

***"Giving children the keys to unlock their future"***



### **St Peter's C of E Academy - Art**

Art allows children to develop their creative imagination, enabling them to communicate what they see, feel and think through a range of tools, media and materials. Children are given regular opportunities to experiment, invent and create their own works of art, craft and design. Skills and techniques are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Children's interests are captured through theme learning, ensuring that links are made in a cross-curricular way, giving children motivation and meaning for their learning. Throughout the key stages children's experience of Art is enriched by finding out about famous artists (past and present), working with local artists on projects and exploring our local environment for inspiration.

We follow the National Curriculum in our teaching of Art, supported by a clear knowledge and skills progression that are built on year by year and sequenced appropriately to maximise learning for all children. Class teachers are responsible for teaching Art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, to enrich our Art provision.

Throughout their time at school, children will produce creative work, exploring their ideas and recording their experiences. They will also be able to evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists and understand the historical and cultural development of their art forms.

Our curriculum and skills progression is shown below:

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception		Let's Celebrate		Seasons		Animals around the world	
Key Stage One							
All units to contain elements of:							
<u>Exploring and Developing Ideas</u> Children can: A) Respond positively to ideas and starting points; B) Explore ideas and collect information; C) Describe differences and similarities and make links to their own work; D) Try different materials and methods to improve; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.							
<u>Work of other artists</u> A) Describe the work of famous, notable artists and designers; B) Express an opinion on the work of famous, notable artists; C) Use inspiration from famous, notable artists to create their own work and compare; D) Use key vocabulary to demonstrate knowledge and understanding in this strand.							
Year 1	Theme	<b>Drawing/Mark Making Portraits</b>		<b>Collage Henri Matisse – Creating own paper collage</b>			<b>Printing Orla Kiely</b>
	Skills	Children can: A) Respond positively to ideas and starting points; B) Explore ideas and collect information; C) Describe differences and similarities and make links to their own work; D) Try different materials and methods to improve; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		A) use a combination of materials that have been cut, torn and glued; B) sort and arrange materials; C) add texture by mixing materials; D) use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.			A) copy an original print; B) use a variety of materials, e.g. sponges, fruit, blocks; C) demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; D) use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
Year 2	Theme	<b>Painting Kadinsky</b>		<b>Textiles Paper Weaving</b>			<b>Sculpture – Andy Goldsworthy</b>
	Skills	A) Name the primary and secondary colours; B) Experiment with different brushes (including brushstrokes) and other painting tools; C) Mix primary colours to make secondary colours; D) Add white and black to alter tints and shades; E) Use key vocabulary to demonstrate knowledge		A) show pattern by weaving; B) use a dyeing technique to alter a textile's colour and pattern; C) decorate textiles with glue or stitching, to add colour and detail; D) use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric,			Salt Dough A) use a variety of natural, recycled and manufactured materials for sculpting B) use a variety of techniques, e.g. rolling, cutting, pinching; C) use a variety of shapes, including lines and texture; D) use key vocabulary to demonstrate knowledge and understanding in this

		and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set			strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
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### Lower Key Stage Two

#### Exploring and Developing Ideas

- A) Use sketchbooks to record ideas;
- B) Explore ideas from first-hand observations;
- C) Question and make observations about starting points, and respond positively to suggestions;
- D) Adapt and refine ideas;
- E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

#### Work of other artists

- A) Use inspiration from famous artists to replicate a piece of work;
- B) Reflect upon their work inspired by a famous notable artist and the development of their art skills;
- C) Express an opinion on the work of famous, notable artists and refer to techniques and effect;
- D) Use key vocabulary to demonstrate knowledge and understanding in this strand:

Year 3	Theme		Painting – Cave Paintings		Printing Bridget Riley	Collage Inspired by Rosseau's pictures	
	Skills		A) Use varied brush techniques to create shapes, textures, patterns and lines; B) Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; C) Create different textures and effects with paint; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		A) use more than one colour to layer in a print; B) replicate patterns from observations; C) make printing blocks; D) Make repeated patterns with precision; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	A) Select colours and materials to create effect, giving reasons for their choices; B) Refine work as they go to ensure precision; C) Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	
Year 4	Theme	Drawing M C Esher			Textiles Vegetable Dyes		Sculpture – Pottery Greek Pottery
	Skills	A) Experiment with showing line, tone and texture with different hardness of pencils; B) Use shading to show light and shadow effects; C) Use different materials to draw, e.g. pastels, chalk, felt tips; D) Show an awareness of space when drawing; e use			A) Select appropriate materials, giving reasons; B) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; C) Develop skills in stitching, cutting and joining;		Clay A) Cut, make and combine shapes to create recognisable forms; B) Use clay and other malleable materials and practise joining techniques; C) Add materials to the sculpture to create detail; D) Use key vocabulary to demonstrate knowledge

		key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.			D) Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.		and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.
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### Upper Key Stage Two

#### Exploring and Developing Ideas

- A) Review and revisit ideas in their sketchbooks;
- B) Offer feedback using technical vocabulary;
- C) Think critically about their art and design work;
- D) Use digital technology as sources for developing ideas;
- E) Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure

#### Work of other artists

- A) Give detailed observations about notable artists', artisans' and designers' work;
- B) Offer facts about notable artists', artisans' and designers' lives;
- C) Use key vocabulary to demonstrate knowledge and understanding in this strand:

Year 5	Theme		<b>Drawing William Morris</b>			<b>Textiles Fabric Weaving</b>	<b>Sculpture – Benin Bronzes link</b>
	Skills		A) Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; B) Depict movement and perspective in drawings; C) Use a variety of tools and select the most appropriate; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.			A) Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; B) Add decoration to create effect; C) Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern	papiermache A) Plan and design a sculpture; B) Use tools and materials to carve, add shape, add texture and pattern; C) Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; D) Use materials other than clay to create a 3D sculpture; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast
Year 6	Theme	<b>Painting – Graffiti Banksy</b>			<b>Printing Carving polystyrene and then printing with rollers Hokusai</b>		<b>Collage - Pop Art</b>
	Skills	A) Create a colour palette, demonstrating mixing techniques; B) Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; C) Use key vocabulary to demonstrate knowledge			A) Design and create printing blocks/tiles; B) Develop techniques in mono, block and relief printing; C) Create and arrange accurate patterns; D) Use key vocabulary to demonstrate knowledge		A) Add collage to a painted or printed background; B) Create and arrange accurate patterns; C) Use a range of mixed media; E) Plan and design a collage;

		and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.			and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;		E) Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
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