

# Art and Design Curriculum Overview

## Our Intent

### Curzon specific aims of Art and Design

Art and Design inspires the growth of creativity through a range of media and art forms. Our aim as a school is to inspire pupils with an ownership of their creative process, supporting all pupils to develop confidence as artists. A key way we do this is by utilising our local environment as we are situated in an area of outstanding natural beauty. Through providing opportunities to reflect, evaluate and refine skills, we aim for our pupils to aspire to become artists, who have the growth mindset to persevere and overcome the challenges of learning new artistic skills.

We have high ambitions for all pupils. Our ethos is to allow all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different skills, media and including some opportunities for collaborative group work, we ensure that all pupils, including SEND, can participate fully. Our curriculum is also designed to challenge high attainers by developing the ability to self-evaluate their work and make their own improvements. Adaptive teaching and high-quality differentiated resources are used to ensure access for all.

We aim to expose our pupils to a diverse array of artists, materials and projects in order to increase all pupils' cultural capital. Pupils are encouraged to discuss their own and others' work and articulate their understanding and experience. Through studying a range of artists and creating their own artwork, our pupils develop a greater understanding of what is art, how art is made, the different purposes of art and who art is for.

Whilst following the National Curriculum and the end of key stage end points, we have made our art and design curriculum unique to Curzon:

### Topics chosen to fit with the school's local context

Many of our topics reflect the school's local surroundings. Artists such as Andy Goldsworthy and Monet are chosen as they used their local environments to inspire art. Many of our topics involve pupils using natural materials to create art. The local church is used as a point of inspiration in KS1 (creating stained glass windows) and in Year 6 (close observation drawing).

### **Topics chosen to fit with our eco emphasis**

As we use our local surroundings, we teach our pupils to appreciate and care for the natural environment. We teach art units about sustainability e.g., KS1 pupils learn about creating art from recycled materials and KS2 pupils learn how art is used to promote environmental awareness. This fits with our school eco ethos. We have eco representatives in each class who work on projects to conserve and enhance our environment.

### **Our art curriculum promotes our vision and key values**

Kindness and respect: our art and design curriculum teaches all pupils to give respectful and constructive feedback to others

Courage: our art and design curriculum encourages pupils to develop the confidence to try out new techniques and to persevere to improve their work.

All pupils understand that art is a journey (linked to our vision of growing like the mustard seed).

### **Topics chosen to provide strong cross curricular links**

We emphasise cross-curricular links between art and other subjects as we aim that pupils retain their substantive and disciplinary knowledge by applying this in more than one curriculum area. For example, Dioramas in Year 3 link with the Geography Rainforest topic. In Year 4 pupils study and recreate Hokusai's The Great Wave while they are learning about coasts in humanities. We also draw on our strong links with Kenya where we have our twinned school, exploring African animal patterns in KS1 and sewing stitches in KS2.

### **Artists and designers are chosen from a range of cultures**

As part of our emphasis on the importance of diversity we have selected artists from a range of eras and cultures. For example, our youngest pupils produce an Andy Warhol inspired portrait of Nelson Mandela and learn about Sokari Douglas Camp, a sculptor from Nigeria. Year 4 study Hokusai, Year 6 study Carlos Merida and KS1 learn about Ndebele art. Other examples include looking at artists of colour and celebrating other cultures and faiths. Designers include Renne Mackintosh, William Morris and David Rockwell. Through our carefully designed curriculum, all our pupils build up their theoretical knowledge of art.

### **Less able-bodied artists and designers are chosen**

As part of our core value of respect, we want our pupils to celebrate artists who are less able bodied. When studying the Snail, KS1 pupils learn that Matisse was physically very weak at this point so unable to paint anymore. He tore up paper and instructed his assistant where to place the pieces. KS2 pupils study artists such as Uttam Kumar Bhardwaj and Peter Longstaff. Through learning about how these artists have overcome their difficulties, we celebrate and promote the Curzon value of courage.

