

Art Curriculum Intentions



End of Year Curriculum Intent Statement

Year Group	End Point for Year Group
An Artist in Nursery will...	<p>...know: use paintbrushes, rollers, pencils, mark making tools, natural objects to print/draw/mark make</p> <p>...be able to: practice to use a range of tools and techniques- textiles, digital media, printing, painting, modelling using clay, playdo</p>
Key Vocabulary	<p>...experience: complete art challenges, using art equipment, found and natural materials.</p> <p>...be able to: use paintbrush, glue, roller, paint, combine materials mixed media, explore colour make snips in paper using scissor using forward snipping motion Use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler)</p>
<p>Scissors, build, knives, cut, tools, rolling pin, cutter, glue, cellotape, paint, mix, brush, colour names, paper, pencils</p> <p>What will you make? How will you make...? What will you use? How did you make it? Did it work? Can you change it to make it better?</p>	Scissors, build, knives, cut, tools, rolling pin, cutter, glue, cellotape
Logical Progression Links to Enhance Long Term Memory (learning)	Forest school, Child initiated experiences.
An Artist in Reception will...	<p>... experience: manipulating materials to achieve planned effect, different textures and tone Using different materials, rollers, water colours, different grade of pencil, charcoal, textiles (wool winding)</p> <p>...be able to: explore colour and how it could be changed to cut paper following an outline, holding the scissors correctly, begin to design art work</p>



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		Construct with a purpose in mind using a variety of resources (Sellotape, glue, hole punch, treasury tags, stapler) Adapt work such as adding a different colour- How would you improve it?
Key Vocabulary		Key assessment of learning questions
Cut, snip, join, add, roll, mix, Texture vocabulary Tone- soft/hard Paint, clay, brush, watercolour, design, print, weave	Model words like "improve" " adapt"	Observations, taking notes on Evidence Me of key vocabulary children use when taking part in creative activities.
An Artist in Nursery will...		...know: use paintbrushes, rollers, pencils, mark making tools, natural objects to print/draw/mark make ...be able to: practice to use a range of tools and techniques- textiles, digital media, printing, painting, modelling using clay, playdo
Key Vocabulary		...experience: complete art challenges, using art equipment, found and natural materials. ...be able to: use paintbrush, glue, roller, paint, combine materials mixed media, explore colour make snips in paper using scissor using forward snipping motion Use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler)
Scissors, build, knives, cut, tools, rolling pin, cutter, glue, cellotape, paint, mix, brush, colour names, paper,pencils	What will you make? How will you make...? What will you use? How did you make it? Did it work? Can you change it to make it better?	Scissors, build, knives, cut, tools, rolling pin, cutter, glue, cellotape



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Logical Progression Links to Enhance Long Term Memory (learning)		Forest school, Child initiated experiences.
An Artist in Year 1 will...		<p>...know: some of the main pieces of art by famous artist Andy Goldsworthy. How to draw a range of drawing techniques such as, hatching, scribbling and stippling. Primary and secondary colours. What a running stitch is. Different parts of a picture can be represented by a different material. Digital images are a form of Art.</p> <p>...be able to: create art in the style of Andy Goldsworthy. Show examples of drawing techniques such as hatching, scribbling and stippling. Create a colour wheel. Join two pieces of material with a running stitch. Consider the texture of a material when making a collage. Use cameras to create a piece of Art.</p>
Key Vocabulary		Key assessment of learning questions
Light, dark, hatching, scribbling, stippling, primary colour, secondary colour, mixing, blending, stitch, thread, sew, join, fabric, digital, image, collage, sketch, tone, artist.		<p>How can we show something is light or dark? What is a primary colour? What is a secondary colour? How might we join two pieces of fabric? What piece of material would be appropriate to represent ...? And Why? What equipment could we use to create digital art?</p>



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Logical Progression Links to Enhance Long Term Memory (learning)		Outdoor art - linked to Forest School. Practical experiences of using technology to create digital art. Grandparents Sewing Workshop.
An Artist in Year 2 will...		<p>...know:</p> <p>the work of Giuseppe Archimboldo. how to use a paint brush for a specific purpose (e.g. smaller brush for smaller marks). the works of Anthony Gormley (e.g. the Angel of the North) how to use printing equipment correctly (e.g. rollers, printing palettes)</p> <p>...be able to:</p> <p>begin to control the types of marks made with a range of media. create a picture using layers of paint. to manipulate materials in a range of ways including rolling, pinching and kneading. print simple pictures with a range of hard and soft materials.</p>
Key Vocabulary		Key assessment of learning questions
Archimboldo Anthony Gormley materials sculpture thin thick clay salt dough bend knead	rubbing roller cork sponge image print layer press palette brush	Name an Anthony Gormley sculpture. What materials could you use to make a sculpture? What made Archimboldo different to other artists? Why are you using that thin paint brush? How can we layer paint?



