

Scarcliffe Primary School - Subject Specific Curriculum Intent – ART

What is Art? - . Art, craft and design are all ways to engage pupils creativity by using different media.

Art relates to our creativity core ability. It also links to independence and resilience.

What is the curriculum INTENT for this area of the curriculum?

Rationale – Why is this what you want our children to know?

1. To be given the opportunity to develop creativity through exploring art and design.
2. To learn about great artists, craft makers and designers.
3. To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

1. In order to encourage **creativity (core ability)** and equip them with the knowledge and skills in different areas of the curriculum/ life.
2. They should know how art and design reflect and shapes history and cultures in our nation.
3. To develop skills that enable them to create their own works of art.

	Class 1	Class 2	Class 3	Class 4
A. Drawing	<ol style="list-style-type: none"> 1. Look at and describe what they have produced describing simple techniques. 2. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, chalk, pens and pencils. 3. Investigate different lines: Straight, curved, wavy, dashed and different patterns. 4. x 5. X 	<ol style="list-style-type: none"> 6. Use a sketchbook to plan and develop simple ideas. 7. Experiment with a variety of media: HB & 2B pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. 8. Continue to investigate tone by drawing light/dark lines (vertical, horizontal, wavy, zigzag and curved), light/dark patterns, light and dark mark making from observations, light/dark shapes using a pencil. 9. Develop a range of tone using various pencil grades (H,HB,2B) 10. Use a variety of mark making techniques such as hatching, scribbling, dots, and dashes, stippling and blending to create light/dark lines. 11. Observe and depict nature (flowers) in the style of Georgia O'Keiffe and figurative sketching. 12. Create or complete landscape pictures in the style of George Seurat using 'pointillism' style mark making. 	<ol style="list-style-type: none"> 13. Draw for sustained periods at an appropriate level. 14. Demonstrate experience in different grades of pencil and other implements to draw different forms, shapes and begin to show consideration in the choice of pencil grade they use. 15. Experiment with different grades of pencil (H, 2H, HB, 2B, 4B) and other implements to create variations in tone on a range of media. 16. Develop intricate lines/patterns/marks with a variety of media including: pencil grades 2H, H, and HB, 2B, fine liner, ballpoint pen, and charcoal and oil pastel within a portrait or landscape. 17. Sketch a landscape using 1-point perspective in the style of Vincent Van Gogh. 18. Attempt to show reflection in drawings. 19. Accurately sketch, measure and place facial features on a portrait using close up observation (first hand or photograph). 20. Add Picasso/Cubist/abstract style facial features to portraits using geometric pattern, line, marks and patterns. 	<ol style="list-style-type: none"> 21. Draw for a sustained period of time - a number of sessions on one piece. 22. Work in a sustained and independent way to develop their own style of landscape/ portrait /still life drawing using a vast range of drawing tools. 23. Develop their own style using tonal contrast and mixed media. 24. Use different techniques for different purposes i.e. movement of waves i.e. shading or texture of rocks- hatching (Pitsman Painters). 25. Use different techniques – shading, texture e.g. hatching, pattern e.g. zentangle and understand which works well and why. 26. Develop simple perspective – single focal point and horizon. 27. Begin to develop awareness of composition, scale and proportion. 28. Work from a variety of different sources – observation, photos and digital images. 29. Accurately plan, sketch and place facial features on a portrait using close up observation (first hand or photograph). 30. Apply relevant colour palettes, Ben Day dots, comic fonts, light and shade, humour and other key features of the pop artist Roy Lichtenstein.
B. Painting	<ol style="list-style-type: none"> 1. Enjoy using a variety of different tools including different size brushes, twigs, pipettes, sponges and fingers. 2. Recognise and name primary colours. 3. Explore and mix colours 4. Explore working with paint on different surfaces and in different ways. 	<ol style="list-style-type: none"> 5. Begin to control marks being made in a range of painting techniques; layering and adding texture using cotton buds, cocktail sticks, straws and the end of a paint brush to create a 'pointillist' style like George Seurat'. 6. Begin to understand the colour wheel and name and mix primary and secondary colours. 7. Understand how to make tints using white and tones by adding black to make darker and lighter shades. 	<ol style="list-style-type: none"> 8. Confidently control a variety of marks and experiment with different effects (e.g. sweeping movements, using a range of brushes (size 0-10) 9. Start to develop a painting from a drawing. 10. Have knowledge on how to mix secondary and tertiary colours, recognise tertiary colours within art works and re-create colours using colour wheel as reference. 11. Begin to mix tones and tints of colours. 12. Use light and dark colours when painting light and shadow (e.g. stars or lit rooms in the houses). 13. Experiment with washes, layering and texture using various tools (such as forks) to create movement in the style of impressionist painter Vincent Van Gogh. 	<ol style="list-style-type: none"> 14. Work in a sustained and independent way to develop their own style of painting. 15. Purposely control the marks made and experiment with different effects and textures using various tools such as: cotton buds, brushes, masking fluid. 16. Independently create and use primary, secondary, tertiary colours plus tones and tints together to complement or contrast each other. 17. Understand what works well and why. 18. Paint in the style of Pop artist Roy Lichtenstein.

