

Art Curriculum Overview

Intent:

At Falmouth Primary Academy, children set sail around the world to explore and be inspired by notable artists and designers from different continents. Observational drawing skills and mark making underpin every element of our art curriculum: they are the basis for children becoming confident in recording their ideas visually. Children gain an understanding of the work of a variety of artists, and they can discuss, compare and evaluate other artists' work and make links to their own work. Children are given exciting starting points from which they can experiment and become confident in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills such as collage and printing. Children are inspired by their topics and are given the opportunity to be creative while further developing their skills. Children can confidently express their responses to art, and they are encouraged to aspire to further develop their own art and design skills and creativity.

Implementation:

Early Years

In order for children to achieve their Early Learning Goals in expressive Art Design, we provide lots of opportunities for children to express themselves using a range of media. This includes having a dedicated creative area in the classroom and outdoors. We adapt provision to follow children's interests as well as being planned to build curriculum schema for the children through adult led and independent experiences.

Through independent learning sessions, children have free access to these resources. Once a skill or specific material has been taught through adult led activities, children are encouraged to explore these materials independently. The resources and materials in the creative areas are changed weekly, depending on our topics and the children's current interests. This ensures that children are kept motivated to explore different techniques and to develop their skills. Any relevant special events are made the basis of our learning during particular weeks (for example... Remembrance Day, Fireworks, Easter, Christmas, Diwali etc...). This encourages children to represent their own experiences through a range of different media. We have a class gallery wall where children can display their creations, to encourage a sense of pride and reflection.

Across the year, we introduce key artists such as Andy Goldsworthy (Autumn) Vincent Van Gough (Spring) and John Dyer (Summer) Falmouth Primary has strong links with Falmouth Art gallery and children in Early Years have the opportunity to attend workshops across the year.



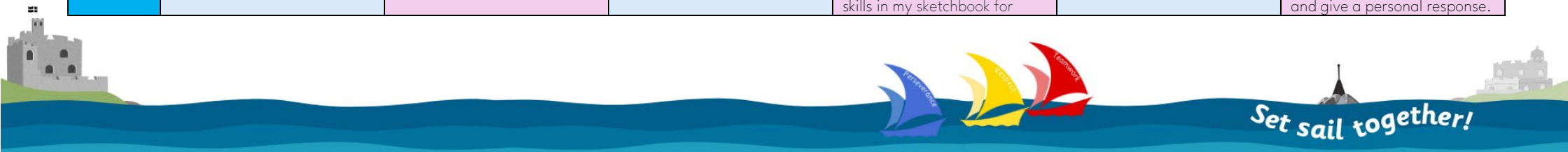
Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing Can I use marks to draw a self-portrait? <i>Picasso</i> <i>Van Gogh</i>		Drawing – mixed media How can blending chalks create the Northern Lights?		Painting How can I blend paints to create weather pictures? <i>J W Turner</i>	
Year 2	Drawing Can I explore how colour can convey emotion in a self-portrait? <i>Paul Klee</i> <i>Frida Kahlo</i>		Drawing and Painting How can I convey movement in water? <i>Joanna Stevens</i> <i>David Hockney</i> <i>Hokusai- The Great Wave</i>		Printing and Collage Can I use stamping, lino printing and collage to create flower inspired prints? <i>Orla Kiely</i>	
Year 3		Sculpture and drawing How can I shape clay to make a pot?		Drawing/Mixed Media Can I draw a side profile of a self-portrait? Ancient Civilisation Link		Painting Can I use colour to paint our own coastal Falmouth scene inspired by John Dyer?
Year 4	Sculpture How can I sculpt clay to make a purposeful object like the Greeks?			Painting How can I use paint, patterns and textiles to explore Aztec art? <i>South America artist study- Marela Zacarias.</i>	Drawing How can I use different drawing techniques to create an observational landscape sketch? <i>Stuart Parker</i>	
Year 5	Painting and Print – Mixed Media How can art portray important messages? <i>Banksy</i> OR Drawing, design and architecture (link to London) What was the impact of the Art Nouveau movement on architecture and design?		Drawing and paint – Mixed Media Can a map be considered a piece of art? <i>Clair Rossiter</i>			Sculpture How can sculpture be used to enhance natural environments? <i>Andy Goldsworthy</i>
Year 6	Printing and Paint What was the impact of William Morris as an artist? <i>William Morris</i>		Drawing and Painting How can I use a range of painting techniques to create observational artwork of plants? <i>Georgia O'Keefe</i>			Sculpture and Painting How can I represent myself through art? <i>Augusta Savage</i> <i>Jean-Michel Basquiat</i>



Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Children will be able to:</p> <p>Show control of mark making to draw a self-portrait and correctly place features on a face.</p> <p>Use colour to show emotions in a portrait.</p> <p>Explore the work of Pablo Picasso and use this to inspire their own self-portrait</p> <p>Use paint/pastel, line and colour to create an artwork of an expressive face.</p> <p>Discuss the self-portraits by contemporary artists and give personal opinions on art.</p> <p>To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.</p>		<p>Children will be able to:</p> <p>Draw a picture of the Northern Lights from an image given.</p> <p>Explore how to make different types of marks using a range of media, including chalk.</p> <p>Create shading, templates and texture using chalk</p> <p>Give opinions on artwork created in class and evaluate success.</p> <p>Describe the techniques they have used.</p> <p>Use a range of media to make marks.</p>		<p>Children will be able to:</p> <p>Explore the paintings of J W Turner and give opinions</p> <p>Name the primary colours and paint with control</p> <p>Mix primary and secondary colours and name them</p> <p>Experiment mark making with different brushes and other painting tools</p> <p>Add white and black to alter tints and shades.</p> <p>Create blended backgrounds to show a type of weather.</p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>To identify primary colours by name.</p> <p>To work on different scales.</p> <p>Describe and evaluate the techniques they have used.</p>	
Year 2	<p>Children will be able to:</p> <p>Recognise and compare the artists Paul Klee and Frida Kahlo, giving opinions on their different styles.</p> <p>Use different pencils to create dark and light and softer and harder lines.</p> <p>Draw carefully from observation.</p> <p>Use careful mark making and colour to draw a self-portrait inspired by Paul Klee or Frida Kahlo.</p>		<p>Children will be able to:</p> <p>Talk about how different artists show movement of water in their art.</p> <p>Use a range of mark-making techniques to convey the movement of water.</p> <p>Use a range of techniques with a range of media to show movement of water.</p> <p>To investigate colour by mixing primary colour shades.</p> <p>To mix colours and know which primary colours make secondary colours, for example making colours wheels.</p> <p>To investigate making as many tones of one colour as possible (using white)</p> <p>Evaluate success of technique chosen in final piece.</p>		<p>Children will be able to:</p> <p>Discuss the work of other artists who have been inspired by flowers.</p> <p>Discuss the work of other artists who have been inspired by flowers.</p> <p>Use observational drawing to record ideas for print design.</p> <p>Create a print block.</p> <p>Create a repeating flower print.</p> <p>Print onto different surfaces and evaluate success of different materials.</p>	
Year 3		Children will be able to:		Children will be able to:		Children will be able to:
				Use observational drawing skills in my sketchbook for		Discuss John Dyer's paintings and give a personal response.



