

Art Curriculum- Castleton, Glaisdale and Lealholm and Oakridge Primary Schools

Intent- At our primary schools we aim to provide children with art and design experiences which are creative, enjoyable, challenging and confidence-building, based on the central activities of generating and developing ideas, making and evaluating.

The aims of the Art curriculum at our school are to enable pupils to:

- be taught within the requirements of the Early Years Foundation Stage and National Curriculum and beyond.
- realise their full potential in an individual, creative and imaginative way and to value their own capacity for producing a range of art and design.
- understand and communicate ideas and feelings through the language of art and design.
- develop aesthetic awareness and the ability to make informed critical judgements.
- understand cultural diversity and appreciate different values and traditions.
- gain enjoyment from participation in and appreciation of art and design within school, the local environment and the wider community.

Each year covers the following

- painting
- drawing
- collage/textile
- 3D/sculpture
- Printing
- Digital art should be covered in computing but could be incorporated into these units as relevant - particularly mixed media

Please refer to the Big idea skills document to see where each year group is in relation to skills - your planning needs to take in prior leaning for each year group - these are documented in Arts Logs

Ideally we will have either a trip or visiting artist each year - some trips are obvious - Goldsworthy (Rosedale) Mima (every 2 years) Kate Smith? (printing) big gallery on city trip , Angel of the North, visit to see architecture? Could be combined with other trips?

Our Big Ideas are

Generating ideas **Knowledge of Artists** **Making skills** **Formal elements** **Evaluating**

This is how they fit with the national curriculum

KS1 National Curriculum	Big Ideas
to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Generating Ideas Making Skills Formal Elements
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Making Skills Formal Elements
Learn 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.	Knowledge of Artists Evaluating

KS1 National Curriculum	Big Ideas
to create sketch books to record their observations and use them to review and revisit	Generating Ideas Making Skills Formal Elements
ideas 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]	Making Skills Formal Elements
To learn about great artists, architects and designers in history	Knowledge of Artists Evaluating

EYFS	Context	Subject-specific knowledge	Subject- specific skill development (see progression of skills in more detail)	Key expected outcomes
Cycle A- Autumn	Introduce the work of Wassily Kandinsky and Piet Modrian Painting, drawing, printing	<ul style="list-style-type: none"> - Names of some colours - Basic understanding of term 'abstract' 	Use drawing to represent ideas like movements or sounds. Begin to copy work, understanding some elements of the artist's style.	<ul style="list-style-type: none"> - Attempt to make lines and shapes in Kandinsky's style using different colours
Spring	Use the work of Matisse as stimulus for own work Collage, sculpture	<ul style="list-style-type: none"> - Comment on the feel of texture rubbings - Basic understanding of how to make texture rubbing 	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> - Texture rubbings using independently selected materials (natural and man-made) from provision
Summer	Drawing - Using the work of Oliver Jeffers as inspiration. -	<ul style="list-style-type: none"> - Pressure on pencil results in different shade/darkness. 	Draw with increasing complexity and detail i.e. drawing a circle for a face and adding details to this.	<ul style="list-style-type: none"> - Sketches of people and objects in the Jeffers style.
Cycle B- Autumn	Use the work of the Masai tribe to inspire their own work -	<ul style="list-style-type: none"> - Basic understanding of Masai tribe 	Use a range of sponges, stencils etc to print with primary colours. Can get the correct quantities of paint on sponge	<ul style="list-style-type: none"> - Printing using sponges and stencils of Masai tribe in painting provision.
Spring	Drawing - inspired by Maurice Sendak 'Where the Wild Things Are'. And Edgar Degas. 3D inspired by Barbara Hepworth	<ul style="list-style-type: none"> - Uses vocab of cut, stick, chop, shape, bigger, smaller, recycle accurately. 	Cut, stick, chop, shape and size with increasing confidence, evaluating 'live' and discussing their exploration.	<ul style="list-style-type: none"> - Create a junk model sculpture of their imagination, showing some skill when joining and cutting.

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Summer	Use the work of Andrew Goldsworthy as stimulus for own work.	Invent and create - begin to use a range of materials creatively to design and make products	To being to create make using clay, dough, construction kits and junk.	Creating 3D models using a range of resources.

