

# Eccleston Primary School

## Art and Design Curriculum



Whole school definition: **Art** – Every human is an artist.

## Art and Design Curriculum Overview

### National Curriculum Art and Design - 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 their 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 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.

EYFS – see Development Matters 2021 for detailed examples of how to support learning in EYFS

### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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## Intent

At Eccleston Primary School, we believe that through art, craft and design we want to engage, inspire and challenge pupils. As a school we provide a high quality Art education that engages, inspires and challenges children to develop a love of the visual arts, and so increase their self-confidence, creativity and sense of achievement. Our curriculum introduces them to a broad range of techniques, materials and artists, craftspeople and designers both past and present. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. Most importantly, we want them to foster a positive, life-long relationship with the subject and have fun. Art promotes imagination, risk taking and collaboration – it engages, challenges and inspires pupils to apply their skills to create their own innovative works of art.

*'Art has the role in education of helping children to become like themselves instead of more like everyone else.'* Sydney Gurewitz Clemens.

## Implementation:

At Eccleston Primary School, Art is taught across each term and where links can be made, will fit thematically with other foundation subjects. Pupils work in sketchbooks that are passed up through school to the next year group. They evidence a skills, design, make and evaluate model with an artist focus. These artists have been carefully chosen to promote art across different cultures; promoting equality and diversity.

The curriculum is carefully mapped out to ensure that pupils' technical proficiency, knowledge, creativity and personal development is progressive from year to year. Every unit has a clear end point and focuses on key concepts (Chris Quigley) that underpin;

**Media and materials, techniques, process, colour theory, emotions, artist study, effects, visual language, styles and periods.**

	0 – 3 years Expressive arts and design – Development Matters	3 – 4 years Expressive arts and design – Development Matters	Reception Expressive arts and design – Development Matters
	Autumn Development Matters <ul style="list-style-type: none"> <li>Notice patterns with strong contrasts and be attracted by patterns</li> </ul>	Autumn Development Matters <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>	Autumn 1 Self Portraits – Drawing - Andy Goldsworthy Development Matters <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>

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	<p>resembling the human face.</p> <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Use a variety of mark making tools to create marks.</li> </ul> <p><b>Key vocabulary</b> pencil pen paint chalk crayon brush</p> <p><b>Spring Development Matters</b></p> <ul style="list-style-type: none"> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>To know they can use their hands and fingers to create marks and pictures.</li> </ul> <p><b>Key vocabulary</b> hand finger paint picture</p> <p><b>Summer Development Matters</b></p>	<ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Continues to explore colour and how colours can be changed</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>To know the marks they make can represent real things</li> <li>To be able to form shapes and talk about what the shapes represent.</li> <li>To experiment with mixing colours</li> </ul> <p><b>Key vocabulary</b> draw shape line colour mix</p> <p><b>Spring Development Matters</b></p> <ul style="list-style-type: none"> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To be able to create models and small world spaces using loose parts.</li> <li>To create pictures using shapes and colours.</li> <li>To select a colour for a purpose when drawing, painting or building.</li> </ul> <p><b>Key Vocabulary</b> Colour make draw paint shape</p> <p><b>Summer Development Matters</b></p>	<ul style="list-style-type: none"> <li>Creates representations of both imaginary and real-life ideas, events, people and objects</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>To know a self portrait is a image of themselves</li> <li>To be able to draw shapes that represent objects e.g. circle for face and eyes.</li> <li>To understand natural materials can be used to create pictures.</li> <li>To observe and talk about the work of Andy Goldsworthy.</li> </ul> <p><b>Key vocabulary</b> Self-portrait, picture, shapes, draw, art, artist, natural</p> <p><b>Autumn 2</b> Rangoli, Diwali Pattern Making Clay pots for candles - weaving - Printing - Autumn leaves</p> <p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>Develops their own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To be able to shape a malleable material for a purpose.</li> <li>To use clay tools to make changes to materials</li> <li>To select autumn colours</li> <li>To know how to print a leaf.</li> </ul> <p><b>Key Vocabulary</b> play dough, clay, tools, roll, pinch, colour, print</p> <p><b>Spring</b> Holi – powder paint, water colours, colour mixing - Observations drawing - flowers</p> <p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Key Knowledge</b></p>
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		<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> </ul>	<ul style="list-style-type: none"> <li>• To understand colours can be mixed to make new colours.</li> <li>• To be able to create powder paint using powder and water.</li> <li>• To be able to create a picture of flowers using water colours.</li> <li>• To be able to paint shapes that represent plants and flowers.</li> </ul> <p>Key Vocabulary water colours, powder paint, mix, water, colours, observational drawing , shape</p> <p>Summer Collage Giuseppe Arcimboldo</p> <p>Development Matters</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p>Key Knowledge</p> <ul style="list-style-type: none"> <li>• To be able to describe and talk about the work of Giuseppe Arcimboldo</li> <li>• To create a collage in the style of Giuseppe Arcimboldo</li> <li>• To understand a collage is a variety of materials placed together.</li> </ul> <p>Key Vocabulary Artist, collage, art, materials, picture</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	<p><b>At the Seaside</b> Concepts : Artists and Artisans Visual Language Styles and Periods Process Effects Techniques Colour Theory</p> <p><b>Skills:</b> Painting (paint, including painting with texture - sand)</p>	<p><b>In the dark of night</b> Concepts: Artists and Artisans Visual Language Emotions Effects Style and Periods Techniques</p> <p><b>Skills:</b> Sketching (pencil) Painting (paint and some watercolour)</p>	<p><b>Animals</b> Concepts: Artists and Artisans Styles and Periods Techniques Process Visual Language Media and Materials</p> <p><b>Skills:</b> Drawing (pencil) Painting (paint) Collage</p> <p><b>Focus Artist:</b></p>	<p><b>Symbolism</b> Concepts: Artists and Artisans Visual Language Colour Theory Effects Process</p> <p><b>Skills:</b> Sketching (pencil) Drawing (pencil, charcoal, oil pastel)</p> <p><b>Focus Artist:</b></p>	<p><b>Amazed by architecture</b> Concepts: Artists and Artisans Styles and Periods Techniques Visual Language Emotions Media and Materials Techniques</p> <p><b>Skills:</b> Drawing (pencil) Painting (paint)</p>	<p><b>Expressionism</b> Concepts: Artists and Artisans Process Visual Language Colour Theory Styles and Periods</p> <p><b>Skills:</b> Sketching (pencil) Painting (paint and oil paint)</p> <p><b>Focus Artist:</b></p>

