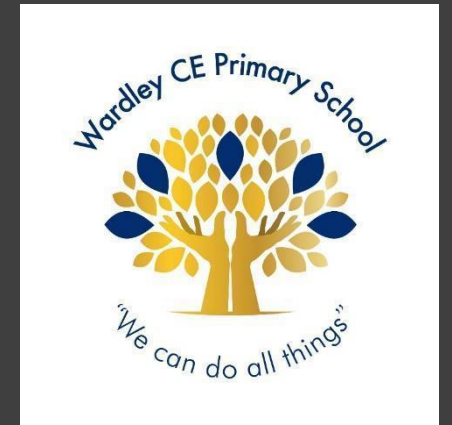


# Art & Design Curriculum



# Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

# Art & Design Intent



The school believes that Art and Design is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils.

At Wardley CE Primary School we are all artists and designers. We want our pupils to appreciate Art and Design and have no limits to what their ambitions are and grow up wanting to be painters, illustrators, graphic and clothes designers and art teachers.

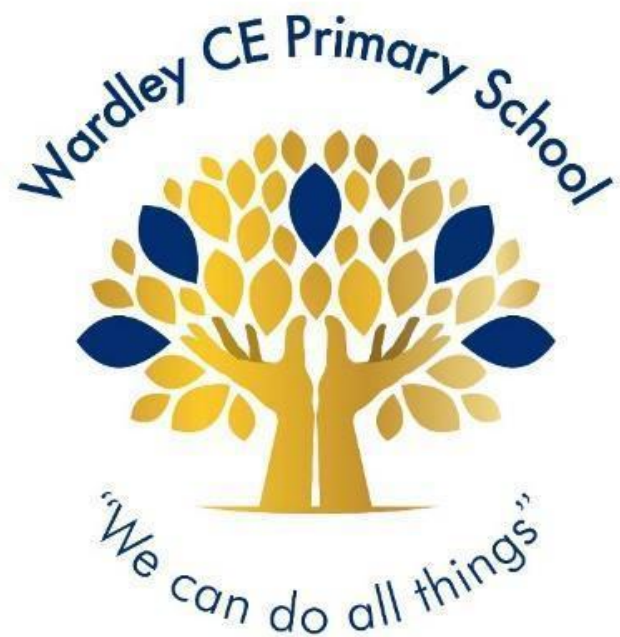
Art and Design embraces the spiritual, moral, social and cultural ethos we share in our school and encourages our children to show perseverance and courage and realise that they can do all things.

The Art and Design curriculum will develop children's critical abilities, understanding and artistic skills of their own and others' cultural heritages through studying a diverse range of male and female artists.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

*"Everything starts with a dot." Wassily Kandinsky*

# Art and Design Curriculum



**Early Years**

# Art and Design Features in EYFS

In nursery and reception children will, within their Expressive Art and Design work towards the following outcomes:

- Explore different materials freely, in order to develop their ideas and how to use them and what to make
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Explore, use and refine a variety of artistic effects to express their ideas and feelings

**By the end of Reception children should:**

## **Creating with materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

# Expressive Arts and Design: Creating with Materials

3 and 4-year olds will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Explore different materials freely, in order to develop their ideas and how to use them and what to make

Offer opportunities to explore scale. Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

## Key Vocabulary

- draw
- cut
- pattern
- paint
- mix
- colour names

Provide a rich and stimulating environment with a variety of materials, resources and open-end play opportunities.

Create opportunities for collaboration and communication with their peers.

Promote an atmosphere of curiosity, wonder and experimentation. Encourage children to explore.

Involve children in the reflection process.

## Expressive Arts and Design: End of nursery expectation

- Children will be able to use different materials freely
- Children will have an awareness of how to join materials and develop their ideas
- Children will be able to draw with increasing control

# Expressive Arts and Design: Creating with Materials

Reception aged children will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.

Revisit previous learning experiences that children have engaged in

Help children to set goals for refining their ideas

Engage children in reflective discussions about their previous learning experiences

Support children to implement their plans through hands-on activities

Key Vocabulary	
<input type="checkbox"/>	design
<input type="checkbox"/>	improve
<input type="checkbox"/>	construct
<input type="checkbox"/>	portrait
<input type="checkbox"/>	thick
<input type="checkbox"/>	thin

## Creating with Materials: Early Learning Goal

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

# Expressive Arts and Design: Creating with Materials

Reception aged children will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Expose children to a wide range of artistic effects and techniques

Model specific techniques

Encourage expression through artistic exploration including colour mix and texture for definition

Celebrate and reflect

## Key Vocabulary

- texture
- collage
- layer
- shade
- smudge
- blend

## Creating with Materials: Early Learning Goal

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.



