



## Curriculum Intent for Art

At Brown's C of E Primary School, we are ARTISTS!

We want our children to love art and design and develop a true appreciation of the visual arts. We want our children to have no limits to what their ambitions are and grow up aspiring to be illustrators, graphic designers, fashion designers, curators, architects or printmakers.

Our curriculum follows four core techniques—drawing, painting, sculpture (with clay), and collage—to ensure the depth needed for the required proficiency.

Focusing on clay as the sculptural medium allows pupils to develop proficiency in this area. Clay delivers a sensory experience that children almost universally enjoy. It allows pupils to feel and create texture and form and can be easily manipulated but mastered with experience. It is accessible and fun.

During “Sculpture: Clay” units, pupils encounter work from ancient to modern times. The work pupils create represents nature, reflects social norms, and expresses emotion. It includes considering practical as well as decorative purposes.

The overarching questions help to demonstrate how art has reflected humanity and society over time.

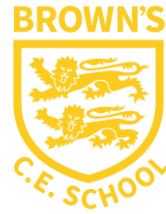
They explore work in varying depths, including a church, craft pottery, ceramic sculptures, paintings, pattern design, and silversmithing. The work comes from Europe, Asia, North America, South America, and Africa. They meet painters, designers, factories, ceramicists, potters, craft makers, and sculptors.

Knowledge is revisited in each lesson, both within a unit and in past units. Each lesson provides scaffolded support or stretch for use as needed.

Art is taught during the second half of each half term and alternates with Design and Technology. As a school, we believe this approach ensures the developing knowledge and skills learnt in each subject are transferred across the whole curriculum and makes the best use of our timetable.

### **Implementation**

Art is taught in every year group, once per week during the second half term.



Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketched, develop skills, record ideas and develop opinions.

Every child is given the opportunity to learn the skills of drawing, painting, printing and sculpture.

-Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.

-At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.

-In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work. -Teachers follow a clear progression of skill which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.

-Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.

To support the development of the subject, staff use Grammarsaurus Scheme of work and resources.

-Cross- curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.

## Early Years Foundation Stage

### Expressive Art and Design Statutory Educational Programme

The development of children's **artistic** and **cultural** awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a **wide range of media** and **materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The **frequency**, **repetition** and **depth** of their experiences are fundamental to their progress in **interpreting** and **appreciating** what they hear, respond to and observe

**How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Art and Design builds.**

In the revised Early Years Foundation Stage, Expressive Art and Design is broken down into two aspects:

- **Creating with Materials**
- **Being imaginative and Expressive**



Within our EYFS provision, children have access to and are actively encouraged to explore different media, finding out about their properties and exploring how it can be combined to create different effects. They develop a range of skills and techniques, experimenting with colour, design, texture, form and function.

We encourage the children to notice everything and closely observe the most ordinary things that can often be taken for granted, making use of our natural surroundings and the changes that can be observed across the year. Building on children's interests, our children are given the opportunities to create amazing inventions or make marks on paper that represent for them an experience or something they have seen. We encourage children to choose and use materials and resources in an open-ended way that helps them to make choices and to have confidence in their own ideas. We encourage children to delve into the world of pretence, build on their experience of the real world and transforming it into something new, through role play, mark making, junk modelling or a range of other areas. Children have the opportunity to create on both small and large scales indoors and out.

Within Expressive Art and Design, there are close links with many other areas of the Early Years Curriculum. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem. Specific new vocabulary and key concepts are carefully planned for and introduced so that children have a secure foundation of knowledge onto which they can build upon as they move into Year 1.

### How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Art and Design builds.

|                                       | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 2 | Term 3 | Term 6 |
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| Characteristics of effective learning | <p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things and have a go</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between their ideas and develop strategies for doing things</li> </ul> |        |        |        |
| Educational Programme                 | <b>Expressive Arts and Design</b> – statutory framework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |        |        |