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	<p><b>Focus Artist:</b> Claude Monet</p> <p><u>National Curriculum</u> -to use painting to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, texture, line and shape -about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>Focus Artist:</b> Artemisia Gentileschi</p> <p><u>National Curriculum</u> - to use drawing and painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, texture, line, shape, form and space. - About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Rosa Bonheur</p> <p><u>National Curriculum</u> -to create 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 and painting with a range of materials (pencil, paint and collage) -about great artists in history.</p>	<p>Edvard Munch</p> <p><u>National Curriculum</u> - to create 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 and painting with a range of materials (pencil, charcoal and oil pastel) - About great artists in history.</p>	<p><b>Focus Artist:</b> Zaha Hadid</p> <p><u>National Curriculum</u> -to create 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 and painting with a range of materials (pencil and paint) - About great architects and designers in history.</p>	<p>Henri Matisse</p> <p><u>National Curriculum</u> - to create 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 and painting with a range of materials (paint and oil paint) -about great artists in history.</p>
Spring Term 1	<p><b>Portraits</b> Concepts: Artists and Artisans Process Effects Techniques Media and Materials Emotions</p> <p><b>Skills:</b> Drawing (Sketching in pencil) Painting (watercolour) Digital Media (Pop Art)</p> <p><b>Focus Artist:</b> Thomas Gainsborough</p> <p><u>National Curriculum</u></p>	<p><b>In the jungle</b> Concepts: Artists and Artisans Process Techniques Visual Language Emotions Colour Theory Effects Media and Materials</p> <p><b>Skills:</b> Painting (paint) Collage</p> <p><b>Focus Artist:</b> Henri Rousseau</p> <p><u>National Curriculum</u></p>	<p><b>The Renaissance</b> Concepts: Artists and Artisans Styles and Periods Artists and Artisans Process Techniques Visual Language</p> <p><b>Skills:</b> Drawing (Sketching in pencil) Painting (oil paint and linseed oil)</p> <p><b>Focus Artist:</b> Leonardo da Vinci</p> <p><u>National Curriculum</u></p>	<p><b>Art Deco</b> Concepts: Artists and Artisans Process Emotions Techniques Media and Materials Styles and Periods</p> <p><b>Skills:</b> Drawing (pencil) Painting (paint)</p> <p><b>Focus Artist:</b> Tamara de Lempicka</p> <p><u>National Curriculum</u> -to create sketch books to record their observations</p>	<p><b>Art and fashion</b> Concepts: Artists and Artisans Process Media and Materials Visual Language Styles and Periods Colour Theory Effects</p> <p><b>Skills:</b> Painting (fabric paint)</p> <p><b>Focus Artist:</b> Piet Mondrian</p> <p><u>National Curriculum</u> - to create sketch books to record their observations and use</p>	<p><b>Capturing conflict</b> Concepts: Artists and Artisans Process Visual Language Effects Media and Materials Visual Language Emotions Styles and Periods</p> <p><b>Skills:</b> Drawing (Sketching in pencil) Painting (watercolour)</p> <p><b>Focus Artist:</b> Paul Nash</p> <p><u>National Curriculum</u></p>

