

Art

	Key concept Thinking like an artist	Skills	Knowledge and understanding/Developing ideas	Evaluating and refining	Art Terms and vocabulary	Key enquiry/P4C questions	End points
EYFS	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design, texture, form and function.</p> <p><i>Possible Artists</i> Vincent Van Goch (painter) Seurat (painter)</p>	<p>Drawing (pencil, , chalk, ICT software)</p> <p>Colour (painting, dye, pencils, crayon,)</p> <p>Texture (clay, sand, mud)</p> <p>Form (3D work, clay, dough, boxes, paper sculpture)</p> <p>Printing (found materials, fruit/veg)</p> <p>Pattern (paint, pencil, clay, printing)</p>	<p>Respond to ideas and starting points.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Consider the work of at least one artist.</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Pattern</p> <p>Colour</p> <p>Shape</p> <p>Texture</p> <p>Print</p> <p>Paint, clay, sand, crayons, pencil, chalk, draw</p>	<p>I wonder why you have chosen that colour?</p> <p>I wonder what will happen if...?</p> <p>Have you seen something like this before?</p>	<p>Talk about their work</p> <p>Experience of drawing, painting, printing, modelling</p>
Year 1	<p>Respond to art stimulus</p> <p>Explore and experiment with a range of materials</p> <p><i>Possible Artists</i> Jenny Frean RSA RDI (textile designer) Lucian Day (textile designer) Kandinsky (painter)</p>	<p>Drawing (pencil, charcoal, chalk, pastels, ICT software)</p> <p>Colour (painting, dye, textiles, pencils, crayon, pastels)</p> <p>Texture (textiles, clay, sand,)</p> <p>Form (3D work, fabrics, clay, dough, boxes, paper sculpture,)</p> <p>Printing (found materials, fruit/veg,)</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Begin to make some decisions about presenting work in sketch books.</p> <p>Annotations (key words).</p> <p>Consider the work of at least one artist or designer.</p>	<p>Describe their choices.</p> <p>Make adaptations in their sketchbook</p> <p>Work in the style of a chosen artist.</p> <p>Reflect on their work when comparing to the chosen artist</p>	<p>Artist, textile designer, abstract, fabrics, repeated pattern, line, shape, colour</p>	<p>P4C questions Does art have to be a picture?</p> <p>Enquiry Questions Tell me about what you are making</p> <p>What might you do next?</p> <p>Tell me about what you have made</p>	<p>Describe the work of an artist studied</p> <p>Describe their work in relation to artists studied</p> <p>Experience of drawing, painting and using fabric in their work</p> <p>Produce a repeating pattern (link to maths)</p>

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	Matisse Banksy	<p>Form (3D work, wire, paper sculpture, mod roc)</p> <p>Printing wood blocks, press print, string)</p> <p>Pattern (paint, pencil, printing)</p>	<p>Make some choices about presentation of work in sketchbooks.</p> <p>Use simple annotations to describe/evaluate a technique.</p> <p>Use prior knowledge of artists and materials and apply to their own work.</p>	<p>Take the time to reflect upon what they like and dislike about work in order to improve it</p>		<p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get round them?</p>	<p>Visit local exhibition – inside or outside</p>
Year 4	<p>Investigate the nature and qualities of different materials and processes</p> <p>Apply technical skills to improve quality of work, combined with beginning to explore their own ideas about the creative process</p> <p>Be excited by the potential to create and feel empowered to undertake their own exploration</p> <p>Vincent Van Gogh (painter and drawer)</p> <p>William Morris</p> <p>Roy Lichtenstein</p>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, wire, mod roc)</p> <p>Printing (found materials, wood blocks, lino, string)</p> <p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>Develop ideas through starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Develop confidence when commenting on artwork using visual language.</p> <p>Begin to take ownership of work and how it is to be presented.</p> <p>Use annotations for personal reflections.</p> <p>Use prior knowledge of artists and materials and apply to their own work.</p> <p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p>	<p>Identifying with a teacher or peer the successes of the artwork and what the pupil has enjoyed during the process, as well as what they like about the end result.</p> <p>Identify problems which came up and how they were solved.</p> <p>Consider how the work might be improved further next time.</p>	<p>Observation, intention, context, mark making, tone, shade, composition, medium,</p>	<p>P4C Questions What is Art?</p> <p>Enquiry Questions What might you do next?</p> <p>What have you discovered?</p> <p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get round them?</p> <p>What would you like to explore more of?</p>	<p>By the end of LKS2, exposure to a range of artists, architects, sculptors including contemporary, those from various ethnicities and female artists</p> <p>By end of LKS2 Visit a gallery</p> <p>By the end of LKS2 all pupils will have worked with an artist in residence</p>



