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| **Tedburn St Mary Primary****Art and Design Curriculum Plan**Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.  |
| Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge and skills to be able to experiment and create their own works of art. Using sketchbooks and annotations as a tool for artistic development, children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process.We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation. |

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| **Vocabulary**Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **Art and DT rolling Programme**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Junk modelling | DrawingExplore mark making using different media. Use the language of texture. | Soup | PaintingChild led paintings using fingers and natural items as tools. Mix colours and explore abstract/figurative. | Boats | SculptureManipulate playdough and clay to create models. Develop language associated with forces. |
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| **Years** **1 & 2****Year A** | Food Technology | DrawingDevelop observational drawing skills using a range of tools. Investigate how texture can be created. | Mechanisms | PaintingExplore colour mixing using a range of tools on different surfaces. Be inspired by an artist who uses paint as their main medium. | Structures | SculptureDevelop skills in manipulating paper and card and create 3D shapes and structures. |
| **Years** **1 & 2****Year B** | Structures | DrawingUsing storybook illustrations, children develop their mark making skills and explore a wider range of tools. | Textiles | PaintingConsolidate knowledge of colour mixing and create textures in paint using different tools.Take inspiration from a collage artist and create their own. | Mechanisms | SculptureDevelop ability to work with clay. Explore techniques such as cutting, shaping, joining and impressing into clay. |
| **Years** **3 & 4****Year A** | Electrical and Mechanical Components | DrawingUsing botanical drawings and scientific plant studies, explore techniques of artists who focus on natural forms. Children become aware of differences in the choice of drawing medium, scale and tonal shading. | Food Technology | PaintingInvestigate making their own paints, making tools and painting on different surfaces. Explore prehistoric art. | Mechanisms, axels, pulleys, gears, levers | SculptureExplore how shapes and negative spaces can be represented by 3D forms. Manipulate a range of materials, learning ways to join and create free standing structures. |
| **Years** **3 & 4****Year B** | Structures | DrawingUsing everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. | Textiles | PaintingDeveloping colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. | Digital World | SculptureExploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas- Camp and creating their own sculptures. |
| **Years****5 & 6****Year A** | Electrical and Mechanical Components | DrawingOn a journey from the ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called ‘chiaroscuro’. | PaintingInvestigating self- portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self- portraits in mixed media. | Food Technology |  SculptureUsing inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief, They investigate scale, the display environment and possibilities for viewer interaction with their pace. | Mechanisms, axels, pulleys, gears, levers |
| **Years** **5 & 6****Year B** | Structures | DrawingDevelop ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space Race’ that began in the 1950s. They combine collage and print making to create a piece in their own style. | Textiles | PaintingIdentifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. | Digital World | SculptureCreating a personal memory box using a collection of found objects and hand- sculptured forms, reflecting primary school life with symbolic and personal meaning. |

**KS1 Art and Design Vocabulary List**

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| KS1 vocab |
| **COLOUR**blend, pale, pastel, bright, cool,cold, warm, hot, deep, primary,secondary | **COMPOSITION**calm, still, focus, form, distantnear, shape, space,position | **FORM & SPACE**sharp, rounded, curved,natural, heavy, grid,3D, 2Dsolid,  | **MOOD**happy, cheerful,sad,moody, gentle | **TEXTURE**uneven, bumpy,rough, smooth, plain, softfine, flat, brushstroke,thick, thin, wash, shiny | **TONE**dark, strong, light,bright, smooth,  | **LINE**free, jaggedstraight,sketch,soft,hard,dashes,dotszig-zag | **PATTERN**natural, order, overlap, plain, repeat,simple, spiral,stamp,  | **SHAPE**body,figure, rough, sculpt,sharp, open,closed, free | **LIGHT**dark,light, natural, shadow,shade, soft, |

**Lower KS2 Art and Design Vocabulary List**

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| **COLOUR** | **COMPOSITION** | **FORM & SPACE** | **MOOD** | **TEXTURE** | **TONE** | **LINE** | **PATTERN** | **SHAPE** | **LIGHT** |
| mixed, tint, tone, watery, earthy,strong,wash,blot,technique,palette, radiantdull,vibrant, dramatic, muted, subtle sepia, complementaryharmonious, | complex, peacefulprecise, classical,active, design, eye-lineperspectiveforeground,middle ground, background, | jaggedman-made, irregular,regular,scale, woven, | vibrant, lively,gloomy,miserable, calming,peaceful, positive,exciting, | glaze, matt, splatter, gritty, grainy,glossy,silky, cross-hatching,bumpy,uneven,spiky,smooth,soft,fine, | deep, pale, heavy, rich, faded,value, thickness,darkness, length,gradual | angular, broken, faint, flowing, scribble, delicate,flowing,horizontal.vertical, | diamonds, , irregular,stencil,symmetric, uniform,motif, random. | form, image,knead, model,mould, precise, | evening,midday, gentle, harsh, haze, |

**Upper KS2 Art and Design Vocabulary List**

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| **COLOUR** | **COMPOSITION** | **FORM & SPACE** | **MOOD** | **TEXTURE** | **TONE** | **LINE** | **PATTERN** | **SHAPE** | **LIGHT** |
| tertiaryopaque, translucent, vivid, intense, , impasto,brilliant,muted, contrasting,monochrome,saturated,luminous | symmetricalasymmetricalgeometricblurred, confusedrepetition, variation, scale  | overlapping, perspective,enlarge, motifaerial view,illusion,organic,mechanical | mysterious, forebodingmenacingthreatening, atmospheric,nostalgic | jagged,serrated, coarse,broken, | intense,dramatic,contrastgraduation, harsh,faded,contrasting,intense,sombre,powerful,dramatic, | rhythmical,contoursweepingwoolly,fluent,hesitant,interrupted,overlapping,feint | geometric, organic,angular,drop, half drop, reflective, staggereduniform,vague, | conical,frame,distorted,positive,negative,curvaceous,elongated, | silhouette, artificial,dapple,highlight, intense,source, |

At Tedburn, we usually teach art in weekly sessions across a half term. On occasions we may ‘block’ art when working on bigger projects, for example, preparing for an exhibition in art week or working with an ‘artist in residence’. We use the Kapow Art curriculum to support and deliver Art across school. We also ‘weave’ art into many aspects of our World Explorer Day learning including art in the outdoors and from other cultures. We celebrate and enjoy a wide range of art work through our varied displays in classrooms, shared areas and by creating pieces for the local community (such as in the local shop or for the Church or Parish Council).  In EYFS, the children also access art through our continuous provision which allows for daily access to art in the classroom provision.  |
| **The National Curriculum** |
| **Key Stage One**Pupils should be taught:•to use a range of materials creatively •to use drawing, painting and sculpture to develop their skills 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;•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.**Key Stage Two**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;•to use 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 and present day.**The national curriculum for art and design aims to ensure that all pupils:**•produce creative work, exploring their ideas and recording their experiences;•become proficient in drawing, painting, sculpture and other art, craft and design techniques;•evaluate and analyse creative works using the language of art, craft and design;•know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. |
| **Progression of Key skills****See our Progression of skills document that links to Kapow and delivery of art in school.** |
| **In order to assess impact - a guide** |
| Our Art Curriculum is high quality and planned to demonstrate progression and to stimulate creativity. Children will be become creative learners, who have a web of knowledge about the great artists of the world. We measure the impact of our curriculum through:* Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.
* Displays across the school reflect the children’s sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.
* Images and videos of the children’s practical learning.
* Work in sketchbooks.
* Assessments against learning outcomes.

Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. |