		<p>Discuss how clay may have been used for purpose during the Stone Age period.</p> <p>Compare and discuss other ceramicists' work and compare to Stone Age pottery.</p> <p>Use line, tone and shading to produce observational sketches, developing sketchbook ideas to refer to.</p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>To create surface patterns and textures in a malleable material.</p> <p>To discuss their own work and work of other sculptors.</p> <p>Create a pinch pot from clay for an intended purpose.</p> <p>Use tools to decorate a clay pot.</p>		<p>drawing features of a face – from different viewpoints.</p> <p>Draw a side profile of a face.</p> <p>Add detail through shading techniques – hatching, shadow.</p> <p>Use colour, shape and different media to turn portrait into an Ancient Egyptian Pharaoh.</p>		<p>Use observational drawing skills to sketch local landscapes, developing sketchbook ideas to refer to.</p> <p>Mix secondary colours and identify and mix warm and cool colours from the colour wheel.</p> <p>Create a landscape painting in the style of John Dyer.</p> <p>Use light and dark within painting and begin to explore complementary colours.</p> <p>To work on a range of scales e.g. thin brush on small picture etc. Use light and dark within painting and begin to explore complementary colours.</p> <p>Mix colours, shades and tones with increased confidence. To introduce different types of brush techniques- apply colour using dotting, scratching, splashing. To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p>
Year 4	<p>Children will be able to:</p> <p>Discuss how the Greeks used pattern and symmetry in their art.</p> <p>Use observational drawing to make sketches exploring pattern and symmetry.</p> <p>Discuss how clay was used for purpose and decoration in Ancient Greece.</p> <p>Use different tools to marks make on clay.</p> <p>Create a coil pot from clay for an identified purpose.</p> <p>To plan, design and make models from observation or imagination.</p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>To create surface patterns and textures in a malleable</p>			<p>Children will be able to:</p> <p>Identify and use primary secondary, complementary and contrasting colours.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix and use tints and shades and observe changes in colour.</p> <p>Use colour to reflect mood.</p> <p>Discuss and give a personal response to the artwork of Marela Zacarius.</p> <p>Know the difference between warm and cool colours.</p> <p>Mix colours to create an Aztec inspired colour pallet.</p> <p>Create a painting using colours, shapes and patterns in the style of Marela Zacarius.</p>	<p>Children will be able to:</p> <p>Discuss the artwork of Stuart Parker and give a personal response.</p> <p>Make marks and lines with a wide range of drawing implements</p> <p>Use shading and blending techniques.</p> <p>Make an observational drawing of a landscape.</p> <p>Create a mixed media painting.</p> <p>Understand the language of hue, tint, tone, shades.</p> <p>Use colour for mood and select colour for specific reasons.</p> <p>Develop a painting from a drawing.</p> <p>Identify and use primary secondary, complementary and contrasting colours.</p>	



	material. To discuss their own work and work of other sculptors.					
Year 5	<p>Children will be able to:</p> <p>Recognise the Art Nouveau style in art, design and architecture.</p> <p>Discuss how Art Nouveau Movement influenced art, design and architecture.</p> <p>Use observational drawing to draw in the Art Nouveau style.</p> <p>Choose a limited colour palette.</p> <p>Combine lettering and images in an Art Nouveau style.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p>		<p>Children will be able to:</p> <p>Discuss and explore how we define a piece of artwork.</p> <p>Mix and blend with coloured pencils.</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes.</p> <p>Draw with accuracy from a range of sources including observation and photographs.</p> <p>Use collage and texture to add interest to artwork.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Draw an illustrative map of our local area/or an area of London.</p>			<p>Children will be able to:</p> <p>Discuss the works of Andy Goldsworthy and give a personal response.</p> <p>Observe and draw shapes in a 3D form from observation.</p> <p>Use shade and tone to convey a three-dimensional object.</p> <p>Create 3D sculptures with a range of natural materials.</p> <p>Create their own sculpture inspired by the work of Andy Goldsworthy.</p> <p>To use recycled, natural and man-made materials to create sculpture.</p> <p>To plan a sculpture through drawing and other preparatory work.</p> <p>To recognise the properties of different media.</p> <p>To discuss and evaluate own work and that of other sculptors.</p> <p>Evaluate the success of sculptures on the natural environment.</p>
Year 6	<p>Children will be able to:</p> <p>Discuss the life and work of William Morris, and where he fit into the Arts and Crafts Movement.</p> <p>Use observational drawing of flowers and plants to develop sketchbook ideas to refer to.</p> <p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p> <p>Mix colours to create a Victorian colour pallet.</p> <p>Use printing techniques to create and arrange accurate patterns in the style of William Morris.</p> <p>To create printing blocks by simplifying an initial sketch book idea.</p> <p>To use relief or impressed method. To work into prints</p>		<p>Children will be able to:</p> <p>Compare the artwork of Georgia O'Keefe to Van Gogh with a focus on flowers.</p> <p>Use observational drawing of flowers to develop sketchbook ideas to refer to.</p> <p>To use the language of hue, tint, tone and shades to describe colour.</p> <p>To use colour to convey feelings and select colour for specific reasons.</p> <p>Mix and blend colours using a range of media.</p> <p>Create a picture of a flower in the style of Georgia O'Keefe</p> <p>Select media for a specific purpose.</p>			<p>Children will be able to:</p> <p>Discuss the life and work of Augusta Savage.</p> <p>Discuss the messages Savage's sculptures convey.</p> <p>Discuss the 2D portrait work of Jean-Michel Basquiat and compare with the work of Augusta Savage.</p> <p>Understand the importance of colour, line and form in representing different emotions in a self-portrait.</p> <p>Model a 3D form to represent themselves.</p> <p>Apply finishing techniques to a sculpture.</p> <p>To produce intricate patterns and textures in a malleable media. To recognise the properties of different media.</p> <p>To discuss and evaluate own work and that of other sculptors.</p>