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|                                                                                         | <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Development Matters Reception Statements (Examples of what this could look like)</p> | <p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b><br/> <i>(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.)</i></p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b><br/> <i>(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.)</i></p> <p><b>Create collaboratively sharing ideas, resources and skills</b><br/> <i>(Provide a range of materials and tools and teach children how to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Some skills that could be taught but not limited to colour mixing, pencil drawings, portraits, use of powder paints, wax crayons, pastels, observational drawings, use of mixed media e.g. collage)</i></p> |
| <p>End of year Expectations: (ELG)</p>                                                  | <p><b>Expressive Arts and Design</b><br/> <b>ELG: Creating with Materials</b><br/> <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Vocabulary:</p>                                                                      | <p>Vocabulary – enriching and widening (subject specific relating to overarching topics)<br/> Art vocabulary children will be exposed to:<br/> Paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, texture, improve, design,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Link to Key texts (children could encounter these texts linked to Art)</p>           | <p>Key texts are used to 'hook' learning<br/> See English Key Text overview<br/> Art books – Mixed, The Colour Monster</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



## Art curriculum Cycle A

|                          | Y1/2 Focus              | Why this, why now?                                                                                                                                                                                                                                                                                   | Y3/4 Focus                        | Why this, why now?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Y5/6 Focus                                       | Why this, why now?                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Autumn 2 - Monochromatic | <b>What is drawing?</b> | <p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will know how to use a pencil.<br/>Pupils will have explored pressure and grip.</p> <p><u>Elements of Art</u></p> <p>Pupils will know the definition of line and shape.<br/>Pupils will begin to understand the concept of value.</p> | <b>How do artists draw faces?</b> | <p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will revise how grip can impact our control of a pencil.<br/>Pupils will revise the parts of a pencil.<br/>Pupils will explore how marks can be used to create an impression of texture.<br/>Pupils will explore how lines and shapes can create artistic impressions of facial features.<br/>Pupils will learn to draw from observation.<br/>Pupils will learn how to use shapes to support drawing.<br/>Pupils will use value and texture whilst drawing.</p> <p><u>Elements of Art</u></p> <p>Pupils will know the definition of texture, line and shape.</p> | <b>How can we find our own style of drawing?</b> | <p>Practical Skills</p> <p><u>Drawing Skills</u></p> <p>Pupils will use observational skills to notice details.<br/>Pupils will use shapes to guide their observational drawings.<br/>Pupils will select different pencils for different effects.<br/>Pupils will use proportion when drawing.<br/>Pupils will draw in a geometric style.</p> <p><u>Elements of Art</u></p> <p>Pupils will use values and lines to create form.</p> |

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| Spring 2- Sculpture | <p><b>Why do sculptors sculpt?</b></p> | <p><b>Practical Skills</b></p> <p><u>Clay Techniques</u><br/> Pupils will know what clay is and where it comes from.<br/> Pupils will shape clay into balls, slabs and coils.<br/> Pupils will imprint into clay with different objects.</p> <p><u>Colour Theory</u><br/> Pupils will identify and mix the three primary colours to make secondary ones.</p> <p><u>Elements of Art</u><br/> Pupils will begin to understand the meaning of texture.</p> <p><u>Tools</u><br/> Pupils will control a small paintbrush.</p> | <p><b>How can where you live impact you as an artist?</b></p> | <p><b>Practical Skills</b></p> <p><u>Clay Techniques</u><br/> Pupils will create a pinch pot.<br/> Pupils will mould a 3D plant sculpture.</p> <p><u>Elements of Art</u><br/> Pupils will identify shapes in plants and understand the definition of shape.</p> <p><u>Tools</u><br/> Pupils will control a paintbrush for increased precision.</p> <p><u>Other</u><br/> Pupils will experiment with a range of ideas whilst sketching.<br/> Pupils will cut identified shapes into collages.</p> | <p><b>How can flowers inspire artists?</b></p> | <p><b>Practical Skills</b></p> <p><u>Clay Techniques</u><br/> Pupils will know what the four different types of clay are.<br/> Pupils will mould clay with a focus on delicacy and precision.</p> <p><u>Colour Theory</u><br/> Pupils will create tints, shades and tones with paint.<br/> Pupils will know what analogous colours are and experiment with different combinations.</p> <p><u>Elements of Art</u><br/> Pupils will explore the shape and form within flowers.</p> |
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| Summer 2 – Chromatic | <b>Does abstract art mean anything?</b> | <p>Practical Skills</p> <p><u>Colour Theory</u><br/>Identifying the 3 primary colours, and mixing to make secondary colours.</p> <p><u>Elements of Art</u><br/>Knowing the definition of line, shape, space and colour.</p> <p><u>Tools</u><br/>Learn the parts of a brush.<br/>Controlling a brush.<br/>How to rinse a brush between colours.</p> <p>Using acrylic paints</p> | <b>What is illustration?</b> | <p>Practical Skills</p> <p><u>Colour Theory</u><br/>Revise primary colours and secondary colours.<br/>Blending colours.<br/>Revise complementary colours.</p> <p><u>Tools</u><br/>Revise parts of a brush.<br/>Controlling a paint brush for increased precision.<br/>Knowing how to use watercolour paints and understand how they're different to acrylic paint.</p> <p><u>Techniques</u><br/>Use a sketch to create guide lines for painting.<br/>Identifying shapes and lines whilst we recreate an image.</p> | <b>How realistic do portraits need to be?</b> | <p>Practical Skills</p> <p><u>Colour Theory</u><br/>Revise primary and secondary colours.<br/>Learn to mix skin tones.</p> <p><u>Tools</u><br/>Use watercolour paints with proficiency.<br/>Revise the differences between acrylic and watercolour paint.</p> <p><u>Techniques</u><br/>Use ripped paper collage to create a self-portrait.<br/>Use shapes to guide the composition of a portrait.<br/>Use measurements to control proportions in a face.<br/>Use sketches to create guide lines for painting a miniature.</p> |
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### Art Curriculum Cycle B