### **Units show that art has a range of purposes**

Pupils in KS2 learn about Charles Rennie Mackintosh and how he designed many items, including jewellery. Year 6 pupils learn about William Morris and the Arts and Crafts movement. In KS1 pupils learn about art made from recycled materials and how this is a growing movement. This links with our school's eco emphasis. This is built on in Year 6 where pupils study Janice Rossiter (eco artist) and learn that art can convey a message in their hand poster unit. Throughout our curriculum, pupils learn about religious art. For example, In KS1 pupils learn about Islamic art and how Muslims do not believe it is respectful to portray people . They create Islamic inspired mosaics. This is later developed when pupils in KS2 create a repeating pattern as part of the William Morris unit.

*How this links with our school vision: growing in creativity and imagination. Growing in self-confidence as an artist.*

### **Knowledge and skills that we intend our pupils to achieve**

We have identified four key skill strands (practical knowledge which should be taught and learnt) and have mapped the development of each of these skills throughout the year groups, identifying what pupils in each year group need to attain in each of the strands by the end of each academic year and to prepare them for secondary school.

| Year group | Generating Ideas | Making | Evaluating | Knowledge and understanding | Key vocabulary |
|------------|------------------|--------|------------|-----------------------------|----------------|
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|        |   |   |   |   |   |
| EYFS   | Explore colour and colour mixing.   | Create closed shapes with continuous lines<br>Express ideas through art and design.<br>Experiment with colour shape and design through pattern.   | Share creations and processes used.   | Know how to hold equipment correctly<br>The names of colours, shapes and some of the tools  | <b>Drawing:</b> line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.<br><b>Painting</b><br>primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab<br><b>3D:</b> sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric, architect<br><b>Collage:</b> collage, squares, gaps, mosaic, features, cut, place, arrange. |
| Year 1 | Recognise that ideas can be expressed in art work experiment with an open mind.   | Try out a range of materials and processes and recognise that they have different qualities<br>Use materials purposefully to achieve particular characteristics or qualities.   | Show interest in and describe what they think about the work of others  | Know how to recognise and describe some simple characteristics of different kinds of art, craft and design.<br><br>The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.  | shades, warm colours, cool colours, watercolour wash, sweep, dab<br><b>3D:</b> sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric, architect<br><b>Collage:</b> collage, squares, gaps, mosaic, features, cut, place, arrange.   |
| Year 2 | Try out different activities and make sensible choices about what to do next.<br>Use drawing, sculpture and painting to develop and share ideas, experiences and imagination. | Deliberately choose to use particular techniques for a given purpose.<br>Develop and exercise some care and control over the range of materials they use (for instance they do not accept the first mark but seek to refine and improve)<br><br>To develop a wide range of art and design | When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") | Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.<br>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).<br>Describe the | <b>Textiles:</b> textiles, fabric, weaving, woven, alternate, over, under<br><b>Printing:</b> shape, printing, printmaking, relief printing, objects.   |

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|                              |  | techniques in using colour, pattern, texture, line, shape, form and space   |   | differences and similarities between different practices and disciplines, and make links to their own work  |  |
| GDS<br>Stretch and challenge | Record in different materials<br>Combine techniques  | Modify and refine simple ideas as they progress. Experiment and take risks with materials.  | Give some of their opinions about their own work and that of others using specific key words.   | Justify their opinions and be able to speculate e.g. about their feelings about the piece.  | Use materials together to combine techniques.  |
| Year 3                       | Gather and review information, references and resources related to ideas and intentions. Start to use a sketchbook for different purposes, including recording observations, planning and shaping ideas. | Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.                                    | Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) | Know about and describe the work of some artists, craftspeople, architects and designers Explain how to use some of the tools and techniques they have chosen to work with. Start to create sketch books to record their observations and use them to review and revisit ideas                | <b>Drawing:</b> portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.<br><b>Painting:</b> colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone,<br><b>Collage:</b> texture, shape, form, pattern<br><b>Sculpture:</b> rectangular, concrete, 2D shape, peak, edging, trimmings, shape, form, shadow, light, |
| Year 4                       | Select and use relevant resources and references to develop their ideas. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.                          | Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (For instance, in painting they select and use different brushes for different purposes) | Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.  | Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers Demonstrate, how tools they have chosen to work with, should be used effectively and with safety Start to create sketch books to record their | <b>Textiles:</b> pattern, line, texture, colour, shape, thread, needle, textiles, decoration.<br><b>Printing:</b> line, pattern, texture, colour, shape, block printing ink,   |