# Art & Design Curriculum



## Art & design overview

# Art and Design Topic Overview

	Autumn	Spring	Summer	Links for Home Learning
Year 1	'Geometric Shapes and Pattern' <i>Artist - Paul Klee</i>	'Clothes' <i>(Asian Culture)</i>	'Wings and Flowers'	Paul Klee- Artwork about Shapes <a href="https://www.youtube.com/watch?v=bXxTIUSiHDA">https://www.youtube.com/watch?v=bXxTIUSiHDA</a>  How to draw a butterfly <a href="https://www.youtube.com/watch?v=pDxtH-OkFxU">https://www.youtube.com/watch?v=pDxtH-OkFxU</a>
Year 2	'Katie and the Impressionists' <i>Artist - Claude Monet, Edgar Degas and Pierre-Auguste Renoir</i>	'Buildings and People of Salford' <i>Artist – LS Lowry</i>	'African Masks' <i>(African Culture)</i> <i>Artist – Angu Walters</i>	Claude Monet inspired Water Lilies <a href="https://www.youtube.com/watch?v=jaPQrwBEEqA">https://www.youtube.com/watch?v=jaPQrwBEEqA</a>  LS Lowry <a href="https://www.youtube.com/watch?v=8LMM5LdOVWQ">https://www.youtube.com/watch?v=8LMM5LdOVWQ</a>
Year 3	'Around the Circle/Sky Blue' <i>Artist - Vassily Kandinsky</i>	'Shells' <i>Artist – Amiria Gale</i>	'Flowers'	Wassily Kandinsky - Art History <a href="https://www.youtube.com/watch?v=eg_oTz881GU">https://www.youtube.com/watch?v=eg_oTz881GU</a>  How to draw a shell <a href="https://www.youtube.com/watch?v=Ab-dfLVs-3E&amp;t=185s">https://www.youtube.com/watch?v=Ab-dfLVs-3E&amp;t=185s</a>
Year 4	'Ceramic Patterns' <i>(Turkish Culture)</i>	'Birds' <i>Artist - William Morris</i>	'Marbles'	Draw an Islamic Geometric Pattern – Iznik Turkey <a href="https://www.youtube.com/watch?v=eHqOkkPH6IE">https://www.youtube.com/watch?v=eHqOkkPH6IE</a>  How to draw a bird <a href="https://www.youtube.com/watch?v=6AiSQvfze70">https://www.youtube.com/watch?v=6AiSQvfze70</a>
Year 5	'Fruit and Veg' <i>Artist - Giuseppe Arcimboldo</i>		'Temples' <i>(Mayan Culture)</i>	Giuseppe Arcimboldo <a href="https://www.youtube.com/watch?v=FrUbFyz7Zus">https://www.youtube.com/watch?v=FrUbFyz7Zus</a> Drawing and shading fruit with hatching <a href="https://www.youtube.com/watch?v=NGgJX1ZdsGg">https://www.youtube.com/watch?v=NGgJX1ZdsGg</a> Mayan Art <a href="https://www.youtube.com/watch?v=_QE_Xnt1nyU">https://www.youtube.com/watch?v=_QE_Xnt1nyU</a>
Year 6	ART UNIT 'Poppies '		'Monster Faces' <i>Artist – George Condo</i>	Origami Poppies <a href="https://www.youtube.com/watch?v=UvTSlSk_n-8">https://www.youtube.com/watch?v=UvTSlSk_n-8</a> George Condo in the Studio <a href="https://www.youtube.com/watch?v=bZ-OKcd9CvE">https://www.youtube.com/watch?v=bZ-OKcd9CvE</a> How to draw a poppy <a href="https://www.youtube.com/watch?v=zBiH0rpCWnk">https://www.youtube.com/watch?v=zBiH0rpCWnk</a>

# Art & Design Curriculum



Progression of skills

# Art: Key Stage 1: Progression of skills

Develop ideas	Master techniques	Take inspiration from the greats
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
<p><b>By the end of Key Stage One</b></p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul> <p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul> <p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>

