</b> adding depth  <b>Hatching:</b> tonal effect created by drawing close parallel lines  <b>Sketching</b>  <b>Acrylic paint</b>  <b>Textiles</b></p>	<p><b>YEAR 5:</b>  <b>Watercolour</b> (REVISITED VOCABULARY)  <b>Landscapes</b> (REVISITED VOCABULARY)  <b>Techniques</b>  <b>Texture</b> (REVISITED VOCABULARY)  <b>Sculpture</b>  <b>Colour wheel:</b> primary, secondary and tertiary colours  <b>Shadow</b>  <b>Reflection</b>  <b>Perspective</b>  <b>Modernism</b></p> <p><b>YEAR 6:</b>  <b>Photography</b>  <b>Techniques</b> (REVISITED VOCABULARY)  <b>Perspective</b> (REVISITED VOCABULARY)  <b>Media</b>  <b>Post-impressionist</b></p>

	<p><b>Tint:</b> add white (REVISITED VOCABULARY)  <b>Shade:</b> add black (REVISITED VOCABULARY)  <b>Secondary colours:</b> purple, green, orange (REVISITED VOCABULARY)</p>		
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Use pencils with control, including creating pattern and texture</li> <li>• Explore brushstrokes using different brushes</li> <li>• Develop moulding, carving, cutting and rolling skills</li> <li>• Talk about their own work</li> <li>• Talk about the links between their own work and artists studied</li> <li>• Recognise art is part of our culture</li> </ul>	<ul style="list-style-type: none"> <li>• Create tone using different scales of pencil</li> <li>• Develop brush techniques to create texture, pattern, shapes and lines</li> <li>• Carefully consider the final shape and form of art pieces</li> <li>• Evaluate the effectiveness of their own work and suggest improvements</li> <li>• Discuss with increasing awareness the influence of different artists on their own work</li> <li>• Explore the different ways art is present in the real world</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of pencil techniques to create specific effects, including shading and hatching</li> <li>• Enhance the mood of a piece through appropriate colour, tone and texture choices</li> <li>• Use precision when manipulating materials</li> <li>• Work reflectively, making informed choices and changes</li> <li>• Creatively use influences from different artists to create own artwork and discuss choices</li> <li>• Reflect on how art has shaped the world we live in</li> </ul>