KS1	Context	Big Ideas (see progression document)	Subject- specific skill development (see progression of skills in more detail)	Key expected outcomes
Cycle A- Autumn	Use the work of Wassily Kandinsky and Piet Mondrian as stimulus for own work. Formal elements and making skills focus - Painting - Printing - digital art (sketches)	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	Naming colours - primary and secondary To mix secondary colours from primary colours. To mix colours based upon Kandinsky's and Mondrian's work Use a variety of tools and techniques including different size and type of brushes Experiment with printing techniques - Y1 found objects, Y2 make block prints Wash brushes after use.	To generate and record ideas through first-hand experience of artists' work (explore artists) Create a colour wheel Experimenting and exploring with materials, tools and techniques Experiment with printing techniques Create a final piece of work inspired by an artist Evaluate own work
Spring	Use the work of Matisse and Yayoi Kusama as stimulus for own work (Matisse - snail) Formal elements and making skills focus	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	Collage/textiles Collect, sort, name , match colours appropriate for an image. Arrange and glue to different backgrounds Fold, crumple, overlap paper	Talk confidently about Matisse and Kusama Create dot pictures experimenting with different media

	<ul style="list-style-type: none"> - collage - textiles - sculpture 		<p>Create images from a range of media - magazines, fabric, crepe paper etc</p> <p>Match and sort fabric to make a collage - explore texture, length, size and shape</p> <p>Make rubbings to collect textures and patterns</p> <p>Repeat patterns</p> <p>3D - Clay</p> <p>Manipulate in a variety of ways including rolling and kneading. Make a simple thumb pot. Create patterns in surface</p>	<p>Create collages of creatures based on the snail - paper and fabric</p> <p>Create texture rubbings from natural and man made materials - create own repeated patterns</p> <p>Use clay to make a snail or alternative creature</p> <p>Evaluate own work</p>
Summer	<p>Using the work of <i>Oliver Jeffers</i> as inspiration.</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - drawing - digital art - Collage 	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Evaluating</p>	<p>Record and explore ideas from first hand observations of artists' work: Oliver Jeffers</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips. And collage materials - paper, fabric, foil etc</p> <p>Control the types of marks made with the range of media.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Observe and draw shapes from observations and using the work of <i>Oliver Jeffers</i> as inspiration.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Look at proportion of figures</p>	<p>Drawings in a range of media based on <i>Oliver Jeffers</i> cartoons. Copy images then draw own. - create collages with mixed media</p> <p>Still life observational drawing in HB pencil, using lines.</p> <p>Introduce tone by drawing lightly/heavily and look at simple shading.</p> <p>Draw with felt pens.</p> <p>Colour in with charcoal, felt tips and crayons.</p> <p>Create a final image and evaluate</p>
Cycle B- Autumn	<p>To use Masai Art as inspiration for own paintings and large mural</p>	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p>	<p>mix and match colours confidently to match artefacts and objects</p>	<p>Use poster paints and block watercolours.</p> <p>Create a colour wheel</p>

	<p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - painting - printing 	<p>Knowledge of artists Evaluating</p>	<p>name types of paint and properties - poster paint blocks, ready mix , watercolours paint at large and small scale</p>	<p>Apply colour mixing skills in secondary colours to painting pictures. Tones and tints - lighten, darken a primary colour by adding white or black. Use these to create own painting and evaluate make class mural on fabric - Experiment with printing techniques and use to create a Masai inspired piece</p>
Spring	<p>To be inspired by Maurice Sendak 'Where the Wild Things Are' and Edgar Degas .</p> <p>3D inspired by Barbara Hepworth Sculpture (organic form)</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - sculpture - Drawing - Digital art 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Begin to use a sketchbook as a visual diary.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, pens, charcoal, chalk.</p> <p>Draw on different surfaces with a range of media - papers of various sizes, playground, beach etc. Control the types of marks made with the range of media. Investigate textures by describing, naming, rubbing, copying. Use Sendak's drawings to experiment with techniques.</p> <p>Explore sculpture of Barbara Hepworth with clay - using only one piece</p> <p>Manipulate malleable materials for a purpose - clay forms based on Barbara Hepworth's sculpture. Focus on creating a smooth, organic sculpture from one piece</p>	<p>Use Art logs to show exploration of types of drawing pencil , pen, charcoal, Evaluate - what effects can be achieved</p> <p>Sendak's drawing - recreate in the style of Draw surfaces - line drawing/cross hatching Create a piece inspired by Sendak in a different media</p> <p>Find out about Hepworth, technique and meaning</p> <p>Explore modelling with one piece of clay, make organic sculpture with clay, refine and evaluate</p>

Summer	<p>Use the work of Andrew Goldsworthy as stimulus for own work.</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - sculpture /3D - digital art - collage - natural printing 	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Research work of Goldsworthy</p> <p>Explore sculpture with natural materials</p> <p>Create large class sculpture</p> <p>Visit the Goldsworthy exhibition at Rosedale</p> <p>Discuss and evaluate work and emotional connection to it</p> <p>Create a new work - individual or group</p>	<p>Photograph, explore and discuss Goldsworthy exhibition in Rosedale - use installations as inspiration for own work</p> <p>Create small and large sculptures from natural materials</p> <p>Create collages with natural materials</p> <p>Print with natural materials</p> <p>evaluate</p>
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KS2	Context	Big Ideas	Subject- specific skill development	Key expected outcomes
Cycle A	<p>Iron Age and Bronze Age Art</p> <p>Textiles - Iron age weaving</p> <p>3D - Bronze Age pots</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - textiles - 3D/sculpture 	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Evaluating</p>	<p>Use a variety of techniques - dyeing, weaving, stitching to create different textural effects</p> <p>Explore natural dyeing - what was used in Iron Age?</p> <p>Use skills to create an independent piece of weaving</p> <p>Make coil pots/ slab pots from clay. Use slip to attach the parts.</p> <p>Decorate to create desired effect</p>	<p>Experiment with techniques and choose one fit for own purpose</p> <p>Create piece of weaving inspired by Iron Age weaving</p> <p>Evaluate own weaving</p> <p>Create a clay pot (year grps different skills)</p>
Autumn				
Spring	<p>Use Andy Warhol as stimulus for own work</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> -Printing - collage 	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Use sketchbooks to record their observations about Pop Artists</p> <p>Look at range of printmaking techniques used by Pop artists - create printing blocks</p> <p>Create repeating patterns with inks and rollers</p> <p>Print with 2/3/4 colour overlays</p>	<p>Use experimentation of techniques and inspiration from Warhol to create own piece of Pop Art - printing and collage</p>

			Experiment with collage techniques Use sketchbooks to record their observations and use them to review and revisit ideas	Create a collage portrait Combine both techniques (y5/6) to create a piece of work inspired by Pop Art
Summer	<p>Still Life Drawing Inspired by Joseph Banks and Keith Haring and Georgia O Keefe</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - Drawing - Painting 	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Look at work of Banks and Haring and evaluate and contrast</p> <p>Experiment by making marks and lines with a wide range of drawing implements - charcoal, chalk, crayon, chalk pastels, pens...</p> <p>Experiment with adding detail</p> <p>Experiment with grades of pencil</p> <p>Begin to create 3D effect with shading</p> <p>Experiment with different size brushes</p> <p>Mix tints and shades</p> <p>Mix colours independently</p> <p>Use watercolour for wash - Banks, poster paint or acrylic for Haring</p>	<p>Evaluate and contrast work of Banks and Haring</p> <p>Experiment with techniques</p> <p>Create own piece of work based on one of artists</p> <p>More techniques/ skill used by older children - used mixed media</p>
Cycle B	<p>Use the work of Monet and the Seurat as stimulus for own work.</p> <p>Formal elements and making skills focus</p> <p>Painting</p> <p>Mixed media (Y5/6)</p>	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>- To study the work of Monet and Seurat including their techniques and evaluate these.</p> <p>- To identify meaning in work and explore reasons for its production.</p> <p>-Identify similarities and differences</p> <p>- experiment with different effects and textures of paint including thickened paint</p> <p>- increase confidence in colour mixing</p> <p>Take photo of river to inspire own painting</p>	<p>Record research and thoughts about both artists</p> <p>Contrast artists and evaluate</p> <p> Create pieces of work in the style of Monet or Seurat inspired by the river, using thickened paint</p> <p> Y5/6 can layer with pastels or collage</p> <p> Evaluate own work</p>
Autumn				

Spring	<p>Create a textile piece inspired by Aboriginal Art</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - Collage/textiles - Printing 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Use sketchbooks to record their observations and use them to review and revisit ideas Look at aboriginal Art in all formats and understand the history and meaning Experiment with collage techniques</p> <p>Use sketchbooks to record their observations and use them to review and revisit ideas and combining with other techniques (y5/6) Look at range of printmaking techniques - create printing blocks (lino, polystyrene etc) Create repeating patterns with inks and rollers Print with 2/3/4 colour overlays</p>	<p>Understand purpose of Aboriginal Art</p> <p>Create a collage inspired by work</p> <p>Create a print with symbolism</p> <p>Evaluate own work</p>
Summer	<p>Use work of Picasso to inspire a 3D mask</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - 3D/ Sculpture 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Look at African masks and how they inspired Picasso Use the work of Picasso and the cubists as stimulus for own 3D work.</p> <p>Experiment with mask making techniques - paper, paper mache, Modroc , clay</p> <p>Design mask based on work of Picasso</p> <p>Create and evaluate mask .</p>	<p>Record research and thoughts about artist and depiction of faces Design mask in style of Picasso (angular etc) Create own mask - technique depending on Year group</p> <p>Evaluate own work</p>
Cycle C Autumn	<p>To use Van Gogh as inspiration for a painting with personal meaning</p>	<p>Formal elements Making Skills</p>	<p>Use the work of Van Gogh as stimulus for own work.</p>	<p>Find out about Van Gogh and his techniques.</p>