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	<ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing and painting develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, line, shape and form</li> <li>- About the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- About the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing and painting with a range of materials (pencil and oil paint)</li> <li>- About great artists in history.</li> </ul>	<ul style="list-style-type: none"> <li>and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing and painting with a range of materials (pencil and paint)</li> <li>- About great artists in history.</li> </ul>	<ul style="list-style-type: none"> <li>them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing and painting with a range of materials (fabric paint)</li> <li>- About great designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing and painting with a range of materials (watercolour)</li> <li>- About great artists in history.</li> </ul>
<p>Summer Term 1</p>	<p><b>The Beauty of Flowers</b>            Concepts:            Artists and Artisans            Styles and Periods            Visual Language            Techniques            Emotions</p> <p><b>Skills:</b>            Drawing (pencil)            Painting – (watercolour and oil paint)</p> <p><b>Focus Artist:</b>            Georgia O’Keefe</p> <p><u>National Curriculum</u>            - to use drawing and painting to develop and share their ideas, experiences and imagination</p>	<p><b>Scenes of the sea</b>            Concepts:            Artists and Artisans            Styles and Periods            Visual Language            Process            Colour Theory            Emotions</p> <p><b>Skills:</b>            Drawing (pencil)            Painting (paint)</p> <p><b>Focus Artist:</b>            Ivan Aivazovsky</p> <p><u>National Curriculum</u>            -to use a range of materials creatively to design and make products</p>	<p><b>Abstract Art</b>            Concepts:            Artists and Artisans            Process            Media and Materials            Colour Theory            Styles and Periods</p> <p><b>Skills:</b>            Painting – (watercolour and gouache)            Digital media</p> <p><b>Focus Artist:</b>            Wassily Kandinsky</p> <p><u>National Curriculum</u>            - to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Cityscape Art</b>            Concepts:            Artists and Artisans            Visual Language            Effects            Techniques            Styles and Periods</p> <p><b>Skills:</b>            Painting (paint)            Photography</p> <p><b>Focus Artist:</b>            Camille Pissarro</p> <p><u>National Curriculum</u>            -to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Cultural tradition in art</b>            Concepts:            Artists and Artisans            Process            Styles and Periods            Visual Language            Media and Materials</p> <p><b>Skills:</b>            Drawing (pencil)            Painting (dye) on different surfaces and batik</p> <p><b>Focus Artist:</b>            Richard Kimbo</p> <p><u>National Curriculum</u>            -to create sketch books to record their observations</p>	<p><b>The power of love</b>            Concepts:            Artists and Artisans            Process            Techniques            Visual Language            Emotions            Styles and Periods</p> <p><b>Skills:</b>            Drawing (pencil)            Sculpture (clay)</p> <p><b>Focus Artist:</b>            Auguste Rodin</p> <p><u>National Curriculum</u>            -to create sketch books to record their observations and use them to review and revisit ideas</p>

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	<p>-to develop a wide range of art and design techniques in using line, shape and form. -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.</p>	<p>-to use drawing and painting to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, 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 their own work.</p>	<p>- to improve their mastery of art and design techniques, including drawing and painting with a range of materials (pencil and paint) - about great artists in history.</p>	<p>-to improve their mastery of art and design techniques, including drawing and painting with a range of materials (pencil and paint) -about great artists in history</p>	<p>and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing and painting with a range of materials (batik, dye) -about great artists and designers in history</p>	<p>-to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials (pencil and clay) -about great artists in history</p>
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