

## Art and Design Curriculum Intent Year Overview

### Curriculum Intent Statement:

The teaching of Art and Design should engage, inspire and challenge pupils to embrace and develop their creativity. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design based upon a rich and thorough knowledge of artists that influenced our lives today, as well as the knowledge of the skills and techniques they used.

Teaching will be of a high quality and will include technical demonstrations of techniques and relevant artist links. Children will learn about great artists, craft makers and designers. They will also begin to understand the historical and cultural development of different art forms. This knowledge will be used to help inspire their designs, and sketchbooks will show a clear development of ideas and skills throughout the years based on different topics. Children will become proficient over the years in drawing, painting, 3D sculpture, print making and textile related crafts. They will develop techniques in using colour, pattern, texture, line, shape, form and space.

Within Key Stage 2 they will improve their mastery of these techniques and develop a more rigorous understanding of Art and Design. Children will also be able to critically evaluate and analyse their own, others' and important artists' work. This will include looking at similarities, differences, techniques used and suggesting possible improvements. The Primary Art and Design Curriculum will provide children with the relevant knowledge and skills required for the subject at KS3 and will instil within them a love of Art and creativity, which they will use throughout their lives.

### Essential Knowledge

Year	Topic	Knowledge	Skills	Outcomes
RA	All About Me	<ul style="list-style-type: none"> <li>➤ Hold a pencil and paint brush correctly.</li> <li>➤ Name red, blue and yellow as the primary colours.</li> <li>➤ Know that the primary colours can be mixed to create other colours.</li> <li>➤ Apply the correct amount of paint.</li> <li>➤ Clean brushes after each colour and know when to change the water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin to use representation through drawing to communicate ideas.</li> <li>➤ Use lines to enclose a space and then begin to use shapes to represent objects.</li> <li>➤ Use and begin to control a range of media including fingers, pens, pencils and coloured chinks on different surfaces.</li> <li>➤ Explore colour and how colour can be changed.</li> <li>➤ Use various construction materials and</li> </ul>	<p>Art work will take place through daily Continuous Provision following book themes and interests of the children within the setting. Outcomes may include:</p> <ul style="list-style-type: none"> <li>➤ Self-portraits using pencil/paint with or without a mirror.</li> <li>➤ Playdough models e.g. food, animals.</li> <li>➤ Rubbings e.g. leaf or bark rubbings and objects with various textures.</li> <li>➤ Printing using natural and man-made</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Realise tools can be used for a purpose.</li> </ul> <p><b><u>Vocabulary</u></b> Primary colours, drawing, painting, rubbings, prints, stencil, constructs.</p>	<ul style="list-style-type: none"> <li>➤ experiment with malleable materials e.g. playdough.</li> <li>➤ Begin to be interested in and describe the texture of things.</li> <li>➤ Use available resources to create props to support role play.</li> </ul>	<ul style="list-style-type: none"> <li>➤ materials.</li> <li>➤ Cards and pictures at various points in the year.</li> <li>➤ Collage pictures.</li> </ul>
1A	Animals Antics	<ul style="list-style-type: none"> <li>➤ Recognise and name the primary and secondary colours.</li> <li>➤ Mix a range of secondary colours, moving towards predicting resulting colours</li> <li>➤ Mix the correct consistency of paint.</li> <li>➤ Select the appropriate thickness of paintbrushes needed.</li> <li>➤ Use tools and equipment safely and in the correct way.</li> <li>➤ Know the names of the materials, tools, techniques and the formal elements (colours, shapes, tones etc) that they use.</li> </ul> <p><b><u>Vocabulary:</u></b> Sketch, observe, shade, thickness, pattern, texture, blend, primary, secondary, kneading, indent.</p> <p><b><u>Understanding and Reviewing of Significant Artists Work</u></b> See KS1 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> <li>➤ Understand the techniques</li> </ul>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>➤ Experiment with a variety of media: pencil, chalk and charcoal.</li> <li>➤ Begin to control the types of marks made with a range of media.</li> <li>➤ Draw from observation.</li> <li>➤ Draw lines of different sizes and thickness to show different tones.</li> <li>➤ Begin to produce different patterns and textures.</li> <li>➤ Understand that sketches should be completed lightly first.</li> </ul> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>➤ Experiment with a variety of media, different brush sizes and tools.</li> <li>➤ Begin to control the types of marks made with a range of media.</li> <li>➤ Explore lightening and darkening paint with white and black.</li> <li>➤ Paint on different surfaces.</li> </ul> <p><b><u>Sculpture- Clay</u></b></p> <ul style="list-style-type: none"> <li>➤ Experiment with a variety of malleable material such as clay.</li> <li>➤ Shape and model materials for a purpose: clay tile.</li> <li>➤ Manipulate malleable materials in a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experimentation with creating different pencil tones.</li> <li>➤ Experimentation with creating different pencil patterns and textures.</li> <li>➤ Pencil drawings of fruit and vegetables based on the work of Guiseppe Arcimboldo and his techniques.</li> <li>➤ Experimentation with blending white chalk and charcoal.</li> <li>➤ Painted colour wheel/magic finger sums, created by mixing the primary colours to form the secondary colours.</li> <li>➤ Experimentation of adding white and black to 1 chosen colour to create different shades.</li> <li>➤ Animal/fruit and vegetable drawing completed in chalk and charcoal or paint.</li> <li>➤ Exploration of William De Morgan's tile work and focus on his background patterns.</li> <li>➤ Sketched and coloured animal design for a clay tile.</li> <li>➤ Clay tile with animal design indented and painted by mixing colours.</li> <li>➤ Evaluation and photograph of clay tile stuck in sketchbooks.</li> </ul>

