



JLPS Curriculum Overview for Art & Design

Rationale

'Every child is an artist' - Pablo Picasso

At Joy Lane Primary School, we value the teaching and learning of Art and Design as it stimulates creativity and imagination and promotes awe and wonder. Here, the children relish the opportunity to explore and create with a variety of materials, tools and techniques within teacher-led and child-initiated sessions. Through our whole-school approach to learning, 'Voices for Choices' (which develops metacognitive skills), children regularly refer to themselves as Creative Chameleons and Proud Peacocks within Art lessons and across the curriculum.

We encourage children to make cross-curricular links between Art and other subjects and use it to inspire learning opportunities, such as poetry or story writing. We promote independence and originality in children's artwork and believe in celebrating the achievements of every child through displays, events and whole-school Art projects. Our collaboration with the Coastal Alliance (a local network of schools) is also an important stimulus for the direction of Art in our school.

Opportunities in Art lessons enable our children to advance their creative skills and knowledge. Through careful planning and assessment, pupils' key skills and artistic knowledge are developed in every year group throughout the school in a progressive system, from mark making in Early Years to precise observational drawings in Year 6. Children are provided with opportunities to revisit and build upon previous creative skills and practice.

It is essential that children have the opportunity to learn and enjoy Art and Design from an early age to enrich their lives, develop creativity and inspire future careers in the Arts.

National Curriculum

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create my own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring my ideas and recording my experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- to annotate and assess my own work
- 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 my art forms.

Subject Content

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 my 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 my own work.
- begin to express feelings about my own work

Key Stage 2

Pupils should be taught to develop my techniques, including my control and my 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 my observations and use them to review and revisit ideas.
- to evaluate and annotate sketchbooks with personal thought and assessment
- to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of Year 6:

- produce creative work, exploring my ideas and recording my 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 my art forms.

Reception

Area of Learning: Expressive Arts and Design

Birth to three:

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

3 and 4 year olds:

I can explore different materials freely, to develop my ideas about how to use them and what to make.

Children in Reception:

I can explore, use and refine a variety of artistic effects to express my ideas and feelings.

<p>I can make marks with intention.</p> <p>I can explore paint using my fingers, other parts of the body, paint brushes and tools.</p> <p>I can express my emotions and feelings through making marks and can sometimes give meanings to the marks I make.</p> <p>I can explore different materials, using all my senses to investigate them.</p> <p>I can manipulate and play with different materials.</p> <p>I can use my imagination as I consider what I can do with different materials.</p> <p>I can make simple models which express my ideas.</p>	<p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can explore colour and colour mixing.</p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p>
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Please refer to Development Matters (page 101 onwards) to see example of how to support the above.

Early Learning Goals:

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories

Outdoor Learning Opportunities

Small world habitats; Spring/ weather songs; nature; rainbows

Year 1

Mood and Feeling	Art Appreciation	Tools	Techniques	Colour	3D Modelling
<p>I can create moods in art work.</p> <p>I show how people feel in paintings and drawings.</p>	<p>I describe what I can see and give an opinion about the work of an artist.</p> <p>I ask questions.</p> <p>I can respond and evaluate my peers' and my own artwork.</p>	<p>I use pencils to create lines of different thickness in drawings.</p> <p>I experiment with different mark making tools – paint, pencil, crayon, etc.</p>	<p>I cut, roll and coil materials.</p> <p>I create a repeating pattern in print.</p> <p>I create different textures e.g. use of sawdust.</p> <p>I make marks in print with a variety of objects, including natural and man-made objects.</p> <p>I can make rubbings.</p>	<p>I name the primary colours.</p> <p>I experiment with mixing of colours.</p> <p>I find collections of colours.</p>	<p>I use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials, etc.</p> <p>I use every day 3D objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p>

Key Vocabulary

Warm Cold Emotions	Artist Shape Portrait	Lines Drawing Sketching	Printing Texture Natural Man-made	Colour Primary Secondary Patterns	3-Dimensional Sculpture
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Outdoor Learning Opportunities

Artist study: Henry Rousseau's 'Tiger in the Jungle' - grass for texture print; Colours in nature

Key knowledge to be acquired by the end of Year 1:

- I know the primary colours are red, yellow and blue.
- I know the secondary colours are orange, green and purple.
- I know which primary colours mix together to make secondary colours.
- I know that a repeating pattern is a pattern that continues over and over again.