	<p>Formal elements and making skills focus</p> <p>Painting Drawing</p>	<p>Generating ideas Knowledge of artists Evaluating</p>	<p>Comment on the work of Van Gogh, explain likes and dislikes and explore his techniques. Drawing Experiment with adding detail Experiment with grades of pencil</p> <p>Use full range of paints available in school Y3 - poster paints Y4 - combine paint and pastel Y5 - acrylics on canvas (brushes) Y6 - acrylics on canvas - palette knives</p> <p>Show control, using a range of brushes. Use colour for purpose - mood, expression, movement.</p>	<p>Use a range of paints expressively.</p> <p>Begin to use acrylics with a palette knife instead of a brush (Y6)</p> <p>Create an independent piece with personal meaning using own photograph</p> <p>Evaluate</p>
Spring	<p>To create a piece of printing inspired by Banksy, Warhol and Shamzai Hassani</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - Printing - Collage/ textiles 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Explore work of Banksy and Warhol and meanings behind his work Experiment with collage and printing techniques Design an image with a message (for printing) Look at range of printmaking techniques - create printing blocks (lino, polystyrene etc) Create repeating patterns with inks and rollers Print with 2/3/4 colour overlays</p>	<p>Use experimentation of techniques and inspiration from Banksy to create own piece of Art</p> <p>Create a collage image with a message</p> <p>create a piece of printing work inspired by Banksy - print onto canvas bag or t shirt Evaluate own work</p>
Summer	<p>To create a sculpture inspired by the work of Anthony Gormley (trip to Angel of the North)</p>	<p>Formal elements Making Skills Generating ideas</p>	<p>Explore work of Gormley and meanings behind his work</p>	<p>Create montage for sketch book of experimentation Create figure</p>

	<p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - 3D/ sculpture 	<p>Knowledge of artists Evaluating</p>	<p>Experiment with ways of producing a figure (different for each year grp)</p> <ul style="list-style-type: none"> - Clay - Wire and foil - Papier mache - Modroc <p>Design own figure with meaning</p>	<p>Evaluate</p> <p>Create animation from figure?</p>
<p>Cycle D Autumn</p>	<p>To use a range of self portraits and portraits to inspire an original self portrait</p> <ul style="list-style-type: none"> -Frieda Kahlo - Hurvin Anderson - Andy Warhol (previously studied) <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> -Painting -Drawing 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Explore how self portraits vary and are a means of self expression or have a political message</p> <p>Hurvin Anderson - Is it OK to be black? Research meaning of painting and discuss (link to Black History month)</p> <p>Frieda Kahlo - self portraits</p> <p>Paint self portrait Degrees of complexity for different year groups - paint, pencil, mixed media , collage for greater depth</p>	<p>Explore artists in sketch book</p> <p>Experiment with technique chosen</p> <p>Sketch portrait first</p> <p>Use rules of proportion for face</p> <p>Produce self portrait</p> <p>Evaluate</p>
<p>Spring</p>	<p>To use the paintings of Hokusai (especially the Great Wave) to inspire own print work</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - Printing - textiles 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Explore work of Hokusai and movement in his work using line</p> <p>Look at range of printmaking techniques - create printing blocks (lino, polystyrene etc) depends upon prior learning</p> <p>Create repeating patterns with inks and rollers</p> <p>Print with 2/3/4 colour overlays</p>	<p>Use experimentation of techniques and inspiration from Hokusai to create own piece of Art</p> <p>Create a series of prints - Y3 polyprint Y4/5/6 reduction in polyprint All - create printing</p>

			Experiment with collage techniques for moving water Use collage and printing to create own version of <i>The Great Wave</i>	create a piece of printing work inspired by Hokusai depicting movement and using layering (Y5/6)
Summer	<p>Understand the history of architecture Create a clay building inspired by an architect</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> - 3D/ sculpture - Drawing <p>Female architect - Zaha Hadid</p>	<p>Formal elements Making Skills Generating ideas Knowledge of artists/architects Evaluating</p>	<p>Research history of architecture of churches and changes over time (relate to area) look at modern churches Experiment with proportion and perspective Use an architect to inspire a building design (church?) Use clay techniques to create building Coil Thumb Slab Use slip to join pieces or carve on detail</p>	<p>Use inspiration from architect research to design and to create own scale building</p> <p>Use previous techniques to create model</p> <p>evaluate</p>