		<p>that Guiseppe Arcimboldo used in his drawings.</p> <ul style="list-style-type: none"> <li>➤ Understand how William De Morgan created his animal tiles and take inspiration for background patterns.</li> </ul>	<p>variety of ways including rolling, pinching and kneading.</p> <ul style="list-style-type: none"> <li>➤ Impress and apply simple decoration techniques, including painting.</li> </ul> <p><b>Evaluating and Developing</b> See KS1 Art and Design Skills and Knowledge overview.</p>	<p><b>Sketchbook Expectations</b> See KS1 Art and Design Skills and Knowledge overview.</p>
2A	<p><b>Fire and Ice</b></p>	<ul style="list-style-type: none"> <li>➤ Recognise, name and know how to mix the primary and secondary colours.</li> <li>➤ Begin to name and mix the tertiary colours.</li> <li>➤ Select the appropriate sized paintbrushes or tools for the work.</li> <li>➤ Understand the importance of recycling.</li> <li>➤ Know and be able to talk about the materials, tools, techniques and processes they have used.</li> </ul> <p><b>Vocabulary:</b> Thickness, gradients, shading, tones, layer, silhouette, tertiary colours, blend, construct, recycle, installation.</p> <p><b>Understanding and Reviewing of Significant Artists Work</b> See KS1 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> <li>➤ Understand how Lottie Reiniger created silhouette</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>➤ Control the types of marks made with a range of media.</li> <li>➤ Investigate tone by drawing light/dark lines, shapes and patterns.</li> <li>➤ Explore different pencil gradients.</li> <li>➤ Experiment with blending.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>➤ Begin to control the types of marks made with a range of media and painting techniques.</li> <li>➤ Begin to mix colour shades and tones.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>➤ Cut out and arrange different materials.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>➤ Shape, form, construct and model from observation.</li> <li>➤ Construct using recycled materials for a purpose</li> <li>➤ Apply surface decoration.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experimentation with creating different tones using various pencil gradients.</li> <li>➤ Pencil sketches of London buildings from before the great fire, with tonal shading.</li> <li>➤ Exploration of the silhouette animation work by Lottie Reiniger.</li> <li>➤ Cut out silhouettes of London buildings (use black paper).</li> <li>➤ Painted colour wheel created by mixing (include primary, secondary and tertiary colours).</li> <li>➤ Painted fire background with silhouettes of buildings glued on. Chalk and charcoal used to add some smoke.</li> <li>➤ Evaluation of final piece.</li> <li>➤ Pencil sketches of the Titanic sinking based on Ken Marshall's work.</li> <li>➤ Simplified sketch for a 3D recycled/junk model with colour and some labels, show Susan Stockwell's 'Sail Away' installation for inspiration.</li> <li>➤ 3D junk model of the Titanic sinking completed in pairs. (Card/box for the sea base, boxes and toilet rolls for the ship, with possible lolly pop stick and string details. Join with masking tape</li> </ul>

		<p>animations.</p> <ul style="list-style-type: none"> <li>➤ Understand why Ken Marschall based his work on the Titanic sinking and what techniques he used to make it appear realistic.</li> <li>➤ Understand how Susan Stockwell recycles materials in her installations.</li> </ul>	<p><b>Evaluating and Developing</b> See KS1 Art and Design Skills and Knowledge overview.</p>	<p>and glue.)</p> <ul style="list-style-type: none"> <li>➤ Mix colours and paint the ship.</li> <li>➤ Evaluation and photograph of the model stuck in sketchbooks.</li> </ul> <p><b>Sketchbook Expectations</b> See KS1 Art and Design Skills and Knowledge overview. Topic books</p>
<b>3A</b>	<b>Britain Begins</b>	<ul style="list-style-type: none"> <li>➤ Select appropriate sized paintbrushes or tools for the work.</li> <li>➤ Understand what a resist material is and use Batik on fabric.</li> <li>➤ Know how to mix colour shades and tones with increasing confidence.</li> <li>➤ Know and be able to explain how to use some of the materials, tools, techniques and processes they have used.</li> <li>➤ Begin to use technical vocabulary and identify any required safety measures.</li> </ul> <p><b>Vocabulary:</b> Blending, wash, resist material, Batik, Modern Art, layers.</p> <p><b>Understanding and Reviewing of Significant Artists Work</b> See KS2 Art and Design Skills and Knowledge overview.</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>➤ Control the types of marks made with a range of media.</li> <li>➤ Draw on different surfaces, including fabrics.</li> <li>➤ Demonstrate experience in using different gradients of pencil and producing various tones.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>➤ Use light and dark within paintings.</li> <li>➤ Experiment with different painting effects and textures: colour washes.</li> </ul> <p><b>Collage/Textiles</b></p> <ul style="list-style-type: none"> <li>➤ Cut and arrange materials in a striking way.</li> <li>➤ Change and modify threads and fabrics through fraying and pulling threads.</li> </ul> <p><b>Evaluating and Developing</b> See KS2 Art and Design Skills and Knowledge overview.</p>	<ul style="list-style-type: none"> <li>➤ Pencil sketches of Stone Age paintings.</li> <li>➤ Experimentation with blending coloured chalks.</li> <li>➤ Coloured chalk Stone Age drawing.</li> <li>➤ Experimentation with wax crayons and mixing Stone Age coloured washes of paint (use water colours).</li> <li>➤ Experimentation with using Batik on swatches of fabric.</li> <li>➤ Stone Age design lightly sketched onto fabric, then completed in Batik with paint wash (will need ironing to remove wax when complete.)</li> <li>➤ Fray edges of the fabric to age the design.</li> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> </ul> <ul style="list-style-type: none"> <li>➤ Cut outs of various medieval stained glass windows arranged and developed with oil pastels.</li> <li>➤ Sketched and coloured design for a stained glass window with annotations, based on Mondrian's work.</li> <li>➤ Experimentation with layering coloured tissue paper to create their design/different colours.</li> <li>➤ Stained glass window created from cut out black card (this could be a template) with</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Know how Stone Age paintings were created.</li> <li>➤ Understand how medieval stained glass windows were designed.</li> <li>➤ Understand what is considered Modern Art and what techniques Piet Mondrian used.</li> </ul>		<p>coloured tissue paper glued on.</p> <ul style="list-style-type: none"> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> </ul> <p><b>Sketchbook Expectations</b> See KS2 Art and Design Skills and Knowledge overview.</p>
4A	<p><b>How Gloucester was influenced by the Romans</b></p> <ul style="list-style-type: none"> <li>➤ Know how to mix colour shades and tones effectively.</li> <li>➤ Know and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> <li>➤ Use technical vocabulary to explain these techniques.</li> </ul> <p><b>Key vocabulary:</b> Shading, hatching, observation, mosaic, dabbed, translate, trace, papier Mache, depth.</p> <p><b>Understanding and Reviewing of Significant Artists Work</b> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> <li>➤ Understand how Roman mosaics were created.</li> <li>➤ Begin to understand the period of Neo Gothic Art.</li> <li>➤ Know how Antoni Gaudi created his mosaics and what</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>➤ Control with confidence marks made with a range of media on different surfaces.</li> <li>➤ Use different gradients of pencil and shading, to show light and shadow.</li> <li>➤ Use a range of media to add details and intricate patterns.</li> <li>➤ Begin to produce 3D sketches.</li> <li>➤ Use hatching to show tone and texture.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>➤ Control the types of marks made with a range of media and painting techniques.</li> <li>➤ Work confidently on a range of scales.</li> <li>➤ Use light and dark to begin to show depth in paintings.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>➤ Sort, cut and arrange materials in a striking way.</li> <li>➤ Create patterns using various shapes.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>➤ Shape, form, model, join and construct</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experimentation with shading and hatching using different gradients of pencil.</li> <li>➤ Pencil sketches of a Roman soldier or sword and shield (focus on shading to add a 3D element).</li> <li>➤ Exploration of Roman mosaics in Britain and Antoni Gaudi's work. Children to glue in their favourite examples, then copy part of one using paint (dabbed on thick marks to create a mosaic).</li> <li>➤ Experimentation of cutting coloured paper, foil and textiles into mosaic tiles to form patterns.</li> <li>➤ Sketched and coloured design for their mosaic with annotations.</li> <li>➤ Collage mosaic created on a coloured card background.</li> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> </ul> <ul style="list-style-type: none"> <li>➤ Exploration of Roman shield designs and patterns (glued in examples with annotations.)</li> <li>➤ Experimentation with copying Roman patterns and shapes using oil pastels and then glued in string.</li> <li>➤ Sketched, coloured and annotated Roman</li> </ul>	

		<p>influenced his architecture.</p> <ul style="list-style-type: none"> <li>➤ Understand why the Romans included certain designs and patterns on their shields.</li> </ul>	<p>with a range of materials.</p> <ul style="list-style-type: none"> <li>➤ Produce intricate surface patterns and textures.</li> </ul> <p><b>Evaluating and Developing</b> See KS2 Art and Design Skills and Knowledge overview.</p>	<p>shield design with a 3D element.</p> <ul style="list-style-type: none"> <li>➤ 3D shield created on a card template. Draw on design first (demonstrate how to use tracing paper to copy and translate if needed). Then add 3D elements and paint e.g. string and newspaper with papier Mache over it.</li> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> </ul> <p><b>Sketchbook Expectations</b> See KS2 Art and Design Skills and Knowledge overview.</p>
5A	South America Amazon	<ul style="list-style-type: none"> <li>➤ Demonstrate a secure knowledge of mixing colour shades and tones effectively.</li> <li>➤ Begin to understand warm, cold, complimentary and contrasting colours.</li> <li>➤ Know how to create a relief print.</li> <li>➤ Know how to describe the processes they are using with technical vocabulary.</li> <li>➤ Explain how they hope to achieve high quality outcomes.</li> </ul> <p><b>Key vocabulary:</b> Shading, depth, composition, scale, relief printing, contrasting and harmonising colours, layer, repeated pattern.</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>➤ Work in a sustained and independent way to create detailed drawings using a range of media.</li> <li>➤ Develop key elements of their work based on line, tonal contrast, pattern and texture.</li> <li>➤ Use a variety of different techniques to add interesting effects e.g. reflections, shadows, direction of sunlight.</li> <li>➤ Develop an awareness of composition, scale and proportion in drawings.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>➤ Confidently control the types of marks made with a range of media and painting techniques.</li> <li>➤ Begin to develop their own style of painting using mixed media.</li> </ul> <p><b>Print making</b></p> <ul style="list-style-type: none"> <li>➤ Create successful relief block prints.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pencil sketches of plants and animals from the Amazon rainforest, focusing on shading to add depth and a 3D element.</li> <li>➤ Experimentation with using a black fine liner to add details e.g hatching.</li> <li>➤ Experimentation of using water colours to create lighter and darker shades/layer colours.</li> <li>➤ Exploration of John Dyer's 'Spirit of the Rainforest' paintings.</li> <li>➤ Sketched design of an Amazon rainforest scene with some colour and annotations (focus on composition and ensuring it is roughly to scale).</li> <li>➤ Completed Amazon scene using water colours and black fine liner.</li> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> </ul> <ul style="list-style-type: none"> <li>➤ Exploration of William Morris's nature wallpaper designs. Children to glue in their favourite examples, then copy part of one using oil pastels.</li> <li>➤ Annotated sketches of designs for a relief print</li> </ul>