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roll pinch hole shade blend tone	light dark lines patterns hatching stippling	
Logical Progression Links to Enhance Long Term Memory (learning)		Sketching the Ironbridge on Year 2 residential trip. Using the printing equipment. Making artwork to take home. Visit Ironbridge Tile Museum to make a tile.
An Artist in Year 3 will...		<p>Drawing</p> <p>...know: that I can show perspective in a 2d sketch</p> <p>...be able to: to use overlapping lines for perspective.</p> <p>Painting</p> <p>...know: different effects and textures including. blocking in colour, washes, thickened paint creating textural effects create a different effect</p> <p>...be able to: select appropriate paint for the task.</p> <p>Sculpture</p> <p>...know: how to join two parts of fabric successfully</p> <p>...be able to: use different materials to connect a base to a structure/sculpture</p> <p>Textiles</p> <p>...know: appropriate technique to attach two pieces of fabric together</p>



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		<p>...be able to: use a simple running stitch and manipulate threads</p> <p>Printing know: how to compare mono-printing and relief printing</p> <p>...be able to: create a print using the mono-printing technique by layering objects to print To add a design to a printing tile to create a print image, using the relief technique.</p> <p>Digital ...know: how to use the zoom tool to capture the small fine details of a natural object.</p> <p>...be able to: focus on fine details of an object and capture (in nature).</p> <p>Collage ...know: which adhesive is fit for purpose.</p> <p>...be able to: skilfully overlap and overlay a range of materials.</p>
Key Vocabulary		Key assessment of learning questions
<p>Revisit previous year groups</p> <p>Perspective</p> <p>Overlapping lines</p> <p>Structure</p> <p>Sculpture</p>	<p>Running stitch</p>	<p>Revisit previous year groups Perspective</p> <p>Overlapping lines</p> <p>Structure</p> <p>Sculpture</p> <p>Fabric</p>

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<p>Fabric Manipulate Print Layer Technique Focus Zoom</p>		<p>Manipulate Print Layer Technique Focus Zoom</p>
<p>Logical Progression Links to Enhance Long Term Memory (learning)</p>		<p>Lots of cross curricular links throughout the year. Sikhism Sewing Flags- Layering effect and teaching of materials fit for product. Art sketches-Overlapping technique repeated throughout year. Cave Painting experience session Sculpture linked to volcanoes - real world & learning about Pompeii Collage linked to the Romans Plant sketching/ photography, nature walks, Matisse printing Digital art - Mashcams</p>
<p>An Artist in Year 4 will...</p>	<p>...know: Drawing - Lines can be used to build perspective and make a 2D image 3D Painting - which colours build contrast/compliment other colours. Sculpture - how to appropriately layer Modroc in order to create a solid structure Printing - see Y3 Textiles - appropriate joining techniques including the whip stitch and blanket stitch. Digital Photography - The closer the object, the larger it appears (perspective) Collage - Y3</p> <p>...be able to: Drawing - Create lines, marks and develop tone using appropriate equipment Painting - select appropriate media to work with e.g. mixing colour, shades and tones.</p>	



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		<p>Sculpture - use Modroc to model over a structure</p> <p>Printing - see Y3</p> <p>Textiles - use the following sewing techniques: whip stitch, blanket stitch and applying decoration using needle and thread.</p> <p>Digital Photography - position the camera to manipulate depth.</p> <p>Collage - Y3</p>
Key Vocabulary		Key assessment of learning questions
<p>Revisit previous year groups.</p> <p>Perspective</p> <p>Horizon</p> <p>Vanishing point</p> <p>Depth</p> <p>Appropriate</p> <p>Contrast/complimentary</p> <p>Media</p> <p>Modroc</p> <p>Mould</p> <p>Layer</p>	<p>Secure</p> <p>Structure</p> <p>Whip stitch</p> <p>Blanket stitch</p> <p>Position</p>	<p>How can you create depth in a 2D image?</p> <p>Show me two contrasting colours/show me two complimentary colours.</p> <p>Evaluate your technique- how secure/solid your sculpture is.</p> <p>What is the difference between a running stitch and a blanket stitch?</p> <p>Explain how you manipulate the depth in your image.</p>
Logical Progression Links to Enhance Long Term Memory (learning)		<p>Ancient Egypt- perspective drawing/sculpture (Canopic Jars)</p> <p>Nature walks- perspective drawing of landscapes/digital photography</p> <p>History/D&T - Anglo-Saxon - purses</p>
An Artist in Year 5 will...		<p>...know:</p> <p>Drawing - how to create single point perspective cityscapes.</p> <p>Painting - know the style of key famous painters. Understand which paint to select for different effects.</p>