| Y1/2 Focus | Why this, why now? | Y3/4 Focus | Why this, why now? | Y5/6 Focus | Why this, why now? |
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| Autumn 2 - Monochromatic | <p><b>How can patterns be used in art?</b></p> | <p><b>Practical Skills</b></p> <p><u>Drawing Skills</u></p> <p>Pupils will revise the parts of a pencil.<br/> Pupils will control a pencil with increased precision.<br/> Pupils will learn to use a guide to keep our drawings more precise.</p> <p><u>Elements of Art</u></p> <p>Pupils will know the definition of line, shape, and space.<br/> Pupils will explore how to use lines and space to create patterns.</p> <p><u>Tools</u></p> <p>Pupils will use scissors accurately and safely.</p> <p>Pupils will use glue appropriately.</p> | <p><b>How do artists draw perspective?</b></p> | <p><b>Practical Skills</b></p> <p><u>Drawing Skills</u></p> <p>Pupils will revise how to control a pencil to create lines and values.<br/> Pupils will learn how to draw a basic shape with the appearance of form.<br/> Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective.<br/> Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective.<br/> Pupils will learn how to shade using hatching, cross-hatching and stippling.</p> <p><u>Elements of Art</u></p> <p>Pupils will know the</p> | <p><b>What mistakes can artists make when drawing faces?</b></p> | <p><b>Practical Skills</b></p> <p><u>Drawing Skills</u></p> <p>Pupils will use close observation when drawing.<br/> Pupils will select different pencils for different effects.<br/> Pupils will use proportion when drawing.<br/> Pupils will use shapes to guide their observational drawings.</p> <p><u>Elements of Art</u></p> <p>Pupils will use values to create form.</p> |
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|  |  |  |  | definitions of line, shape, form, and value and will use value and line to create form. |  |  |
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| Spring 2 - Sculpture | <p><b>How have castles inspired artists?</b></p> | <p><b>Practical Skills</b></p> <p><u>Clay Techniques</u><br/>Pupils will wedge clay to prepare it.<br/>Pupils will join using 'score and slip'.<br/>Pupils will create a relief design.</p> <p><u>Colour Theory</u><br/>Pupils will identify how to create grey and brown, using the three primary colours and white and black paint.</p> <p><u>Elements of Art</u><br/>Pupils will identify shapes in forms to support drawing a 3D object.</p> <p><u>Tools</u><br/>Pupils will control a paintbrush for increased precision.</p> | <p><b>What can pottery tell us about the past?</b></p> | <p><b>Practical Skills</b></p> <p><u>Clay Techniques</u><br/>Pupils will create a coiled pot using a pinch pot as a base.<br/>Pupils will experiment and design a unique lid design.<br/>Pupils will develop mastery of joining clay effectively to be visually pleasing.</p> <p><u>Tools</u><br/>Pupils will control a paintbrush for increased precision.</p> | <p><b>How can food inspire artists?</b></p> | <p><b>Practical Skills</b></p> <p><u>Clay Techniques</u><br/>Pupils will demonstrate proficiency with clay.<br/>Pupils will design a sculpture, considering the emotional response created.<br/>Pupils will learn to consider the viability of designs.<br/>Pupils will know that you can sculpt clay around something, like foil, to build larger structures.</p> <p><u>Colour Theory</u><br/>Pupils will increase the range of colours used for effect.</p> <p><u>Tools</u><br/>Pupils will learn how brush choices influence outcomes.</p> |
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| Summer 2 – Chromatic | <b>How can artists use colour?</b> | <p><b>Practical Skills</b></p> <p><u>Colour Theory</u><br/>Revise primary and secondary colours.<br/>Identifying warm and cool colours.<br/>Identify complementary colours.<br/>Begin to recognise the colour wheel.<br/>Creating colour palettes.</p> <p><u>Elements of Art</u><br/>Revise parts of a brush.<br/>Controlling a paint brush for increased precision.<br/>Using acrylic paints.</p> <p><u>Tools</u><br/>Use a sketch to create guide lines for painting.</p> | <b>Why do artists keep sketchbooks?</b> | <p><b>Practical Skills</b></p> <p><u>Tools</u><br/>Revise how to use watercolour paints.</p> <p><u>Techniques</u><br/>Use a sketch to create guide lines for painting.<br/>Incorporate photos into a watercolour painting to create a photocollage.<br/>Exploring line work through sketching.<br/>Use a sketchbook to develop skills.<br/>To consider the steps to compose a collage.<br/>Creating a collage using scissors.</p> | <b>Can art help save the planet?</b> | <p><b>Practical Skills</b></p> <p><u>Techniques</u><br/>To use precision in collage.<br/>To use the elements of art in design.<br/>Use pencil rubbing to transfer a design sketch.<br/>To use the grid method to transfer an image.<br/>Use shapes to guide the composition of an animal.</p> <p><u>Tools</u><br/>Use watercolour paints with proficiency.</p> |
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### Essential Knowledge in the Art Curriculum – Cycle A

| Term | Y1/2                          | Y3/4                          | Y5/6 |
|------|-------------------------------|-------------------------------|------|
|      | <u>Disciplinary Knowledge</u> | <u>Disciplinary Knowledge</u> |      |



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| Autumn 2<br>Monochromatic | <p>Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.</p> <p><u>Vocabulary</u></p> <p>collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag</p> | <p>Pupils will know that artists must practise specific skills to improve.</p> <p>Pupils will learn that different artists can represent facial features differently.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will begin to explore how art can connect with emotions.</p> <p>Pupils will learn the differences between landscape, portrait, and still life.</p> <p>Pupils will evaluate their work and learn how they can learn from others.</p> <p><u>Vocabulary</u></p> <p>bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value</p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will learn that artists can have an artistic style.</p> <p>Pupils will explore how they can develop their own artistic style.</p> <p>Pupils will learn about artists who work in different styles.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will describe the style of artworks with appropriate vocabulary.</p> <p>Pupils will know that art doesn't have to be realistic.</p> <p>Pupils will explore what the definition of art is.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><u>Vocabulary</u></p> <p>abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value</p> |
|                           | Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Y1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | - Y3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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| <p>Spring 2<br/>Sculpture</p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will identify sculptures and non-sculptures.<br/>Pupils will know some of the reasons people make sculptures.<br/>Pupils will begin to understand how art can cause an emotional response.<br/>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will learn about the work of two craft makers and discuss responses to the work.</p> <p><u>Vocabulary</u></p> <p>ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D</p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will understand what can influence artists (being inspired by where they live).<br/>Pupils will formally respond to a piece of art.<br/>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will learn about how location influenced various Mexican artists and craft makers.<br/>Pupils will learn about how their location influenced a diverse range of artists.</p> <p><u>Vocabulary</u></p> <p>blend, mould, pinch pot, pottery</p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will understand what can influence artists (flowers).<br/>Pupils will reflect on the purpose of a sculpture.<br/>Pupils will present and share responses to a piece of art.<br/>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will learn about how flowers have influenced artists.<br/>Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.</p> <p><u>Vocabulary</u></p> <p>earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy</p> |
| Term                          | Y1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Y3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Y5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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| <p>Summer 2<br/>Chromatic</p> | <p><u>Disciplinary Knowledge</u></p> <p>Identifying abstract and realism paintings.</p> <p>Begin to understand how art can cause an emotional response.</p> <p>Know that art can have meaning.</p> <p>Consider some of the reasons that people create art.</p> <p>Describing abstract art.</p> <p>Beginning to evaluate our own art.</p> <p>To compare differences and similarities between artwork.</p> <p><u>Theoretical knowledge</u></p> <p>Learning about the work of abstract painters.</p> <p>Know that some artists make art for different purposes.</p> <p>Know that art can be displayed in a gallery, a museum, a sketchbook or a home.