

**Intent** - At Coupe Green our aim is to provide the children with an art curriculum that will lead to outstanding progress across all key stages relative to a child's individual starting point and skill set. Our art lessons are a hive of activity where children experiment with line, shape, colour, texture, form, pattern and composition as well as use different materials and processes. Art and design lessons will provide the children with opportunities to develop and extend skills and give opportunities to express their individual interests, thoughts and ideas. 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 their own works of art, craft and design. Our art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists.

Year Group	Knowledge and Skills	Vocabulary
EYFS	<p><b>Preschool</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>-To be able to draw with increasing complexity and detail, such as representing a face with a clear circle, including detail.</li> <li>-To use drawing to represent ideas.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>-To explore colour mixing.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>-To explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>-To be able to join different materials.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>-To experiment with printing using hands, feet and fingers.</li> <li>- To roll ink over objects to create patterns, e.g. leaves, stones.</li> <li>- To make rubbings to collect textures and patterns.</li> </ul> <p><b>Exploring, developing and evaluating</b></p> <ul style="list-style-type: none"> <li>- To express ideas and feelings through making marks.</li> <li>- To share their creations, explaining the process they have used.</li> <li>- To return to and build on their previous learning, during play.</li> </ul>	<p>bumpy spikey stripy spotty repeating large small crinkly</p>

		<ul style="list-style-type: none"><li>- To share their creations, explaining the process they have used.</li><li>- To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>	
Year 1	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"><li>- To begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.</li><li>- To observe and draw shapes.</li><li>- To draw on different scales.</li></ul> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"><li>- To use a variety brush sizes and types of paint.</li><li>- To be able to work on different scales.</li><li>- To experiment with layering and mixing media.</li><li>- To mix primary colours.</li><li>- To mix secondary colours.</li><li>- To create textured sand, by adding sand.</li></ul> <p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"><li>- To manipulate malleable materials by rolling, kneading for a purpose.</li><li>- To understand the basic safety of materials and tools.</li><li>- To experiment with constructing and joining with different materials.</li></ul> <p><b><u>Printing</u></b></p> <ul style="list-style-type: none"><li>- To investigate texture by making rubbings.</li><li>- To print with a range of hard and soft materials e.g. sponges, vegetables</li><li>- To build repeating patterns and recognise pattern in the environment.</li></ul> <p><b><u>Exploring, developing and evaluating</u></b></p> <ul style="list-style-type: none"><li>- To record and explore their own ideas from first hand observations.</li><li>- To talk about their own creative choices.</li><li>- To describe what they think of an artist's/craft maker/designer and why they like or dislike their work.</li><li>- To be able to ask questions about a piece of art and have ideas about what it is and how it has been made.</li><li>- To explore the work and role of Vincent Van Gogh or Zaria Forman. To discuss the lives of these artists and how they worked in different cultures and times.</li></ul>	artist sculptor colour pattern shape texture rough smooth	
Year 2	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"><li>- To explore with confidence different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.</li><li>- To draw lines of different thickness and select from 3 different grades of pencil.</li><li>- To explore hatching and cross-hatching.</li><li>- To investigate tone by drawing light and dark lines.</li></ul>	charcoal ballpoint layering contrast tone	

	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To be able to add black and white to create tones.</li> <li>- To create pieces using layering, mixing media and scraping through.</li> <li>- To experiment by using a variety of brushes and types of paints.</li> <li>- To explore primary and secondary colours on a colour wheel.</li> <li>- To create background colours using a wash.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>- To manipulate malleable materials for a purpose by rolling and kneading</li> <li>- To be able to change the surface of a malleable material by adding texture.</li> <li>- To use simple 2D shapes to create a 3D form</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- To make simple marks on printing blocks i.e. cardboard/foam board.</li> <li>- To create simple printing blocks with press print.</li> <li>- To extend repeating patterns – overlapping, using two contrasting colours etc.</li> </ul> <p><b>Exploring, developing and evaluating</b></p> <ul style="list-style-type: none"> <li>- To learn about different artist/craft makers/designers and be able to discuss similarities and differences between disciplines.</li> <li>- To explore the work and role of Laurence Stephen Lowry and Wassily Kandinsky. To discuss the lives of these artists and how they worked in different cultures and times.</li> <li>- To work creatively with a range of media on different scales.</li> <li>- To make links about artists work and their own.</li> <li>- To identify what they might change in their own work to improve it.</li> <li>- To be able to use the work of an artist to develop their own ideas.</li> <li>- To be able ask questions about a piece of art and comment on comparisons and preferences.</li> <li>- To review what they and others have done and discuss what they think and feel about it.</li> </ul>	repeating
Year 3	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To draw for a sustained amount of time.</li> <li>- To observe the details in a self-portrait and use shading to create our own.</li> <li>- To experiment with different grades of pencils and to combine two when drawing.</li> <li>- To begin to show an awareness of 3D objects when drawing.</li> <li>- To use different media to achieve variations in tone and shading.</li> <li>- To apply simple patterns to create texture when drawing.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To experiment using different effects and textures including blocking in and colouring washes.</li> <li>- To be able to work on a range of scales e.g. thin brushes on small picture.</li> <li>- To create different effects and textures with paint according to what they need for a task.</li> <li>- To use more specific colour language.</li> <li>- To confidently mix primary colours to create secondary colours.</li> <li>- To create background washes using water colours.</li> </ul>	method portrait landscape pastels tonal lighter darker