C. Printing	<ol style="list-style-type: none"> Print using everyday objects such as: Lego, sponges, plastic shapes to create a landscape. Use fruit and vegetables to print a repeat pattern in a Pop Art style. Each print is precise and clear. 	<ol style="list-style-type: none"> Begin to identify various forms of printing. Create simple mono-prints with ripped paper strips and 2D shapes to create a Wassily Kandinsky styled print. Make simple marks using tools such as rollers and printing tools. Experiment with over printing and colour. 	<ol style="list-style-type: none"> Demonstrate and experience fabric printing using relief blocks. Experiment with 3-way colour printing. Demonstrate experience in combining prints taken to produce an end piece 	<ol style="list-style-type: none"> Demonstrate a range of printing skills. Describe techniques and processes. Demonstrate and experience polyprinting (Safeprint) to create tiles. Use Kate Watkins and Duncan Pass as inspiration. https://www.katewatkins.co.uk/posts/2018/2/27/polystyrene-tile-printing Use different surfaces to print onto (sandpaper, fabric, tissue paper, leavers T- shirt). 	
D. Sculpture	<ol style="list-style-type: none"> Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations from observation and imagination with hands, marbles, brushes, nature and finds. Cut shapes using simple tools such as tile cutters, clay tools, cocktail stick and scissors. Attach and join materials using score and slip method, glue, paste or tape. Build a construction/ sculpture using a variety of recyclable objects. 	<ol style="list-style-type: none"> Explore the works of Alberto Giacometti to create figurative sculptures. Create various poses with their own bodies and wooden mannequins and photograph. Sculpt, shape, twist and bend materials to form a figure in a variety of poses. Experiment with a variety of malleable materials including: tin foil and/or pipe cleaners. Explore and analyse 'Nature art' as a form of 3D art inspired by Land artist Andy Goldsworthy. Use clay and/or nature objects to create an imaginary or realistic portrait within nature- in the style of Andy Goldsworthy. 	<ol style="list-style-type: none"> Begin to show awareness of objects in a 3D form. Join two parts of clay successfully using score and slip, smooth using correct procedures and tools. Create 3D sculpture of a Pablo Picasso style portrait using intricate surface patterns and textures. Use recycled, natural and/or clay material to create Sculpture. Adapt work and explain why. 	<ol style="list-style-type: none"> Create a clay tile using a Zentangle theme. Develop ways of finishing work – glazing, paint, polish. Show experience of rolling, adding texture, smoothing, joining, depth, carving via clay tools. Show experience of paper collage and relief work. Use recycled, natural and man-made material to sculpture. Create texture and depth through layering and manipulation of materials. 	
E. Art Analysis	<ol style="list-style-type: none"> Look and talk about what they have produced describing simple techniques and media used. What did they enjoy and struggle with the most? <p>Movement:</p> <ol style="list-style-type: none"> Pop Art 	<ol style="list-style-type: none"> Explore different crafts and artists linking to their own work. Likes and dislikes. Similarities and differences. Express thoughts and feelings about art-reflect and express challenges and successes. Explain how art makes them feel. <p>Movements:</p> <ol style="list-style-type: none"> Impressionist (including pointillism) Surrealism Land Art 	<ol style="list-style-type: none"> Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. Explore a range of designers and artists. <p>Movements:</p> <ol style="list-style-type: none"> Post Impressionism Cubism 	<ol style="list-style-type: none"> Recognise the art of key artists and begin to place them in historical movements, Discuss and review their own and others work. Compare the different styles and approaches of artists. <p>Movements:</p> <ol style="list-style-type: none"> Pop Art (Roy Lichtenstein) Contemporary (Keith Haring- Change 4 life) 	
F. EYFS	Statements from Development Matters		Statements from the Early Learning Goals (EYFS Statutory Framework)		
Physical Development	<ol style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (CP – creative area) 		Physical Development	Fine Motor Skills	<ol style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (CP – writing table inside and writing shed outside) Use a range of small tools, including scissors, paintbrushes and cutlery. (CP – creative area) Begin to show accuracy and care when drawing. (CP – writing table inside and writing shed outside)
Expressive Arts and Design	<ol style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. (CP – creative area) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (CP – creative 		Expressive Arts and Design	Creating with Materials	<ol style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CP – creative

		area) 4. Create collaboratively, sharing ideas, resources and skills. (CP – creative area)			area) 9. Share their creations, explaining the process they have used.
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Implementation

- Include art in four topics per year.
- Units are taught on a two year rolling programme.
- Regular flashbacks will help children to retrieve and remember their prior learning.
- Learn about an artist, designer, architect or craft maker during each topic.
- Teachers will demonstrate the appropriate skills to the children.