</p> <p>Know that artists can come from all around the world.</p> | <p><u>Disciplinary Knowledge</u></p> <p>Learning how art can impact society.</p> <p>Learning about the discipline of illustration.</p> <p>Evaluating our own work. Learning to talk about art.</p> <p>Learning that art can cause an emotional response.</p> <p>Knowing some of the reasons that people paint.</p> <p><u>Theoretical knowledge</u></p> <p>Learning about the work of illustrators.</p> <p>Beginning to learn how technology can influence art.</p> <p>Understanding that making art can require courage and persistence.</p> <p><u>Vocabulary</u></p> <p>watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium</p> | <p><u>Disciplinary Knowledge</u></p> <p>Use the seven elements of art to talk about artwork.</p> <p>Consider who decides how much art is worth.</p> <p>Consider how art can be an exploration of who we are and how we want others to see us.</p> <p>Consider that we can use art to express something that isn't visible to the eye.</p> <p>Know that art doesn't have to be realistic.</p> <p>Evaluating our own art process.</p> <p>Consider how colour can be used in portraiture.</p> <p><u>Theoretical knowledge</u></p> <p>Learn about portraiture as a form of art over time and across cultures.</p> <p>Learn about portraiture miniatures as a form of art.</p> <p>Understand how technology can influence art.</p> <p>Learn about the work of collagists.</p> <p><u>Vocabulary</u></p> |
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|  | <u>Vocabulary</u><br>abstract, realism, acrylic, ferrule,<br>toe, handle, bristle, dot, line,<br>primary colour, curved, space,<br>gallery, pattern, design |  | colour, commissioned, composition,<br>form, line, miniaturist, mixed media,<br>opaque, portrait, proportion, shape,<br>sitter, space, texture, value, cartoon |
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### Essential Knowledge in the Art Curriculum – Cycle B

| Term | Y1/2 | Y3/4 | Y5/6 |
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|------|------|------|------|



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| <p>Autumn 2<br/>Monochromatic</p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work.</p> <p>Pupils will know how designers impact how our homes look.</p> <p>Pupils will know how humans can use patterns during celebrations.</p> <p>Pupils will know that humans have been designing patterns for thousands of years worldwide.</p> <p>Pupils will know that art can be in our homes as decoration.</p> <p>Pupils will recognise patterns in nature.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will evaluate their own work.</p> <p>Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.</p> <p><u>Vocabulary</u></p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will know that art can involve experimentation.</p> <p>Pupils understand that artists only sometimes know how to capture perspective (challenge activity).</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will consider what makes an artist successful.</p> <p>Pupils will consider what it means to be inspired by artists' work.</p> <p>Pupils will evaluate their own art process.</p> <p><u>Vocabulary</u></p> <p>atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point</p> | <p><u>Disciplinary Knowledge</u></p> <p>Pupils will learn about artists from around the world.</p> <p><u>Theoretical knowledge</u></p> <p>Pupils will develop a vocabulary to describe common errors made in realism portraits</p> <p>Pupils will understand that art can be practised and improved upon.</p> <p>Pupils will learn how artists can use reference material.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><u>Vocabulary</u></p> <p>cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical</p> |
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|      | architect, chromatic, decorative,<br>design, designer, drawing, evaluate,<br>experiment, geometric, henna, line,<br>mehndi, monochromatic, organic,<br>pattern, shape, space |        |      |
| Term | Y1/2                                                                                                                                                                         | - Y3/4 | Y5/6 |