		<p><b>Understanding and Reviewing of Significant Artists Work</b> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> <li>➤ Understand the techniques used in John Dyer's 'Spirit of the Rainforest' paintings and his use of colour.</li> <li>➤ Know how William Morris created his wallpaper and understand his inspiration for the nature designs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gain experience in building up layers of colours.</li> <li>➤ Organise prints in terms of pattern, repetition, symmetry or random printing styles.</li> <li>➤ Begin to overlay prints with other media.</li> <li>➤ Modify and adapt prints when necessary.</li> </ul> <p><b>Evaluating and Developing</b> See KS2 Art and Design Skills and Knowledge overview.</p>	<p>based on an Amazon rainforest leaf/plant/animal.</p> <ul style="list-style-type: none"> <li>➤ Experimentation with using string to create the basic design.</li> <li>➤ Experimentation with painting and blending colours to create a contrasting or harmonising background for the print.</li> <li>➤ Relief print created using a cardboard tile base, built up with cut out cardboard and string.</li> <li>➤ Repeated print on a painted background (experiment with layering prints and colours). Add shadows and highlights with a white and black colouring pencil.</li> <li>➤ Evaluation and photograph of the final prints stuck in sketchbooks.</li> </ul> <p><b>Sketchbook Expectations</b> See KS2 Art and Design Skills and Knowledge overview.</p>
6A	Crime and Punishment	<ul style="list-style-type: none"> <li>➤ Mix colour shades and tones with confidence, understanding which work well in their work.</li> <li>➤ Understand warm, cold, complimentary and contrasting colours.</li> <li>➤ Use a variety of different techniques for different purposes correctly e.g. shading and hatching to add a 3D element.</li> <li>➤ Know, explain with technical vocabulary, and be able to demonstrate techniques for</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>➤ Work in a sustained and independent way to develop their own style of drawing using a range of media.</li> <li>➤ Develop key elements of their work based on line, tonal contrast, shading, pattern and texture.</li> <li>➤ Draw for a sustained period of time.</li> <li>➤ Develop drawings in mixed media.</li> <li>➤ Develop an awareness of composition, scale and proportion in drawings.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>➤ Work in a sustained and independent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exploration of the graffiti work by Seen and Banksy with stuck in examples of their favourite work, annotations and experimentation pencil sketches of their name in graffiti style text (focus on shading and tonal contrast to form 3D letters and different effects).</li> <li>➤ Experimentation of mixing and blending paints to create 3D letters and contrasting or harmonising backgrounds/paint explosions.</li> <li>➤ Sketched, coloured and annotated design of their name in graffiti style with a striking background.</li> <li>➤ Completed name and background using paint, with pens and/or colouring pencils overlaid to</li> </ul>

	<p>modifying the qualities of different materials and processes.</p> <ul style="list-style-type: none"> <li>➤ Explain how to ensure high quality outcomes.</li> </ul> <p><b>Key vocabulary:</b> Graffiti, stencil, tonal contrast, mixed media, manipulate.</p> <p><b><u>Understanding and Reviewing of Significant Artists Work</u></b> See KS2 Art and Design Skills and Knowledge overview.</p> <ul style="list-style-type: none"> <li>➤ Understand whether graffiti is considered art or vandalism.</li> <li>➤ Understand the techniques used by Seen and Banksy.</li> <li>➤ Know what is considered Modern Art.</li> <li>➤ Consider the role of Art in challenging views and political thinking.</li> </ul>	<p>way to develop their own style of painting using a range of techniques.</p> <ul style="list-style-type: none"> <li>➤ Purposely control the types of marks made using mixed media.</li> <li>➤ Begin to incorporate digital graphics/effects</li> </ul> <p><b><u>Evaluating and Developing</u></b> See KS2 Art and Design Skills and Knowledge overview.</p>	<p>add detail.</p> <ul style="list-style-type: none"> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> <li>➤ Exploration and evaluation of the work of Banksy and Charlton Kings Junior School spray paint art. Stuck in examples and sketched ideas using coloured chalks.</li> <li>➤ Sketched, coloured and labelled design of a graffiti image linked to the topic/Banksy's work (could include their name from previous piece).</li> <li>➤ Manipulated image using the spray paint tool on GIMP (children can choose background). Glued into sketchbooks and annotated.</li> <li>➤ Stencil of the design created using thin card.</li> <li>➤ Experimentation of using different water colours to create a tonal colour wash background.</li> <li>➤ Painted background and stippled painted or spray painted on design. Use chalk and charcoal to add extra shadows/light reflections.</li> <li>➤ Evaluation and photograph of the final piece stuck in sketchbooks.</li> </ul> <p><b><u>Sketchbook Expectations</u></b> See KS2 Art and Design Skills and Knowledge overview.</p>
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