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|        |   |  |  | observations and use them to review and revisit ideas   |  |
| Year 5 | Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording. | Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. | Regularly analyse and reflect on their progress taking account of what they hoped to achieve.  | Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes To create sketch books to record their observations and use them to review and revisit ideas | <p><b>Drawing:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait</p> <p><b>Painting:</b> blend, mix, line, tone, shape, abstract, absorb, colour</p> <p><b>Sculpture:</b> form, structure, texture, shape, mark, soft, join, cast.</p> <p><b>Collage:</b> shape, form, arrange, fix.</p> <p><b>Textiles:</b> colour, fabric, weave, pattern.</p> <p><b>Printing:</b> line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> |
| Year 6 | Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.   | Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work.  | Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work | Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying  |  |

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|                              |  |   |   | the qualities of different materials and processes. To create sketch books to record their observations and use them to review and revisit ideas |  |
| GDS<br>Stretch and challenge | Students independently realise their intentions with ideas and annotation making links with artists/practitioners. | Independently make outcomes that show technical skill that builds on their in-depth planning. | Confidently be able to modify and refine ideas with justified reasoning linked to planning and execution of outcomes. | Confidently be able to use key terms used to describe own work and that of others using own opinions.  | Be able to confidently use skill bases learnt to produce mixed media work. |

## Our Implementation

### Organisation of topics

In EYFS pupils have discrete art sessions each week. Art is also included in continuous provision. For example, based on the reading of Iggy Peck the Architect, pupils design and construct their own bridges using a range of materials.

KS1 is taught on a 2 year rolling programme. A different unit is studied each half term .

Each year group in KS2 has discrete art lessons. Art and design is also taught in other curriculum areas, such as during the design process in D&T and RE where there are units on representing religious events and picturing Jesus. Opportunities are given for pupils of all ages to use natural materials to create art in Forest School sessions linked to artists such as Andy Goldsworthy.

Art is given a high profile in the school. Gifted and talented artists in KS2 visit Bucks Art Week exhibitions where they gain inspiration from local artists. The school also participates in workshops with the local secondary school.

Our topics are organised and sequenced so that a range of different art and design areas are covered in each year group. These key areas are started in KS1 and then built on during KS2. For example, basic sewing techniques, taught through making puppets with adult support in KS1, are built on in Year 4 where pupils learn different stitches and create place mats. Pupils then develop their sewing skills through our purse making unit in Year 5. Printing, taught in KS1, is built on in Year 5 in our Christmas card unit and then developed in Year 6 where pupils design, use and evaluate their own ink printing tiles.

### Organisation of topics to show coverage of key components

| Areas           | Year A  | Year B   |
|-----------------|---|--|
| <b>Drawing</b>  | Patterns<br>Art around the World<br>Playgrounds (DT)          | Festival art<br>Mother Nature  |
| <b>Painting</b> | Patterns<br>Art around World<br>Recycling<br>Playgrounds (DT) | Colours<br>Festival art<br>Mother Nature<br>Artists and their Styles |