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| <p>Spring 2<br/>Sculpture</p> | <p><u>Disciplinary Knowledge</u><br/>Pupils will know that some sculptures have a practical purpose, while others are decorative.<br/>Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process.<br/>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical knowledge</u><br/>Pupils will learn about a ceramic factory and the work it produces.<br/>Pupils will know that art has been created throughout history and worldwide.</p> <p><u>Vocabulary</u><br/>column, form, ornament, relief, score and slip shape, sketchbook, sphere/spherical, wedging, 2D, 3D</p> | <p><u>Disciplinary Knowledge</u><br/>Pupils will know that art can reflect what life was like a long time ago.<br/>Pupils will formally respond to a piece of art and share what it teaches us about times in history.<br/>Pupils will evaluate each other's work, as well as our own.</p> <p><u>Theoretical knowledge</u><br/>Pupils will know that art can reflect societal and/or religious beliefs.</p> <p><u>Vocabulary</u><br/>coiling, coil pot, hand-building</p> | <p><u>Disciplinary Knowledge</u><br/>Pupils will understand what can influence artists (food).<br/>Pupils will consider why artists choose one medium over another.<br/>Pupils will understand that artists can develop recognisable styles.<br/>Pupils will consider who buys a sculpture.<br/>Pupils will consider who decides the value of art.<br/>Pupils will evaluate their own work.</p> <p><u>Theoretical knowledge</u><br/>Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.</p> <p><u>Vocabulary</u><br/>ferule, bristles, complementary colours, tertiary colours, manipulate, matter outcome</p> |
| Term                          | Y1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Y3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Y5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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| <p>Summer 2<br/>Chromatic</p> | <p><u>Disciplinary Knowledge</u></p> <p>Consider how we feel about art and why people create art.</p> <p>Describing how colours may make people feel.</p> <p>Learning the differences between landscape, portrait and still life.</p> <p>Know that art doesn't have to be realistic.</p> <p>Evaluating our own work.</p> <p><u>Theoretical knowledge</u></p> <p>Knowing that where an artist lives can effect what they create.</p> <p>Learning that artists do not have to directly create every piece of art that is attributed to them.</p> <p>Ted Harrison paints and then commissions serigraph prints to sell.</p> <p>Beginning to identify artists work by recognising their style.</p> <p><u>Vocabulary</u></p> | <p><u>Disciplinary Knowledge</u></p> <p>Learning about the process of being an artist, and how sketchbooks are used for different purposes.</p> <p>Evaluating our own art process.</p> <p>Learn about mixed media artworks.</p> <p><u>Theoretical knowledge</u></p> <p>Understanding how architects can respond to current issues, such as sustainability.</p> <p>Understanding that the context of the painting or artist can influence how we understand it.</p> <p>To know the difference between drafting and sketching.</p> <p>Learn how technology can influence art.</p> <p><u>Vocabulary</u></p> <p>architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture</p> | <p><u>Disciplinary Knowledge</u></p> <p>Consider whether designs on t-shirts can be called art.</p> <p>To use the elements of art to discuss design.</p> <p>Evaluate other people's art and our own.</p> <p>Learning how art can impact society.</p> <p>Know that art doesn't have to be realistic.</p> <p><u>Theoretical knowledge</u></p> <p>To consider the sustainability of art and design.</p> <p>Know that art can be inspired by political or charitable causes.</p> <p>Know that art can be created with a purpose to create change.</p> <p>Consider how artists can reduce, reuse or recycle.</p> <p><u>Vocabulary</u></p> <p>ferule, bristles, complementary colours, tertiary colours, manipulate, matte</p> |
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|  | warm, cool, contrast,<br>complementary, elements, the<br>colour wheel |  |  |
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## Art and Design Links to Current Research