	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>- To plan, design and make models from observation.</li> <li>- To join clay adequately and construct a simple base.</li> <li>- To create surface patterns and textures in a malleable material.</li> </ul> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>- To explore images through monoprinting on a variety of paper.</li> <li>- To explore colour mixing through overlapping colour prints deliberately</li> </ul> <p><u>Exploring, developing and evaluating</u></p> <ul style="list-style-type: none"> <li>- To be able to select and record from observations and first-hand experiences ideas for a purpose.</li> <li>- To ask questions and make observations about starting points.</li> <li>- To explore the work and role of Picasso or Frida Kahlo. To discuss the lives of these artists and how they worked in different cultures and times.</li> <li>- To use ideas and methods from an artist in their own work.</li> </ul>	
Year Group	Knowledge and Skills	Vocabulary
Year 4	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>- To master details in portraits to capture an expression or mood.</li> <li>- To experiment with different grades of pencils, to combine two or more when drawing.</li> <li>- To be able to choose and combine media for a desired effect.</li> <li>- To improve awareness of 3D shapes and their proportions.</li> <li>- To create more detailed textures using a wide range of drawing implements.</li> <li>- To experiment with layering different media forms.</li> <li>- To apply pattern and texture in a drawing by layering media.</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>- To experiment using different effects and textures including thickened paint.</li> <li>- To be able to work on a range of scales and be able to select the appropriate tools.</li> <li>- To mix and use tints and shades to create moods and expression.</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>- To plan, design and make models from imagination.</li> <li>- To join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>- To use papier mâché to create a simple 3D object.</li> </ul> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>- To interpret environmental and manmade patterns and form.</li> <li>- To explore images and recreate texture through deliberate selection of materials, wallpapers, string, polystyrene.</li> </ul> <p><u>Exploring, developing and evaluating</u></p> <ul style="list-style-type: none"> <li>- To be able to select and record from imagination ideas for different purposes.</li> <li>- To ask questions and make observations about starting points and be able to select ideas to use in their work.</li> </ul>	<p>emotion expression desired manmade environmental purpose</p>

	<ul style="list-style-type: none"> <li>- To explore the work and role of Roy Lichtenstein or Romero Britto. To discuss the lives of these artists and how they worked in different cultures and times.</li> <li>- To use ideas and methods from an artist in their own work and say what they think about them.</li> </ul>	
Year 5	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To start to feel more confident when learning from mistakes.</li> <li>- To be able to draw in a sustained and independent way to add detail.</li> <li>- To identify artists who have worked in a similar way and try out their techniques.</li> <li>- To try out their own style using tonal contrast and hatching.</li> <li>- To develop close observation skills using a variety of view finders.</li> <li>- To develop an awareness of composition, scale and proportion.</li> <li>- To create an understanding of foreground, middle ground and back ground.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To develop a painting from a drawing.</li> <li>- To carry out preliminary studies to discover what media and materials are needed for a specific task.</li> <li>- To create art work using a variety of sources including observation pieces and themes.</li> <li>- To mix and match colours to create atmosphere and light effects.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>- To shape, form, model and construct from observation.</li> <li>- To use recycled, natural and manmade materials to create sculptures.</li> <li>- To plan a sculpture through drawing.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- To experience combining prints taken from different objects to produce an end piece.</li> <li>- To experience producing pictorial and patterned prints.</li> <li>- To design prints for fabrics, book covers and wallpaper.</li> </ul> <p><b>Exploring, developing and evaluating</b></p> <ul style="list-style-type: none"> <li>- To select and record from first-hand, observation, experience and imagination using increasing control.</li> <li>- To explore the work and role of Leonardo Di Vinci or Phidias and to discuss the lives of these artists and how they worked in different cultures and times.</li> <li>- To adapt and change their work according to their views and describe how they might develop it further.</li> </ul>	<p>techniques enhance foreground background proportion</p>
Year 6	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To be confident when learning from mistakes.</li> <li>- To try out their own style using tonal contrast and hatching and explain their desired intentions and effects.</li> <li>- To combine dry and wet media.</li> <li>- To use simple perspective in their work using a single focal point and horizon.</li> <li>- To use our understanding of foreground, middle ground and background in our drawings.</li> <li>- To show an awareness of how paintings are created.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To use acrylic paint.</li> <li>- To carry out preliminary studies to discover what media and materials are needed for a specific task and be able to mix colour appropriately</li> <li>- To create art work using a variety of sources including poetry and music.</li> </ul>	<p>interpretation composition perspective contrast complementary relief</p>

	<ul style="list-style-type: none"> <li>- To identify and work with complementary and contrasting colours.</li> <li>- To explain their choices when completing a painting piece.</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>- To shape, form, model and construct from imagination.</li> <li>- To produce intricate patterns and textures in malleable media.</li> <li>- To be able to follow and define their own plans for their sculpture.</li> <li>- To develop their skills using clay including, slabs, coils and slips.</li> </ul> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>- To use relief or impressed method.</li> <li>- To create prints with three overlays.</li> <li>- To explore printing techniques used by various artists.</li> </ul> <p><u>Exploring, developing and evaluating</u></p> <ul style="list-style-type: none"> <li>- Explore the work and role of Louis Wain or Salvador Dali. To discuss the lives of these artists and how they worked in different cultures and times</li> <li>- To adapt and change their work according to their views and describe how they might develop it further.</li> <li>- To improve their work using the ideas and styles of different artist.</li> </ul>	
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