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| <b>Sculpture</b> | Art around the World<br>Recycling<br>Sculpture<br>Playgrounds (DT)   | Mother Nature<br>Artists and their Styles  |
| <b>Collage</b>   | Materials<br>Sculpture   | Mother Nature  |
| <b>Textiles</b>  | Playgrounds (DT)   | Puppets  |
| <b>Printing</b>  | Patterns   | Festivals<br>Mother Nature   |
| <b>Artists</b>   | Patterns: Metzinger, Hundertwasser<br>Art around World: Kandinsky<br>Sculpture: Goldsworthy<br>Playgrounds: Rockwell | Mother Nature: Andy Goldsworthy, Van Gogh<br>Colours: Mondrian, Miranda Lloyd<br>Artists and their styles: Hundertwasser<br>Warhol, Monet, Metzinger |

| <b>Areas</b>     | <b>Year 3</b>   | <b>Year 4</b>                                  |
|------------------|---|--|
| <b>Drawing</b>   | Winter trees<br>Rainforest scene                                    | Self portraits<br>Hokusai 'Great Wave'         |
| <b>Painting</b>  | Shades and tones<br>Rousseau 'In the Jungle'                        | Hokusai 'Great Wave'<br>Monet 'Waterlilies'    |
| <b>Sculpture</b> | Papyrus (DT)<br>Rainforest diorama (DT)<br>Egyptian eye- clay tiles | Picture frames (DT)<br>Musical instrument (DT) |

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| <b>Collage</b>  | Rainforest diorama (DT)   | Picture frames (DT)                               |
| <b>Textiles</b> | Sewing stitches   | Bookmarks and mats<br>Sewing stitches             |
| <b>Printing</b> |   |   |
| <b>Artists</b>  | Rousseau<br>Erin Hanson<br>Van Gogh<br>Peter Longstaff<br>Charles Rennie Mackintosh | Mike Parr<br>Hokusai<br>Monet<br>African textiles |

| <b>Areas</b>     | <b>Year 5</b>                                      | <b>Year 6</b>                       |
|------------------|--|-------------------------------------|
| <b>Drawing</b>   | Self Portraits<br>Georgia O'Keefe<br>Geometric art | Self-proportion portraits<br>Church |
| <b>Painting</b>  | Greek clay pots<br>Viking Long ships               | Geometric art Church                |
| <b>Sculpture</b> | Greek clay pots                                    | Tagines                             |

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| <b>Collage</b>  | Viking Long ships  | Hand art in advertising<br>Re-producing art based on Carlos Merida |
| <b>Textiles</b> | Containers-making a money container and decorating it using Buddhist designs | Victorian Day sewing<br>Hand art in advertising                    |
| <b>Printing</b> | Designing Christmas cards  | William Morris   |
| <b>Artists</b>  | Georgia O' Keefe<br>Uttam Kumar Bhardwaj                                     | Carlos Merida<br>William Morris<br>Mariam Paré<br>Janine Rossiter  |

Within each unit, skills (practical knowledge) are built up in carefully sequenced lessons. Pupils study and discuss work by an artist, developing their theoretical knowledge. They then design and create their own version. In KS1, different artists/stimuli are used each lesson. Lessons start and end with a recap of prior learning. In KS2, the work of an artist is used to teach practical and theoretical knowledge over a series of weeks with a recap of key learning. By the end of each unit, KS2 pupils draw all these components together to create and evaluate a final piece of artwork. Throughout the school, pupils are given the opportunity to experiment and record their ideas and use sketchbooks to create a portfolio of their work. In KS2, they use the sketchbook to record research and design elements, for example creating a purse and practising Buddhist art. Pupils are encouraged to develop their own identity in sketchbooks when recording and learning about different art processes and exploring various artists' work. Pupils are taught how to support each other and make constructive and respectful comments. They are encouraged to take pride in their work through resilience when learning new skills/practical knowledge as artists.

### **Progression of knowledge and skills in art and design**

Skills, practical knowledge and substantive knowledge (works of art, artists, types of media, themes) for each year group are carefully mapped out to ensure progression throughout the school. Key vocabulary is identified for each phase.

## EYFS

EYFS art is taught mainly through continuous provision covering the following key skills and following the same broad units as KS1.