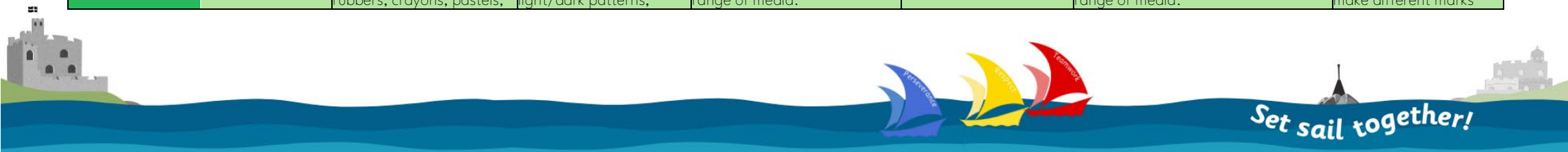


	with a range of media e.g. pens, colour pens and paints.					
Extra Year						



Skills progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch Books: Exploring and Developing Ideas	Talk about my ideas for art and design	Respond positively to ideas and starting points Explore ideas and collect information Begin to describe differences and similarities and make links to their own work Try different materials and methods Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe.	Respond positively to ideas and starting points Explore ideas and collect information Describe differences and similarities and make links to their own work Try different materials and methods to make improvements to art work Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Use sketchbooks to record ideas Begin to explore ideas from first-hand observations Make observations about starting points, and respond positively to suggestions Adapt ideas from comments and feedback Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, record, detail, question, observe, refine.	Use sketchbooks to collect and record ideas Explore ideas from first-hand observations Question and make observations about starting points, responding positively to suggestions Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Review and revisit ideas in their sketchbooks Offer feedback using a widening range of vocabulary Begin to think critically about their art and design work Begin to use digital technology as sources for developing ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure	Review, revisit and rework ideas in their sketchbooks Offer feedback using technical vocabulary Think and speak critically about their art and design work Use digital technology as sources for developing ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure
Drawing	Use mark-making to show ideas Tell an adult what their marks represent	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. <u>KS1 Art and Design National Curriculum</u> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: a. Draw lines of varying thickness. b. Use dots and lines to demonstrate pattern and texture. c. Use different materials to draw, for example pastels, chalk, felt tips. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. Experiment with a variety of media; pencils, rubbers, crayons, pastels,	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. <u>KS2 Art and Design National Curriculum</u> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: 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. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Access a variety of ways to make different marks with a range of media.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. <u>KS2 Art and Design National Curriculum</u> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: 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. 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. Experiment with a wide variety of ways to make different marks with a range of media.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. <u>KS2 Art and Design National Curriculum</u> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: 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. 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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. 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. Experiment with a wide variety of ways to make different marks with a range of media.



