



ART CURRICULUM COVERAGE

Jan 24

ART INTENT

At Wheatlands Primary School we believe that high-quality Art lessons will inspire our pupils to think innovatively and develop creative, procedural understanding. Our Art curriculum provides pupils with opportunities to develop their skills using a range of media and materials. Pupils learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas through their own experimentation and reflection.

Pupils will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists and architects. The skills they acquire are applied to their cross-curricular topics, allowing pupils to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures.

It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. Our pupils are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

We want to create a curriculum that gives pupils a sense of pride about living where they do yet shows them the multi-cultural world that exists beyond Redcar. It will also give pupils a wide range of opportunities, developing resilience and promoting the belief that through determination anyone can do anything irrespective of background.

Art: EYFS

Expressive Arts and Design

Physical Development

3 and 4 year olds

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawings to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.

- Use large-muscle movements to paint and make marks.
- Choose the right resources to carry out their plan.
- Use one-handed tools and equipment, for example, making snips in the paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

- Explore, use and refine a variety of artistic effects to express their feelings and ideas.
- Return to and build upon their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- **ELG: 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.**

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.
- Develop overall body co-ordination and agility.
- **ELG: Use a pencil using the tripod grip.**
- **Use a range of small tools, including paintbrushes and scissors.**
- **Begin to show accuracy and care when drawing.**

Art: Key Stage 1

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and Design
Year 1	<p>Pupils know:</p> <ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. 	<p>Pupils know:</p> <ul style="list-style-type: none"> • What materials can be cut, knotted, threaded or plaited. <p>How to:</p> <ul style="list-style-type: none"> • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. <p>So that they can:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place

Art: Key Stage 1

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and Design
Year 2	<p>Pupils know:</p> <ul style="list-style-type: none"> How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood. <p>How to:</p> <ul style="list-style-type: none"> Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens <p>So that they can:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it. <p>So that they can:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. <p>So that they can:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks. <p>So that they can:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Art: Key Stage 2

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and Design
Year 3	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively <p>So that they can:</p> <ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours. <p>So that they can:</p> <ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture. <p>So that they can:</p> <ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information. <p>So that they can:</p> <ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.

Art: Key Stage 2

		Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Year 4		<p>Pupils know how to:</p> <ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint. <p>So that they can:</p> <ul style="list-style-type: none"> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials. <p>So that they can:</p> <ul style="list-style-type: none"> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<p>Pupils know:</p> <ul style="list-style-type: none"> How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. <p>How to:</p> <ul style="list-style-type: none"> Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective. <p>So that they can:</p> <ul style="list-style-type: none"> Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<p>Pupils know:</p> <ul style="list-style-type: none"> That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax. <p>Pupils know how to:</p> <ul style="list-style-type: none"> Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric. Wash fabric to remove glue to finish a decorative fabric piece. <p>So that they can:</p> <ul style="list-style-type: none"> Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.

Art: Key Stage 2

Drawing

Painting and Mixed Media

Sculpture and 3D

Craft and Design

Year 5

Pupils know:

- What print effects different materials make.

Pupils know how to:

- Analyse an image that considers impact, audience and purpose.
- Draw the same image in different ways with different materials and techniques.
- Make a collagraph plate.
- Make a collagraph print.
- Develop drawn ideas for a print.
- Combine techniques to create a final composition.
- Decide what materials and tools to use based on experience and knowledge.

So that they can:

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, eg photography and digital art effects.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Pupils know how to:

- Develop a drawing into a painting.
- Create a drawing using text as lines and tone.
- Experiment with materials and create different backgrounds to draw onto.
- Use a photograph as a starting point for a mixed-media artwork.
- Take an interesting portrait photograph, exploring different angles.
- Adapt an image to create a new one.
- Combine materials to create an effect.
- Choose colours to represent an idea or atmosphere.
- Develop a final composition from sketchbook ideas.

So that they can:

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- Combine a wider range of media, eg photography and digital art effects.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Pupils know how to:

- Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- Try out ideas on a small scale to assess their effect.
- Use everyday objects to form a sculpture.
- Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
- Try out ideas for making a sculpture interactive.
- Plan an installation proposal, making choices about light, sound and display.

So that they can:

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Pupils know:

- The steps to make a monoprint.
- When a roller is sufficiently inked.

Pupils know how to:

- Make an observational drawing of a house.
- Use shapes and measuring as methods to draw accurate proportions.
- Select a small section of a drawing to use as a print design.
- Develop drawings further to use as a design for print.
- Design a building that fits a specific brief.
- Draw an idea in the style of an architect that is annotated to explain key features.
- Draw from different views, such as a front or side elevation.
- Use sketchbooks to research and present information about an artist.
- Interpret an idea in into a design for a structure

So that they can:

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Art: Key Stage 2

		Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Year 6		<p>Pupils know:</p> <ul style="list-style-type: none"> Gestural and expressive ways to make marks. The effects different materials make. The effects created when drawing into different surfaces <p>Pupils know how to:</p> <ul style="list-style-type: none"> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects. <p>So that they can:</p> <ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning. <p>So that they can:</p> <ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural Forms. <p>So that they can:</p> <ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. 	<p>Pupils know:</p> <ul style="list-style-type: none"> How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. <p>Pupils know how to:</p> <ul style="list-style-type: none"> Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing. <p>So that they can:</p> <ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.