Year 2

Mood and Feeling	Art Appreciation	Tools	Techniques	Colour	3D Modelling
<p>I can illustrate emotions of people in real-life drawings to represent my experiences.</p> <p>I can begin to use colour to illustrate emotions.</p>	<p>I suggest how artists have used colour, pattern and shape.</p> <p>I create a piece of art in response to the work of another artist.</p> <p>I can respond and evaluate my peers' and my own artwork.</p>	<p>I choose and use three different grades of pencil when drawing.</p> <p>I use charcoal, pencil and pastel to create art.</p>	<p>I create a printed piece of art by pressing, rolling, rubbing and stamping a variety of materials/objects.</p> <p>I experiment with tools and techniques, inc. layering and mixing media.</p> <p>I use a variety of techniques, inc. carbon printing, relief,</p>	<p>I name the primary and secondary colours.</p> <p>I mix paints to create all the secondary colours.</p> <p>I can create brown with paint.</p> <p>I make as many tones of one colour as possible (using white). I darken colours without using black.</p>	<p>I talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials, etc.</p> <p>I explore the use of a range of modelling materials.</p> <p>I use a range of tools to create marks and patterns.</p>

			press and fabric printing.		
Key Vocabulary					
Emotions Warm Cold	Artist Composition Pattern Shape	Shade Blending Tools	Texture Printing Layering	Tone Colour Mixing Primary Secondary	Shape Materials Natural Man-made Tools
Outdoor Learning Opportunities					
African print making; Observational drawings of plants and trees using charcoal					
Key knowledge to be acquired by the end of Year 2:					
<ul style="list-style-type: none"> I know which pairs of primary colours mix together to create secondary colours and a tertiary colour (brown). I know that texture means how something 'feels' and I can use different techniques to create an illusion of texture. I know different techniques to repeat patterns: pressing, rolling, rubbing, stamping. I know that tone means the lightness or darkness of something. I know that there are different grades of pencil and can apply these when sketching. 					
Year 3					
Mood and Feeling	Art Appreciation	Tools	Techniques	Colour	3D Modelling
I use line, colour and tone to show facial expressions and body language. I can begin to represent figures and forms in movement.	I compare the work of different artists. I recognise when art is from different cultures and historical periods. I identify techniques used by artists. I can respond and evaluate my peers' and my own artwork.	I use a sketchbook to collect and develop my ideas. I use different grades of pencil to shade and show different tones and textures. I use a range of brushes to create different effects in painting.	I am able to experiment with different line, tone and texture to create textures. I can select an appropriate brush and paint colour to create a background using a wash. I print using a variety of materials, objects and techniques including layering. I recreate prints and patterns based on the surface of natural and man-made objects.	I can create a primary/secondary colour wheel. I apply colour using dotting, scratching, splashing.	I talk about and explore a range of modelling materials. I shape and join clay. I can cut, make and combine shapes to create recognisable forms.
Key Vocabulary					
Line Colour Expression Body Language	Self portrait Cultural Historical	Shade Tone Technique Effect Brushes	Texture Strokes Wash Layering Printing Natural Man-made	Primary colour wheel Mixing Primary Secondary Dotting Scratching Splashing	Shape/Form Discussion Modelling
Outdoor Learning Opportunities					
2D or 3D round houses; Marvellous mosaics					
Key knowledge to be acquired by the end of Year 3:					
<ul style="list-style-type: none"> I know that different sized and shaped brushes create different effects. I know the work of different artists and can identify techniques used by them. I know that a colour wash is a very light background layer of colour using paint. I know that a colour wheel can help me choose colours effectively to create moods and themes. 					
Year 4					
Mood and Feeling	Art Appreciation	Tools	Techniques	Colour	3D Modelling
I show mood, feeling and movement through facial expressions and body language in my art using line, tone, shading and colour.	I experiment with the styles used by other artists. I explain some of the features of art from historical periods and other cultures. I can begin to expand my use of important vocabulary when explaining/self-annotating art, such as: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	I can use a sketchbook to plan, experiment, develop ideas and self-annotate. I can use different tools to develop and improve painting techniques to include blending and textures in my art. I can use a range of materials such as pastels, chalk, felt tips.	I use marks and lines, shading and blending to show light and shadow. I can develop the use of monotone media (pencil, charcoal, pen), to achieve different lines and tones. I can use varied brush techniques to create shapes, textures, patterns and lines. I select the kinds of material to print with in order to get the effect I want.	I use more specific colour language e.g. tint, tone, shade, hue.	I create a 3D model using a range of modelling materials. I can use clay and other malleable materials and practise joining techniques I add materials to the sculpture to create detail. I recreate detailed prints and patterns based on the surface of natural and man-made objects.

