

Keevil CofE Academy Art Curriculum

“We presume children to achieve their very best.”

Keevil CofE Academy Mission Statement

We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore, our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Our rationale for the teaching of history follows that detailed in the National Curriculum:

Art Intent

At Keevil Church of England Primary Academy, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, and 3D work, and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures.

We develop children with the following essential characteristics to help them become artists:

- It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.
- Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.
- In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving.
- This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.
- Children are encouraged to take risks and experiment

We ensure our Art Curriculum is rooted in the vision and ethos of the school, through ensuring that as well as delivering artistic knowledge and skills lessons also develop the Keevil Characteristics:

Encourage children to work together as a team, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, learning and resilience. To contribute to the world, for the enjoyment of their own self and for others. Communication - Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again, learning. Children practise and share their learning and skills with others, receive and offer feedback to improve communication.

Keevil C of E Academy Art Knowledge and Skills Progression

Theme	EYFS	KS1	Lower KS2	Upper KS2
	Keevil Characteristics	Keevil Characteristics	Keevil Characteristics	Keevil Characteristics
	Encourage children to work together as a <u>team</u> , as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u> . To contribute to the world, for the enjoyment of their own self and for others. <u>communication</u>	Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u> . Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u> .	Children start collecting and developing ideas using sketchbooks. <u>diligence</u> . They continue to build up <u>resilience</u> , making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u>	Children start collecting more information and resources to present in sketchbooks. <u>diligence</u> . They continue to build their knowledge of techniques by experimenting and predicting what might happen, <u>learning</u> Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve, <u>resilience and communication</u>
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Soft Scribble portrait light Pointed Sharp Straight Soft Cool mixed Still Life Shiny Matt smooth colour names	thick thin sketch texture shade smudge blend printing technique brush size primary/secondary colours gouge scrape shade acrylic / poster / watercolour artefact mono-printing motif wash roll knead sculpt(ure) texture construct join slip form malleable texture construct join natural man-made form recycled	grades of pencil scale refine alter colour scheme / blocking spectrum tint tone hue relief/impressed method. block printing carving surface transparent opaque manipulate recycled surface transparent opaque weave embroider tapestry	Consolidate prior vocabulary warm colours cold colours atmosphere
	Knowledge	Knowledge/Art History	Knowledge/Art History	Knowledge/Art History
		Describe what they can see and like in artist's work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers Link colours to natural and man-made objects. Say how other artists have used shape colour and pattern (can be evidenced in sketch book) Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer Can link colour to natural and man-made objects	Compare different artists of the same style Explore work from different cultures and time periods Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling Can discuss and describe well known artists work Explain how their work is similar and different Explain their reasons behind their choices Explain art from other periods of history	Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Make a record about the styles and qualities in their work Say who and what their work has been influenced by Include technical aspects in their work Can use features of researched artists in their own work Explore the impact of the artists work on society at the time.
	Skills	Skills	Skills	Skills
Drawing	Experiment with a range of drawing tools and name them Draw from observation, memory and imagination Draw on a large and small scale and use different shapes and colours of paper Draw all kinds of objects Draw upright and flat	Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Make drawings as a starting point for work in other areas Use pencil crayons to create coloured drawings Draw faces putting features in the correct places	Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) Show facial expression in their drawing Use small sketches to produce a final piece Write an explanation of their sketch Use shading to create tone Use different pressures to create hard and soft lines	Make a collection of drawings around a theme Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber Draw with different media, including pencil, pastel, charcoal, pen and ink Draw simple objects including texture Shade to show mood and feeling