Creating with Materials 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.

Our EYFS art curriculum also provides rich opportunities for pupils to develop skills in other areas e.g. gross and fine motor skills; the natural world, people and communities; listening and attention; speaking; self-regulation (working with others and showing awareness of their feelings); managing self (confidence, self-resilience and perseverance).

**KS1 is on a two-year rolling programme.**

## KS1 Year A

| Autumn  | Spring  | Summer  | Skills<br>KS1  |
|---|---|---|--|
| <p><b>Patterns</b><br/>           Australian dot patterns<br/>           Exploring animal patterns<br/>           Patterns in the environment - buildings<br/>           Hundertwasser<br/>           Metzinger and mosaic patterns<br/>           Creating Mendi patterns<br/>           Creating artwork in style of Andy Warhol with repeated patterns</p> <p><b>Art around the world</b><br/>           Ndebele art.<br/>           Islamic art</p> | <p><b>Materials</b><br/>           Matisse's snail<br/>           Fabrics<br/>           Joining fabrics<br/>           Paper weaving<br/>           Sewing</p> | <p><b>Sculptures</b><br/>           Working with clay, sand, paper<br/>           Modelling based on Iggy Peck<br/>           Architect book<br/>           Andy Goldsworthy<br/>           Natural 3D sculptures</p> <p><b>Recycling and environmental art</b><br/>           Upcycling paper flowers<br/>           Upcycling plastic bottles to make plant holders<br/>           Making Easter gardens from natural resources<br/>           Pebble art</p> | <p><b>EYFS</b><br/>           Explore colour and colour mixing<br/>           Create closed shapes with continuous lines<br/>           Express ideas through art and design.<br/>           Experiment with colour shape and design through pattern.<br/>           Share creations and processes used.</p> <p><b>YEAR 1</b><br/> <b>Generating Ideas</b><br/>           Recognise that ideas can be expressed in artwork<br/>           experiment with an open mind</p> |

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| <p>Kandinsky<br/>Georgia O Keefe<br/>Creating clay Olmec babies</p> |  |  | <p>Key vocab: work of art, idea, starting point, observe, focus, design, improve.</p> <p><b>Making</b><br/>Try out a range of materials and processes and recognise that they have different qualities<br/>Use materials purposefully to achieve particular characteristics or qualities</p> <p><b>Evaluating</b><br/>Show interest in and describe what they think about the work of others</p> <p><b>Knowledge and understanding</b><br/>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design<br/>The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p> <p><b>YEAR 2</b></p> <p><b>Generating Ideas</b><br/>Try out different activities and make sensible choices about what to do next.<br/>Use drawing, sculpture and painting to develop and share ideas, experiences and imagination.</p> <p><b>Making</b><br/>Deliberately choose to use particular techniques for a given purpose</p> |
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|   |  |  | <p>Develop and exercise some care and control over the range of materials they use. (For instance, they do not accept the first mark but seek to refine and improve)</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Evaluating</b><br/>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</p> <p><b>Knowledge and understanding</b><br/>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.<br/>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)<br/>Describe the differences and similarities between different practices and disciplines, and make links to their own work</p> |
| <p><b>Key Vocab KS1</b><br/><b>Drawing:</b> line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> |  |  |  |

**Painting**

primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab

**3D:** sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric, architect

**Collage:** collage, squares, gaps, mosaic, features, cut, place, arrange.

**Textiles:** textiles, fabric, weaving, woven, alternate, over, under

**Printing:** shape, printing, printmaking, relief printing, objects.

KS1 Year B

| Autumn  | Spring  | Summer  | Skills<br>KS1 |
|---|---|---|---------------|
| <b>Colour</b><br>Black and white<br>Primary and secondary colours<br>Colour mixing<br>Shades<br>Miranda Lloyd<br>Mondrian | <b>Patterns in buildings</b><br>Stained glass windows<br>Creating mosaics<br>Gaudi<br>Creating Gaudi chimneys<br><br><b>Puppets</b><br>Lolly stick puppets<br>Spoon puppets<br>Elmer puppet<br>Sewing hand puppet | <b>Mother Nature</b><br>Drawing outside<br>Printing with leaves<br>Andy Goldsworthy<br>Van Gogh<br>Clay sunflowers<br><br><b>Artists and their different styles</b><br>Warhol<br>Monet<br>Britto<br>Pollock<br>Camp | As above      |