| Publication                                                                                                    | Selected Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How are we applying these to our Curriculum?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <a href="#">Research review series: art and design - GOV.UK (www.gov.uk)</a><br>22 <sup>nd</sup> February 2023 | <p><b>Schools should:</b></p> <p>Ensure curriculum content is chosen specifically to enable pupils to build practical, theoretical and disciplinary subject-specific knowledge and emphasise the connections between them to enable pupils to 'get better'.</p> <p><b>Practical</b> - developing technical proficiency<br/> <b>Theoretical</b> - cultural and contextual content that pupils learn about artists and artwork<br/> <b>Disciplinary</b> - learning about how art is studied, discussed and judged.</p> <p>Curriculum content includes different ways of making and together these choices are cumulatively sufficient and provide pupils with a coherent understanding of art.</p> <p>The curriculum concentrates in enough depth on chosen areas of making for pupils to gain proficiency in those areas.</p> <p>Curriculum content includes practical knowledge about the methods, techniques, and styles related to these ways of making.</p> | <ul style="list-style-type: none"> <li>• In EYFS, our children have regular opportunities to explore and access Art and Design through teacher-led inputs, teacher-initiated activities as part of enhanced provision and child-led opportunities as part of their continuous provision offer.</li> <li>• Our curriculum has been carefully planned with great consideration of "why this? Why now?" to ensure it is sequential, allowing for the development and progression of skills and where appropriate linking to other curriculum areas to enable all pupils to 'get better' as they move through the Early Years, KS1 and KS2.</li> <li>• In Key Stages 1 and 2, pupils have a sequence of focussed Art and Design for a half term, followed and preceded by a sequence of Design and Technology. This rotation enables links between the knowledge acquired in the two subject areas to be recognised and strengthened, and the opportunity for skills learnt to be transferred.</li> <li>• Focus is placed on teaching specific drawing skills</li> <li>• We offer a broad range of making opportunities across KS1 and KS2 including drawing, painting, print-making, sculpture, creative crafts, collage, textiles, installation and site specific work, digital and new-media, design and graphic design which are taught and revisited over time.</li> </ul> |



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| <p>Curriculum content enables pupils to understand the journey of art throughout history and culture, including established, contested and neglected stories of art (theoretical knowledge)</p> <p>Curriculum content is grounded in the kinds of questions that artists, critics and scholars ask (disciplinary knowledge)</p> <p>The curriculum sequences knowledge components to help pupils work towards more complex, subject-specific end goals</p> <p>There are identified points in the curriculum where it is clear whether pupils are working towards 'convergent' or 'divergent' goals</p> <p>Practice is built in throughout the curriculum and is sufficient to ensure pupils learn a curriculum that will build receptive and productive expertise as intended</p> <p>Plan for pupils to develop sufficient knowledge to make sense of artists, artwork and art traditions.</p> | <ul style="list-style-type: none"> <li>• In each area of making, pupils learn about materials and techniques, the vocabulary to identify them (a kind of receptive expertise), and how they themselves can use those materials and put those techniques into practice (a kind of productive expertise).</li> </ul> <p><b>We teach practical knowledge through</b></p> <ul style="list-style-type: none"> <li>- Providing opportunities for repeated practice</li> <li>- Identifying the key fine motor skill, knowledge or technique and teaching it through different pedagogical approaches</li> <li>- Reinforcing what pupils should already know and building upon it, in order, to ensure pupils make good progress and reduce cognitive overload</li> <li>- Supporting pupils to become more autonomous by choosing pedagogical activities that build their confidence and competence in practical knowledge early in the curriculum.</li> </ul> <p><b>We teach theoretical knowledge through</b></p> <ul style="list-style-type: none"> <li>- Using methods that best enable pupils to know and remember</li> <li>- Placing focus on the big ideas, concepts and principles</li> <li>- Teaching knowledge of art; isolating aspects of work to emphasise a point, highlighting connections between contrasting works, comparing conflicting works and using analogies and stories.</li> </ul> <p><b>We teach disciplinary knowledge through</b></p> <ul style="list-style-type: none"> <li>- Learning about practicing artists, including cultural and contextual context</li> <li>- Specific teaching and questioning</li> <li>- Linking to our own culture and value, reflection and own experiences</li> </ul> |
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