	I can respond and evaluate my peers' and my own artwork.				
Key Vocabulary					
Mood Expression Tone Shading	Experiment Feature Historical Cultural Light Dark Tone Line Shadow Pattern	Self-annotation Technique Material	Blend Shading Sketching Outline Texture Shape/Form Monotone	Primary Secondary Mixing Tint/Tone/Hue Shading	Sculpture Malleable materials Detail Natural Man-made
Outdoor Learning Opportunities Class artists – Hockney landscape artist					
Key knowledge to be acquired by the end of Year 4:					
<ul style="list-style-type: none"> I know that a range of techniques (line, tone, shape, outline, and colour) can represent forms of movement. I know features of art from historical periods and different cultures. I know different techniques used by artists and use them in my own work. I know that monotone means using only one colour (usually black/white). I know that hue means colour. I know that tint means when an artist adds a colour to white to create a lighter version of the colour. I know the action to create different brush techniques: blend, hatch, dab, dash. 					
Year 5					
Mood and Feeling	Art Appreciation	Tools	Techniques	Colour	3D Modelling
I express emotion and mood in my art using media in different ways. I organise line, tone, shape and colour to represent figures and form in movement.	I expand my knowledge of the work of other artists, architects and designers in history and use their work to replicate a style. I am able to compare the styles of different artists. I can recognise and use important vocabulary for annotation and self-assessment, such as line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	I can collect resources and ideas to present in my sketchbook. I can practise techniques and annotate my ideas in the sketchbook I am able to use a sketchbook as a resource for ideas and experimentation I am able to make the correct choices of tools to create the desired effect. I can use a variety of tools within one piece of artwork.	I can use a variety of techniques to add effects, e.g. shadows, perspective, reflection, hatching and cross-hatching I choose the printing method appropriate to task. I am able to blend and build layers of colours and textures to create a background. I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	I demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. I choose colour for purposes. I can create a colour palette, demonstrating mixing techniques.	I use tools and materials to carve, add shape, add texture and pattern. I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.
Key Vocabulary					
Emotion Mood Representation Form/Figure Movement	Replicate Style Comparison Annotation Self-assessment Smudge/blend Hard Soft Light Heavy Mural Fresco Graffiti Portrait	Experimentation Effect	Smudge Blend Mark Tone Texture Form Mixing Printing Shading Cross-hatching	Primary Secondary Warm/Cold Contrasting Complimentary Purpose Colour palette	Carve Shape Texture Pattern Wire Coils Slabs Slips 3-Dimensional
Outdoor Learning Opportunities Rivers (Geography link) – sketching techniques, colour work					
Key knowledge to be acquired by the end of Year 5:					
<ul style="list-style-type: none"> I expand my knowledge of the work of other artists, architects and designers in history and use their work to replicate a style. I know the different clay skills: coils, slabs, slips. <i>Coiling involves the rolling out of clay into a long thin sausage-like form that is wound round like a spring.</i> <i>Slab is a construction technique in which clay is rolled into thin sheets and manipulated into shapes.</i> <i>A slip is a clay slurry used to produce pottery.</i> I know the techniques to add effects to my drawings: hatching, cross-hatching, perspective. <i>Hatching is used to create tonal or shading effects by drawing closely spaced parallel lines</i> <i>Cross-hatching is a method of line drawing that describes light and shadow via two layers of lines at right angles.</i> <i>Perspective is a system for representing objects in three-dimensional space on the two-dimensional surface of a picture.</i> I know about and can describe primary and secondary, warm and cold, complementary and contrasting colours. 					

Year 6

Mood and Feeling	Art Appreciation	Tools	Techniques	Colour	3D Modelling
I express my own emotion in art in varied ways as well as the emotion of others.	I can research a famous artist with annotation and emulate the style in my own artwork.	I can collect and present ideas and techniques in my sketchbook.	I can use a variety of tools and select the most appropriate.	I create shades and tints of primary colours as well as using shades and tones of black and white.	I can plan and design a sculpture.
I successfully use line, shading, colour and tone to create mood and feeling.	I can explain, assess and self-annotate my work	I am able to annotate and self-assess my work with notes and illustration.	I explain why I have chosen different techniques to create my art.	I can blend various mediums (such as paint) to create a colour pallet demonstrating mixing techniques.	I can make decisions and use a wide range of techniques to join, combine and shape.
	I can use key vocabulary to demonstrate knowledge and understanding in all strands.	I explain why I have used different tools to create varied styles of art.	I add layers and depth to my art using effects such as; cross hatching, shading, brush marks, print methods, etc. to create shadow, depth or perspective.		I can plan, mix and combine a range of materials to create effective 3D models and collage.

Key Vocabulary

Emotion Mood Expression Representation Form/Figure Movement	Research Emulate Style Self-annotate Self-assessment	Sketching Annotation Self-assessment Illustration Techniques	Colour pallet Mixing textures Layers Depth Shading Print methods Shadow Perspective	Shade Tint Tone Colour Pallet	Sculpture Combination Planning Mixing 3D Models Collage
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Outdoor Learning Opportunities

Triarama based on class studies of the rainforest environment and rainforest terrariums; Mud Rock Rainforest animal masks

Key knowledge to be acquired by the end of Year 6:

- I know it is important to explain why I have used different tools and techniques to create art.
- I know and can emulate the style of famous artists and understand how it has been influenced by a famous artist.
- I know the difference between shade, tint and tone.
Shade is where an artist adds black to a colour to darken it down.
A tone is where an artist adds grey to a colour.
Tint is where an artist adds a colour to white to create a lighter version of the colour.
- I know and use a vast range of vocabulary to describe and explain my own and others' work.