As above

### Year 3

| Autumn   | Spring  | Summer   | Skills   |
|--|---|--|--|
| <p><b>Painting -Shades &amp; tones</b><br/>Primary and secondary colours,<br/>Revising work from KS1<br/>Erin Hanson- warm and cool colours<br/>Charles Rennie Mackintosh's rose<br/>creating 'tones' by adding a colour to white paint.<br/>creating own stained-glass window</p> | <p><b>Rainforest scene</b> (CC Geography)<br/>Rousseau<br/>Collecting ideas from nature<br/>Colour matching with paint<br/>Foreground/background<br/>Putting all the elements together to create your own version.</p> <p><b>Winter trees</b><br/><a href="#">We Can't Believe What These 37 Artists Can Do Despite Their Disabilities</a>   <a href="#">Bored Panda</a><br/>Peter Longstaff's winter scene painted with his feet.as he has no arms.</p> <p>Observational drawings<br/>Making different types of pencil marks<br/>Creating winter trees using paint</p> | <p><b>Egyptian Eye</b> (CC History)<br/>Eye of Horus<br/>Designing and creating clay tiles<br/>Weaving using ribbons/paper/papyrus in the appropriate colours.</p> <p><b>Sewing Stitches</b> (CC DT)<br/>Model and practice a variety of sewing stitches to use during DT topic (nature through textiles)<br/>Revisit running stitch (taught in KS1), teach basting stitch and back stitch</p> | <p><b>Generating Ideas</b><br/>Gather and review information, references and resources related to ideas and intentions.<br/>Start to use a sketchbook for different purposes, including recording observations, planning and shaping ideas.<br/>key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p><b>Making</b><br/>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.<br/>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> |

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|   |  |  | <p><b>Evaluating</b><br/>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p> <p><b>Knowledge and understanding</b><br/>Know about and describe the work of some artists, craftspeople, architects and designers<br/>Explain how to use some of the tools and techniques they have chosen to work with<br/>Start to create sketch books to record their observations and use them to review and revisit ideas</p> |
| <p><b>Key vocab lower KS2</b><br/> <b>Drawing:</b> portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.<br/> <b>Painting:</b> colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone,<br/> <b>Collage:</b> texture, shape, form, pattern<br/> <b>Sculpture:</b> rectangular, concrete , 2D shape, peak, edging, trimmings, shape, form, shadow, light,<br/> <b>Textiles:</b> pattern, line, texture, colour, shape, thread, needle, textiles, decoration.<br/> <b>Printing:</b> line, pattern, texture, colour, shape, repeat</p> |  |  |  |

## Year 4

| Autumn  | Spring  | Summer   | Skills  |
|---|---|--|---|
| <p><b>Self portraits</b><br/>Drawing-pencil skills<br/>Faces (Mike Parr)</p> <p>Self-portraits (not proportion, focusing on pencil skills and techniques)</p> | <p><b>Textiles (CC DT)</b><br/>Building on sewing skills from KS1<br/>Creating bookmarks</p> <p>Using a greater range of stitches to create a binca coaster/mat</p> <p>Building on stitches from Year 3.</p> <p>African textiles – designing repeating patterns</p> | <p><b>Painting-watercolours &amp; poster paint</b><br/><b>(CC Geography)</b></p> <ul style="list-style-type: none"> <li>• Hokusai ‘Great Wave’</li> <li>• Monet’s waterlilies</li> </ul> | <p><b>Generating Ideas</b><br/>Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)<br/>key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p><b>Making</b><br/>Investigate the nature and qualities of different materials and processes systematically.<br/>Apply the technical skills they are learning to improve the quality of their work. (For instance, in painting they select and use different brushes for different purposes)</p> <p><b>Evaluating</b><br/>Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify</p> |