# Art: Key Stage 1: Progression of skills

Develop ideas	Master techniques	Take inspiration from the greats
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
<p>By the end of Key Stage One</p>	<p><b><u>Print</u></b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul> <p><b><u>Digital Media</u></b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	

# Art: Lower Key Stage 2: Progression of skills

Develop ideas	Master techniques	Take inspiration from the greats
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
<p><b>By the end of Lower Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

# Art: Lower Key Stage 2: Progression of skills

Develop ideas	Master techniques	Take inspiration from the greats
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
<p>By the end of Lower Key Stage Two</p>	<p><b><u>Print</u></b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p><b><u>Digital Media</u></b></p> <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	

# Art: Upper Key Stage 2: Progression of skills

Develop ideas	Master techniques	Take inspiration from the greats
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
<p><b>By the end of Upper Key Stage Two</b></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>



# Art: Upper Key Stage 2: Progression of skills

Develop ideas	Master techniques	Take inspiration from the greats
<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
<p>By the end of Upper Key Stage Two</p>	<p><b><u>Print</u></b></p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p><b><u>Digital Media</u></b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	

# Art & Design Curriculum



Progression of Knowledge

# Art: Key Stage 1: Progression of Knowledge

	Develop ideas	Master techniques	Take inspiration from the greats
	<ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Study a range of artists, craft makers and designers</b></p>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• know how to cut, roll and coil materials</li> <li>• know how to use IT to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show how people feel in paintings and drawings.</li> <li>• know how to use pencils to create lines of different thickness in drawings.</li> <li>• know how to create moods in art work</li> <li>• Know the names of the primary and secondary colours.</li> <li>• know how to create a repeating pattern in print</li> </ul>	<ul style="list-style-type: none"> <li>• describe what can be seen and give an opinion about the work of an artist</li> <li>• ask questions about a piece of art</li> </ul> <p><b>Artists:</b> Paul Klee</p> <p><b>Culture:</b> Asian Clothes</p>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>• know how to make a clay pot and know how to join two clay finger pots together</li> <li>• know how to use different effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>• choose and use three different grades of pencil when drawing</li> <li>• know how to use charcoal, pencil and pastel to create art</li> <li>• know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> <li>• know how to mix paint to create all the secondary colours</li> <li>• know how to create brown with paint</li> <li>• know how to create tints with paint by adding white and know how to create tones with paint by adding black</li> </ul>	<ul style="list-style-type: none"> <li>• suggest how artists have used colour, pattern and shape</li> <li>• know how to create a piece of art in response to the work of another artist.</li> </ul> <p><b>Artists:</b> Claude Monet Pierre-Auguste Renoir LS Lowry Angu Walters</p> <p><b>Culture:</b> African Masks</p>

# Art: Lower Key Stage 2: Progression of Knowledge

Develop ideas		Master techniques	Take inspiration from the greats
<ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> </ul>		<ul style="list-style-type: none"> <li>• 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> </ul>	<ul style="list-style-type: none"> <li>• great artists, architects and designers in history</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art</li> <li>• know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show facial expressions in art.</li> <li>• know how to use different grades of pencil to shade and to show different tones and textures</li> <li>• know how to create a background using a wash</li> <li>• know how to use a range of brushes to create different effects in painting</li> </ul>	<ul style="list-style-type: none"> <li>• know how to identify the techniques used by different artists</li> <li>• know how to compare the work of different artists</li> <li>• recognise when art is from different cultures</li> <li>• recognise when art is from different historical periods</li> </ul> <p><b>Artists:</b> Wassily Kandinsky Amiria Gale</p>
Year 4	<ul style="list-style-type: none"> <li>• know how to integrate digital images into artwork.</li> <li>• Use sketchbooks to help create facial expressions</li> <li>• use sketchbooks to experiment with different texture</li> <li>• use photographs to help create reflections</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show facial expressions and body language in sketches and paintings</li> <li>• know how to use marks and lines to show texture in art.</li> <li>• know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</li> <li>• know how to print onto different materials using at least four colours.</li> <li>• know how to sculpt clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with the styles used by other artists.</li> <li>• explain some of the features of art from historical periods.</li> <li>• know how different artists developed their specific techniques.</li> </ul> <p><b>Artists:</b> William Morris</p> <p><b>Culture:</b> Turkish Inzik Pattern</p>