		<p>felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying. Pupils produce an expanding range of patterns and textures.</p>	<p>light/dark shapes using a pencil.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>different marks with a range of media.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</p>	<p>with dry and wet media.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
Painting	<p>Explore different brush-strokes when painting.</p> <p>To experiment with and use primary colours.</p> <p>To name colours and mix them (not formal mixing).</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none">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. <p>Use key vocabulary to demonstrate knowledge 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.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none">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. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none">a. Create a colour palette, demonstrating mixing techniques;b. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>			

<p>Sculpture</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>To handle, feel, enjoy and manipulate materials.</p> <p>To construct, build and destroy using a variety of materials.</p> <p>To shape and to model materials.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p>To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ol style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. Use a variety of techniques, e.g. rolling, cutting, pinching. Use a variety of shapes, including lines and texture. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Children have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction and begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><u>KS2 Art and Design National Curriculum:</u></p> <p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ol style="list-style-type: none"> cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><u>KS2 Art and Design National Curriculum:</u></p> <p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ol style="list-style-type: none"> plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. Use materials other than clay to create a 3D sculpture. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
<p>Printing</p>	<p>To make simple rubbings.</p> <p>To print with variety of objects.</p> <p>To print with block printing.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><u>KS1 Art and Design National Curriculum:</u></p> <p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ol style="list-style-type: none"> Copy an original print. Use a variety of materials, e.g. sponges, fruit, blocks. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><u>KS2 Art and Design National Curriculum:</u></p> <p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ol style="list-style-type: none"> Use more than one colour to layer in a print. Replicate patterns from observations. Make printing blocks. Make repeated patterns with precision. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><u>KS2 Art and Design National Curriculum:</u></p> <p>To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ol style="list-style-type: none"> Design and create printing blocks/tiles. Develop techniques in mono, block and relief printing. Create and arrange accurate patterns. <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collagraph.</p>

<p>Work of other artists, architects, designers and craftspeople.</p>	<p>To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>To know how to explain what they are doing when they make art.</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><u>KS1 Art and Design National Curriculum:</u></p> <p>To understand 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. Children can:</p> <ul style="list-style-type: none"> 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. 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><u>KS2 Art and Design National Curriculum:</u></p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> 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. 	<p>Children continue to learn from the works of famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><u>KS2 Art and Design National Curriculum:</u></p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> a. Give detailed observations about notable artists', artisans' and designers' work. b. Offer facts about notable artists', artisans' and designers' lives. c. Discuss how an artist's work or art movement has influenced art and design. d. Use inspiration from an artist or art movement to create their own original work.
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National Curriculum for Art and Design in KS1 and KS2

Key stage 1

Pupils should be taught:

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

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

Key stage 2

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.

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit 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]

About great artists, architects and designers in history.

Impact:

At Falmouth Primary Academy, each art topic is organised around an enquiry question which is supported by smaller components that the children need to learn in order to answer the enquiry. Children will be given regular assessment checkpoints through low stakes starter questions, as well as questioning and discussion throughout lessons, ensuring that they are recalling and using previous knowledge taught. Children will be assessed using a quiz towards the end of each topic, with time in the final lesson of the unit to review any gaps in knowledge. Teachers will give verbal feedback and ideas for development during lessons. Children will improve their resilience and perseverance by revisiting their drawing, mark-making and colour mixing skills in each topic. Their sketchbooks will show how their ideas and drawings develop through a topic, and they will be able to use these as reference points for making their final piece. Children will be able to speak confidently about other artists and their own art and design work, using technical vocabulary accurately.