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|  |  |  | <p>how to improve.</p> <p><b>Knowledge and understanding</b><br/>         Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers<br/>         Demonstrate, how tools they have chosen to work with, should be used effectively and with safety.<br/>         Start to create sketch books to record their observations and use them to review and revisit ideas</p> |
| <p><b>Key vocab lower KS2</b><br/> <b>Drawing:</b> portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.<br/> <b>Painting:</b> colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone,<br/> <b>Collage:</b> texture, shape, form, pattern<br/> <b>Sculpture:</b> rectangular, concrete, 2D shape, peak, edging, trimmings, shape, form, shadow, light,<br/> <b>Textiles:</b> pattern, line, texture, colour, shape, thread, needle, textiles, decoration.<br/> <b>Printing:</b> line, pattern, texture, colour, shape, repeat</p> |  |  |  |

**Year 5**

| Autumn   | Spring   | Summer | Skills           |
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| Creating a paper collage of a Viking Longship (CC History) | Sewing a purse and creating own decorations (CC RE, D&T) |        | Generating Ideas |

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| <p>Looking at example depictions and evidence from archaeology.<br/>Choice of materials to create sea collage<br/>Practising sketching boats<br/>Building on collage techniques from Y3 dioramas.</p> <p><b>Poppies based on style of Georgia O'Keefe (CC Remembrance)</b><br/>Learning about Georgia O'Keefe and Modernism<br/>Sketchbook work on petals<br/>Using oil pastels<br/>Shading techniques<br/>Evaluate own work</p> <p><b>Designing Christmas cards</b><br/>-Learning about print techniques<br/>-Creating printing block.<br/>-Using block to create a Christmas card.</p> | <p>Cutting fabric<br/>Sewing fabric<br/>Creating collage with Buddhist theme<br/><a href="#">We Can't Believe What These 37 Artists Can Do Despite Their Disabilities   Bored Panda</a><br/>Uttam Kumar Bhardwaj picture of Buddha. He paints with his feet as has no arms.</p> <p><b>Greek clay pots (CC History)</b><br/>Looking at artefacts<br/>Building on clay skills from Year 3 to create 3D pot</p> |  | <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas<br/>Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning and recording<br/>key vocab: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p><b>Making</b><br/>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)<br/>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p><b>Evaluating</b><br/>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and understanding</b><br/>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> |
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|  |  |  | Describe the processes they are using and how they hope to achieve high quality outcomes<br>Create sketch books to record their observations and use them to review and revisit ideas |
| <p><b>Key vocab upper KS2</b></p> <p><b>Drawing:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait</p> <p><b>Painting:</b> blend, mix, line, tone, shape, abstract, absorb, colour</p> <p><b>Sculpture:</b> form, structure, texture, shape, mark, soft, join, cast.</p> <p><b>Collage:</b> shape, form, arrange, fix.</p> <p><b>Textiles:</b> colour, fabric, weave, pattern.</p> <p><b>Printing:</b> line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> |  |  |   |

## Year 6

| Autumn   | Spring   | Summer   | Skills  |
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| <p><b>Portraits</b><br/>Kehinde Wiley, Amy Sherald<br/><a href="#">We Can't Believe What These 37 Artists Can Do Despite Their Disabilities   Bored Panda</a><br/>Mariam Paré -paints with her mouth.</p> <p>Sketching</p> | <p><b>Creating 3d hand images using different types of line.</b><br/>Look at the work by eco artist Janine Rossiter. How does she portray her message?<br/><a href="https://www.pinterest.co.uk/pin/450641506471456935/">https://www.pinterest.co.uk/pin/450641506471456935/</a></p> | <p><b>Tagines (CC History)</b><br/>Looking at artefacts<br/>Designing own pot including measurements<br/>Building on clay skills from Year 5 to create 3D pot with increased independence<br/>Decorating pot</p> | <p><b>Generating Ideas</b><br/>Independently develop a range of ideas which show curiosity, imagination and originality<br/>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance. Sketchbooks will show in advance</p> |