# Art: Upper Key Stage 2: Progression of Knowledge

	Develop ideas	Master techniques	Take inspiration from the greats
	<ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </ul>	<ul style="list-style-type: none"> <li>• great artists, architects and designers in history</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• experiment by using marks and lines to produce texture</li> <li>• experiment with shading to create mood and feeling</li> <li>• experiment with media to create emotion in art</li> <li>• know how to use images created, scanned and found; altering them where necessary to create art</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use shading to create mood and feeling</li> <li>• know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• know how to express emotion in art</li> <li>• know how to create an accurate print design following given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• research the work of an artist and use their work to replicate a style</li> </ul> <p><b>Artists:</b> Giuseppe Arcimboldo</p> <p><b>Culture:</b> Mayan Temples</p>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• explain why different tools have been used to create art</li> <li>• explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art</li> <li>• know how to use a range of e-resources to create art</li> </ul>	<ul style="list-style-type: none"> <li>• know how to overprint to create different patterns</li> <li>• know which media to use to create maximum impact</li> <li>• use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> </ul>	<ul style="list-style-type: none"> <li>• explain the style of art used and how it has been influenced by a famous artist</li> <li>• understand what a specific artist is trying to achieve in any given situation</li> <li>• understand why art can be very abstract and what message the artist is trying to convey</li> </ul> <p><b>Artists:</b> George Condo</p>

# Art & Design Curriculum



Progression of Vocabulary

# Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Art history	after	at the same time as	approximate	surrealism	abstract	workshop	aesthetic	baroque
	before	century	change	trace	continuity		contemporary	mannerism
	first	earlier	chronologic	while	cubism		context	medieval
	impressionism	graffiti	culture		decline		dominate	renaissance
	last	later	during		former		enduring	romanticism
	long ago	long after	fashion		futurist		expressionism	simultaneous
	newer	long before	genre		influence		legacy	triptych
	next	modern era	narrative art		installation art		pointillism	
	older	period	origin		latter		post-impressionism	
	prehistoric	pop art	portfolio		minimalist		prior	
	second	retro	process		patron		subsequent	
	then	since	realism		phase		symbolism	
	when	street art	recently		school			
		years	series		trend			
			still life		uncertain			
Art techniques	border	collage	animation	smudge	aperture	photography	fresco	frottage
	brushwork	crocheting	artefact	technique	bleeding	pixel	monochrome	maquette
	craft	cross-stitch	carve	tempera	engrave	resolution	monoprint	mordant
	drawing	mould	crop	weave	exposure	silhouette	pigment	
	model	patchwork	embroider		film speed	tapestry	silverpoint	
	painting	pulp	etch		fire ware	throw	warp	
	printing	relief object	image		glaze	wash	weft	
	trace	resist	mixing		inlay			
		sculpture	mosaic		Jpeg			
		sew	pattern		kiln			
		sketch	perspective		marbling			
		style	plinth		medium			
		template	process		multi-block			
			quilt		mural			
			shading		pan			
Materials	card	newsprint	acrylic paint	wool	corrugated card		ceramic	calico
	crêpe paper	papier mâché	adhesive		metallic card			
	paint	paste	blotting paper		Plaster of Paris			
	paper	pottery	cellophane					
	pencil	silk	charcoal					
	PVA glue	textile	dye					
	sugar paper		fabric					
	tracing paper		material					
			Mod podge					
			oil paints					
			pastel					
			thread					
			tissue paper					
			watercolours					
			wire					

Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Appreciate, evaluate, describe	colour form pattern shape space	background cartoon contrast cotton decorate depth foreground ground layer line medium middle scale	complementary cool hue negative space positive space primary repetition secondary shade tertiary texture tint tone warm	batik expressive frame gradation horizon line intensity intricate stroke transition	porcelain terracotta value	chintz harmony mood	
Critique	effect improve share	compare critique experience imagination represents	clarify construct draft function infer interpret opinion organise purpose redraft theme version	audience characteristic convention develop element impact principal structure unique	complex component exceptional perspective (point of view) simplification sparse	attribute authentic characterise concept controversy discern epitomise	
Artwork terminology	above anticlockwise below centre direction down far further higher near position underneath up	diagonal horizontal landscape left portrait range reflect right slope symmetrical vertical	sketchbook	2D shape vocab 3D shape vocab concave convex decrease increase maths language for location	angle diagonal rotation	concentric cross-section golden section intersecting radial	