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			Experiment with different techniques of applying tone – cross-hatching, pointillism, blending & smudging.				
Year 5	<p>Develop ideas through investigations and experimental work with a variety of different mediums and materials.</p> <p>To be able to develop and refine ideas through experimenting and selecting appropriate resources and media.</p> <p>To be able to record ideas and observations in sketchbook.</p> <p>To be able to respond to the work of others, form opinions and begin to understand</p>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>Printing (found materials, wood blocks, press print, lino, string)</p> <p>Pattern (paint, pencil, textiles, clay, printing</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artwork with a grasp of visual language.</p> <p>Take ownership of work.</p> <p>Use annotations to record, for example, personal reflections/how the work has been influenced by an artist.</p> <p>Make explicit links to prior knowledge of artists and materials and apply to their own work.</p>	<p>Compare ideas, methods and approaches in their own work with that of others</p> <p>Use explanations and annotations to explain artist intent and then to evaluate their own work</p> <p>Identify specific elements of artists' work using visual language</p>	<p>Observational drawing, technical drawing, mark-making, contrast, tone, texture, surface, 3D form, primary, secondary and tertiary colours.</p>	<p>P4C Questions Is creativity an art or a science?</p> <p>Enquiry Questions What might you do next?</p> <p>What have you discovered?</p> <p>How do you feel about the end result? What kinds of problems did you encounter and how did you get round them?</p> <p>How could you further develop this piece?</p> <p>What would you like to explore more of?</p>	RSA Fellows visit to schools

	<p>context behind work.</p> <p>Jason Scarpace Frida Kahlo Noel Fielding</p>		<p>To be able to follow guided drawing.</p>				
Year 6	<p>Develop ideas through investigations and experimental work with a variety of different mediums and materials.</p> <p>To be able to develop and refine ideas through experimenting and selecting appropriate resources and media.</p> <p>To be able to record ideas and observations in sketchbook.</p> <p>To be able to respond to the work of others, form opinions and begin</p>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Printing (found materials, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing</p>	<p>Use the qualities of materials to enhance ideas. Work on sustained, independent, detailed drawings/skills. Spot the potential in unexpected results as work progresses. Show confidence in the use of sketchbooks to document creative journey. Select and justify their use of prior knowledge of artists and materials and apply to their own work. Experiment with different techniques of applying tone – cross-hatching, pointillism, blending & smudging. Begin to develop awareness of scale, proportion, foreground, midground and</p>	<p>Comment on artworks with a fluent grasp of visual language.</p> <p>Use annotations to explain why specific techniques have been chosen and how to develop this further.</p> <p>Use feedback to make amendments and improvement to the art.</p> <p>To refine work and be able to describe the design/development process.</p>	<p>Observation, primary sources, secondary sources, Critique, group critique, mark-making, colour theory – including complementary colours, tertiary colours, harmonious colours and tints and shades. Composition, proportion & scale. Foreground, midground and background. Cross-hatching, pointillism, linear, smudging and blending.</p>	<p>P4C Questions Is creativity a way of thinking or being? Is creativity a quality or a habit? Enquiry Questions How could this work be developed further? What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them?</p>	<p>By the end of UKS2 Visit to a National gallery – contemporary artist focus</p> <p>By the end of KS2, all pupils will have had their work exhibited</p>



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	<p>to understand context behind work.</p> <p>Max Kerly William Turner Monet Cezanne Sarah Graham</p>		<p>background and composition.</p>			<p>What has influenced your work?</p> <p>What would you like to explore more of?</p>	
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