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	<p>Sculpture - Y6 Printing - know how to create mono-prints and press printing (recap from Y4) Textiles - know a variety of stitching techniques such as printing, dyeing, weaving and stitching. Digital Photography - Look at the composition of an image. Collage - Y6</p> <p>...be able to:</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Use different sketching techniques such as shading, hatching, cross-hatching etc. • Begin to develop an awareness of composition, scale and proportion. • Work from a variety of sources. <p>Painting:</p> <ul style="list-style-type: none"> • Paint with increased control. • Know how to mix colours. <p>Printing:</p> <ul style="list-style-type: none"> • Use tools safely. • Overlay prints with other media such as photographs. • Use print as a starting point for embroidery. <p>Textiles:</p> <ul style="list-style-type: none"> • Produce two colour tie-dye • Use Batik in more than one colour.
<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Key assessment of learning questions</p>



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<p>Shading Hatching Line Tone Pattern Perspective Vanishing point Horizon Line</p>	<p>Composition Scale Proportion Texture Tone Media Atmosphere Mono printing Overlay Batik Tie dye</p>	<p>Where is the horizon line on this image? Where is the vanishing point/ focal point of this cityscape? How do you know that this is (artist's) work? What type of paint has been used here? What effect does this have? How do the colours affect the atmosphere? What is mono-printing? Which printing techniques have been used and why? Explain how to produce an embroidered end piece. Where is the focal point of an image?</p>
<p>Logical Progression Links to Enhance Long Term Memory (learning)</p>		<p>Mono-printing linked to Christmas (discussion about the true meaning of Christmas) Famous fashions linked to Literacy unit on Harry Potter. Cityscapes unit linked to comparing London to Washington DC in Geography. Digital photography linked to Living Things Science unit. Tie-dye pillows linked to Harry Potter Literacy unit.</p>
<p>An Artist in Year 6 will...</p>	<p>...know: How to use different techniques for different purposes i.e shading, hatching within their own work, understanding which works well in their work and why. That line, tone, pattern, texture will change the style of art work. how to mix colour, shades and tones with confidence building on previous knowledge. how to model and develop work through a combination of pinch, slab and coil when sculpting. There are different ways of finishing work: glaze, paint, polish. There are sculptural forms in the environment: Furniture, buildings.</p> <p>...be able to: Draw for a sustained period of time over a number of sessions working on one piece.</p>	



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		<p>Develop their own style of drawing and painting through: line, tone, pattern, texture (drawing), colour, tone and shade (painting).</p> <p>Develop their own style using tonal contrast and mixed media including controlling the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Confidently carve a simple form using clay or modroc.</p> <p>use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p>
Key Vocabulary		Key assessment of learning questions
<p>Tone</p> <p>Pattern</p> <p>Texture</p> <p>Hatching</p> <p>Shading</p> <p>Mixed media</p> <p>Contrast</p> <p>Style</p>	<p>3D and 2D</p> <p>Textiles</p> <p>Pinch</p> <p>Slab</p> <p>Coil</p> <p>Glaze</p> <p>Paint</p> <p>Polish</p>	<p>Tone</p> <p>Pattern</p> <p>Texture</p> <p>Hatching</p> <p>Shading</p> <p>Mixed media</p> <p>Contrast</p> <p>Style</p>



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Technique Composition Scale	Perspective Focal point Proportion	Technique Composition Scale
Logical Progression Links to Enhance Long Term Memory (learning)		Following Arthog, the children will create coastal drawings and paintings. Outdoor art- observational drawings. Christmas sewing workshop.

End of Key Stage Curriculum Intent Statement

Early Years	Key Stage One	Key Stage Two
<p>An Artist by the end of Early Years will...</p> <p>...be able to:</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>An Artist by the end of Key Stage One will...</p> <p>...be able to:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>An Artist by the end of Key Stage Two will...</p> <p>...be able to:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>

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End of Primary School Curriculum Intent Statement/School Ready for Key Stage Three

An Artist at Newdale will...

...know:

...be able to: