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| **Art Curriculum** (6 weeks each term)During the non art half term when DT is taught - teachers continue with simple drawing exercises through the half terms when you are focussing on DT. Even 2 x 10 minutes a week will help ensure the continuation of sketchbook and drawing skill development. [Find exercises here](https://www.accessart.org.uk/drawing-journey-children-ages-7-9/) |
|  | Autumn Term | Spring Term | Summer Term |
| Year AOwls 1 | [**HOW CAN WE USE OUR BODIES TO MAKE ART?**](https://www.accessart.org.uk/eyfs-how-can-we-use-our-bodies-to-make-art/)Explore how they can engage with the world and explore materials through their bodies and their senses.  | [**Simple Printmaking**](https://www.accessart.org.uk/simple-printmaking/)Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.  | [**Playful Making**](http://www.accessart.org.uk/playful-making)Exploring materials and intention through a playful approach |
| Year AOwls 2 | [**Explore & Draw**](https://www.accessart.org.uk/explore-draw/)Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. | [**Expressive Painting**](https://www.accessart.org.uk/expressive-painting/)Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. | [**Stick Transformation Project**](https://www.accessart.org.uk/stick-transformation-project/)Explore how you can transform a familiar object into new and fun forms. |
| Year BOwls 1 &Owls 2 | [**Spirals**](https://www.accessart.org.uk/spirals/)Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. | [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)Exploring watercolour and discovering we can use accidental marks to help us make art.  | [**Making Birds**](https://www.accessart.org.uk/pathway-making-birds/)Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. |
| Year AFalcons | [**Gestural Drawing with Charcoal**](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)Making loose, gestural drawings with charcoal, and exploring drama and performance. | [**Working with Shape and Colour**](https://www.accessart.org.uk/working-with-shape-and-colour/)“Painting with Scissors”: Collage and stencil in response to looking at artwork. | [**Telling Stories Through Drawing & Making**](https://www.accessart.org.uk/telling-stories-through-making/)Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. |
| Year AKestrels | [**Typography & Maps**](https://www.accessart.org.uk/typography-and-maps/)Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps. | [**Making Monotypes**](https://www.accessart.org.uk/making-monotypes/)Combine the monotype process with painting and collage to make visual poetry zines. | [**Architecture: Dream Big or Small?**](http://www.accessart.org.uk/architectural-design)Explore the responsibilities architects have to design us a better world. Make your own architectural model. |
| Year BFalcons &Kestrels | [**Storytelling Through Drawing**](https://www.accessart.org.uk/storytelling-through-drawing/)Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing. | [**Exploring Still Life**](https://www.accessart.org.uk/still-life/)Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. | [**Festival Feasts**](https://www.accessart.org.uk/sculptural-food)How might we use food and art to bring us together? |
| Eagles | [**2D Drawing to 3D Making**](https://www.accessart.org.uk/2d-drawing-to-3d-making)Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. | [**Activism**](https://www.accessart.org.uk/activism/)Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. | [**Brave Colour**](https://www.accessart.org.uk/brave-colour/)Exploring how artists use light, form and colour to create immersive environments. |

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| **Progression of knowledge** |
| **By the end of EYFS** |
| Drawing & Sketchbooks | **Substantive knowledge**Know and use the vocabulary – line, shape, | **Disciplinary knowledge**Hold the drawing tool. For example, holding it firmly near the drawing end will give you a different result to holding it lightly at the other end. Be experimental!Experiment with pressure appliedExperiment with speed of movementExperiment with how you move your fingers, wrist, elbow or shoulder* Create closed shapes with continuous lines and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
* Draw from observation.
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| Surface and colour | **Substantive knowledge**Know and use the vocabulary – colour names,Mixing, | **Disciplinary knowledge** * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
* Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
* Explore different materials, using all their senses to investigate them.
* Develop their own ideas and then decide which materials to use to express them.
* Explore colour and colour mixing.
* Talk to children about the differences between colours.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* Create collaboratively, sharing ideas, resources and skills.
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| Working in three dimensions | **Substantive knowledge*** **Know and use the vocabulary – bend, fold, cut**
 | **Disciplinary knowledge** Explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture.* Make simple models which express their ideas
* Use their imagination as they consider what they can do with different materials
* Manipulate and play with different materials.

Use hands to make small sculptures out of lots of different materials. Bend, twist, fold, cut and fasten. Usey hands to make sculptures without designing first. Discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!Share my work and listen to what other people like about it. Look at other people’s work and sometimes share what I like about it with them. |
| **By the end of KS1** |
| Drawing & Sketchbooks | **Substantive knowledge** Know and use the vocabulary – tone, line, primary colours,  | **Disciplinary knowledge*** Draw lines of different sizes and thickness.
* I can make choices about which colours I’d like to use in my drawing.
* Colour (own work) neatly following the lines.
* Show different tones by using coloured pencils.
* Draw from observation
* Study the work of an artist and listened to how the artist made the work. Share how they feel about the work.
* Talk about what I like in my drawings, and what I’d like to try again.
* Explore different methods and materials as
* ideas develop.
* Show different tones by using coloured pencils.
* Use some of the ideas of artists studied to create pieces.
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| Surface and colour | **Substantive knowledge** * **Know and use the vocabulary – plate, negative & positive, line, shape, symmetry, texture.**
* **Recognise, name and mix primary colours**
 | **Disciplinary knowledge*** Use body parts to make prints
* Explore environment and take rubbings of found textures.
* Use as variety of methods to create an in-print from which a print is made.
* Create a repeat print
* Use sketchbooks to test out ideas.
* Experiment with hues by changing the amount of primary colour added.
* Identify colours and shapes in a still life
* Use gestural marking
* Explore watercolour and the effects you can make.
* Think about the marks made and develop them.
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| Working in three dimensions | **Substantive knowledge** * **Know and use the vocabulary – sculpture,**
 | **Disciplinary knowledge*** I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture
* Use sketchbooks to make drawings inspired by sculptures.
* **Make small sculptures out of different materials.**
* **Share work and listen to what other people like about it.**
* **Use imagination to transform familiar objects.**
* **Cut materials with simple tools**
* **Fold, tear and crumple paper to make collage (transform from 2D to 3D)**
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| **By the end of Year 4** |
| Drawing & Sketchbooks | **Substantive knowledge** * **Know and use the vocabulary – tone, line, primary colours, shape, chiaroscuro.**
 | **Disciplinary knowledge*** Use different hardnesses of pencils to show line, tone and texture.
* Know that we can use line, shape, colour and composition to develop evocative and characterful imagery.
* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber to correct mistakes).
* Use shading to show light and shadow to evoke a feeling in their work.
* Study how artists use charcoal in their work and be able to talk about the marks produced, and how they feel about their work.
* Use hatching and cross hatching to show tone and texture.
* Create original pieces that are influenced by
* studies of others.
* Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources.
* Adapt and refine ideas as they progress.
* Explore ideas in a variety of ways.
* Comment on artworks using visual language.
* work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work.
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| Surface and colour | **Substantive knowledge** * **Know and use the vocabulary –** **positive, negative, collage**
 | **Disciplinary knowledge*** Select and arrange materials for a striking effect.
* **Ensure work is precise.**
* **Use coiling, overlapping, tessellation, mosaic, layering and montage**
* **Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.**
* **Mix colours effectively.**
* **Use watercolour paint to produce washes for backgrounds then add detail.**
* **Experiment with creating mood with colour.**
* **Share work with my class. Reflect and share what I like, and what I would like to try again. look at the work of my classmates and give useful feedback through class or small group discussion**
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| Working in three dimensions | **Substantive knowledge** * **Know and use the vocabulary – sculpture, still life,** **line, shape, colour, texture,** **composition, foreground, background, and negative space.**
 | **Disciplinary knowledge*** Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
* Know that we can make a still life creative response in many media: drawing, painting, collage, relief…
* **Include texture that conveys feelings, expression or movement.**
* **Add materials to provide interesting detail**
* **See how artists are inspired by other artists often working in other artforms**
* **enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character**
* **we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.**
* **make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.**
* **share my feedback about my classmates work.**
* **explored the work of contemporary and more traditional artists who work within the still life genre.**
* **Draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.**
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| **By the end of Year 6** |
| Drawing & Sketchbooks | **Substantive knowledge** * **Know and use the vocabulary – tone, line, primary colours, shape, negative space, typography.**
 | **Disciplinary knowledge*** create our own typography and combine it with other visual elements to make artwork about chosen themes
* use line, mark making, tonal values, colour, shape and composition to make my work interesting.
* use negative space and the grid method to help me see and draw
* Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
* Use a choice of techniques to depict movement, perspective, shadows and reflection.
* Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
* Develop and imaginatively extend ideas from starting points throughout the curriculum.
* Collect information, sketches and resources and present ideas imaginatively in a sketch book.
* Use the qualities of materials to enhance ideas.
* Spot the potential in unexpected results as work progresses.
* Comment on artworks with a fluent grasp of visual language.
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| Surface and colour | **Substantive knowledge** * **Know and use the vocabulary –** **positive, negative,** **typography, line, shape, colour, collage, monotype and activism.**
 | **Disciplinary knowledge*** That we can combine monotype with other disciplines such as painting and collage
* That we can make art by expressing our own personal response to literature or film
* understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.
* Use sketchbooks to create a collect of marks for me to use later.
* Use mark making skills to create exciting monotypes, combining the process with painting and collage.
* artists acting as activists often use print because it allows them to duplicate and distribute their message
* Know that carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language
* Use line, shape and colour to make my artwork.
* **Use the qualities of watercolour and acrylic paints to create visually interesting pieces.**
* **Combine colours, tones and tints to enhance the mood of a piece.**
* **Use brush techniques and the qualities of paint to create texture.**
* **Mix textures (rough and smooth, plain and patterned).**
* **Combine visual and tactile qualities.**
* **Build up layers of colours.**
* **Create an accurate pattern, showing fine detail.**
* **Use a range of visual elements to reflect the purpose of the work.**
* **Develop a personal style of painting, drawing upon ideas from other artists.**
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| Working in three dimensions | **Substantive knowledge** * **Know and use the vocabulary – architecture, form, sculpture, still life,** **line, shape, colour, texture,** **composition, foreground, background, and negative space.**
 | **Disciplinary knowledge*** That we can make creative choices which both serves ourselves as individuals and the communities we belong to.
* we can use form, structure, materials, and scale to design innovative buildings.
* build architectural models to test out our ideas and share our vision.
* explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.
* use sketchbooks to collect, record and reflect my ideas and thoughts.
* make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.
* explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief
* Know that artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others
* se colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form
* test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.
* explore the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.
* create a 3d model or 2d artwork which shares my vision with others.
* **Combine visual and tactile qualities.**
* **Give details (including own sketches) about the style of some notable artists, artisans and designers**
* **Show how the work of those studied was influential in both society and to other artists.**
* **Create original pieces that show a range of influences and styles**
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