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| <p>Rules of proportion</p> <p><b>Observational art of the Church</b></p> <p>Skills of 3D drawing</p> <p>Visit to church</p> <p>Sketching</p> <p>Creating shades with water colours</p> <p>Expressing emotion through creating a background</p> <p><b>William Morris wrapping paper (CC History)</b></p> <p>William Morris and Arts and Crafts movement</p> <p>Creating template</p> <p>Use Kaleidacam on iPad to create repeat pattern</p> <p>Link to Islamic art</p> <p>Creating repeated background</p> <p>Creating a piece of William Morris inspired wrapping paper.</p> | <p>Using 3d hand images to create visual, poster advert</p> <p>Pupils choose from a range of media and techniques to use<br/>(Linked with fair trade and ICT topics)</p> <p><b>Artist study (Carlos Merida) from a fair trade country</b></p> <p>Take inspiration from a range of his work-</p> <p>Geometric form and mixed media</p> <p>Paper collage</p> <p>Prepare sheets of paper in the relevant colours</p> <p>Black sugar paper to create paper cut outs to place on top</p> <p>Add detail with white pastel/pencil</p> <p>Could add sponging to background</p> |  | <p>how work will be produced and how the qualities of materials will be used)</p> <p><b>Making</b></p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work.</p> <p><b>Evaluating</b></p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p> <p><b>Knowledge and understanding</b></p> <p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>Create sketch books to record their observations and use them to</p> |
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|   |  |  | review and revisit ideas |
| <b>Key vocab upper KS2</b><br><b>Drawing:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait<br><b>Painting:</b> blend, mix, line, tone, shape, abstract, absorb, colour<br><b>Sculpture:</b> form, structure, texture, shape, mark, soft, join, cast.<br><b>Collage:</b> shape, form, arrange, fix.<br><b>Textiles:</b> colour, fabric, weave, pattern.<br><b>Printing:</b> line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. |  |  |                          |

## Assessment

Assessment of pupils' learning in art is an ongoing monitoring of pupils' understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform the support and challenge required by the pupils both within a lesson and for future lessons. An independent piece of art (self-portrait) is completed at the start of each year. This enables us and the pupils to see progression year on year in the key element of drawing. Pupils evaluate their own and each other's work throughout the school, learning to do this in a respectful and constructive manner. Marking is mainly verbal with constructive comments and next steps given at the point of learning. We use the same marking system as in other foundation subjects. Summative assessment is conducted termly by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. Art is also monitored by the subject leader throughout the year in the form of sketch book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and to establish the impact of the teaching taking place.

## Impact

The structure of the art curriculum ensures that pupils can develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of pupils sketchbooks and teachers' verbal feedback at the point of learning mean that pupils can review, modify and develop their initial ideas in order to achieve high quality outcomes. Pupils learn to

understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion. They also understand that art and design encompasses more skills than being able to draw. The opportunity for pupils to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups and pupils can talk articulately about knowledge they have learnt. Our curriculum organisation also supports pupils in achieving age-related expectations at the end of each year. The art subject leader works closely with the local secondary school to ensure that pupils are prepared for art in Year 7. Art is taught in a supportive and constructive way enabling our pupils to try out new skills and grow in the Curzon value of courage. Some SEND pupils who struggle with writing attain better in art than in literacy.

School displays and displays in the local community reflect the pupils' sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. Monitoring shows that pupils enjoy art and feel confident trying out new techniques. The art curriculum at Curzon contributes to pupils' personal development in creativity, independence, judgement and self-reflection.