	Draw in sand, chalk on the playground etc Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons	Communicate something about themselves in their drawing. Create moods in their drawings Draw objects from observation, memory and imagination Make drawings that focus on pattern or texture Make drawings that show how something changes over time Draw with different media (eg. wax crayon, charcoal, pastels, pen etc) creating different effects (eg. pressure, blending, smudging, fine marks etc) Begin to show pattern and texture in their drawing	Draw demonstrating an understanding of line, tone, scale, texture and depth Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with	Organise line, tone, shape and colour to represent figures and forms in movement Sketches communicate emotions and a sense of self within accuracy and imagination Explain why they combined different tools to create their drawing Explain why they have chosen specific drawing techniques
	Skills	Skills	Skills	Skills
Painting	Explore different types of paint – ready mixed, powder, finger, water colour etc. Use a range of applicators Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture Paint flat and upright paint on a small and large scale using appropriate tools paint on different sizes, shapes and colours of paper name and recognise colours mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green) paint objects, places from observation, memory and imagination	experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Communicate something about themselves and moods in their paintings. make paintings and draw on top to add detail (mixed media) mix tints, shades (adding black and white) and secondary colours look at the work of other artists and experiment with their approaches	Select an appropriate brush type, size and style depending on the task Can mix colours with accuracy Know where the colours are on the colour wheel (primary and secondary) Create a background using a wash Use different brushes for different effects Explore links between colours and feelings Use artists' work as a starting point and create work in the style of different artists work in monochrome (shades of one colour) look at and make paintings with background, foreground and middleground and use perspective Create moods in their paintings Use shading in their painting to create feelings Mix and match colours for purposes (e.g. skin colours) Mix different thicknesses of paints	Use layers of paint to add detail to background colours Create different skin tones Create mood and feelings in their paintings Express their own emotions accurately through their painting Explain and establish their own style Use a wide range of techniques in their work Explain why they have chosen specific painting techniques Can add texture into their paintings by using different materials in conjunction with paint Use brushes in different ways Create mixed media work
	Skills	Skills	Skills	Skills
Printing	Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks Print sequential patterns Make mono prints (drawing into printing ink with different tools and making a print) Use stencils to create patterns	Design own blocks with card and print with sponge rollers Use Press print Develop mono printing by mixing colours Develop printing using stencils and found objects by creating more complex patterns Continue to develop mono printing by mixing colours Create prints by pressing, rolling, rubbing and stamping Re-create a print like a designer/artist	Make and print card blocks in 2 colours Make texture blocks and print (sponge rollers) Can print using 4 colours Can create accurate print design	Print using a number of colours Create a print that meets a given criteria Work back into prints with collage, drawing etc. Children can overprint using different colours Look carefully at the methods that they use and make decisions about the effectiveness of their printing method
	Skills	Skills	Skills	Skills
3D - Clay	Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as dough, plasticine etc Press objects into clay Roll clay over fabrics with different textures Name the tools used and describe how the clay feels using an appropriate vocabulary Make rubbings and talk about texture Make a collection of objects made from clay and talk about them Make thumb pots Make tiles and press objects into them	Cut shapes from clay Cut clay into shapes and decorate Use patterns to decorate clay Know about health and safety rules (washing hands, keeping clay off the floor) Look at the work of artists such as Beth Cavener Stitcher Draw first to create a design and transfer to work in clay Begin to add line and shape to their work Create texture in their work	Look at the changes in clay as it dries Look at the work of other artists to generate ideas eg. Natalie Blake Begin to sculpt clay into other shapes	Look at the work of other artists to generate ideas Add colour to work using paint and PVA mixed together Begin to sculpt clay into other shapes Look at the work of other artists to generate ideas Research, design and make to a brief

	Look at the work of artists such as Beth Cavener Sticher			
	Skills	Skills	Skills	Skills
3D - Sculpture	Use a range of junk, found and natural materials to make models and structures Talk about the properties of materials, name tools and materials Use glues, masking tape and other fastenings Talk about sculpture in the environment, what it can be made of and what it is about Use rolled up paper and art straws, pipe cleaners to create structures and objects	Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make sculpture by slotting card together Talk about sculpture, what it is made of, what it is for etc Make models and know how to make them strong	Add onto their work to create texture Research the work of different sculptors Build up from a flat surface Cover with tissue paper and glue Can make a sculpture using a range of materials	Make maquettes (small prototype sculptures) Experiments and combine materials and process to design and make 3D art Create models on a range of scales Create work which is open to interpretation by the audience Include visual and tactile elements to their work
	Opportunities to extend art knowledge	Opportunities to extend art knowledge	Opportunities to extend art knowledge	Opportunities to extend art knowledge
	During the foundation stage creativity is embedded throughout all focus stages allowing access to revisit art techniques frequently	Maths – symmetry, geometry 3 shapes History – creating artefacts and images of the and from the past Geography – creating images of a location, making maps- collage of an area Science light – shadow puppets Computing – making moving images, digital photography Music – making musical instruments	Maths – symmetry, geometry 3 shapes- creating images using co-ordinates English – art activities related to the text being covered in English – story maps – dioramas History – creating artefacts and images of the and from the past Geography – creating images of a location, making maps- collage of an area Computing – making moving images, digital photography Science sight – optical illusions Music – making musical instruments, posters for performances	Maths – symmetry, geometry 3 shapes and curved lines English – art activities related to the text being covered in English – story maps –and objects History – creating artefacts and images of the and from the past, dioramas, Geography – creating images of a location, making maps- collage of an area – South American art Computing – making moving images, digital photography Music – making musical instruments, posters for performances