

Subject Intent – Art

Pupil will develop:

The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

The ability to communicate fluently in visual and tactile form.

The ability to draw confidently and adventurously from observation, memory and imagination.

The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

An impressive knowledge and understanding of other artists, craftmakers and designers.

The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

Independence, initiative and originality which they can use to develop their creativity.

The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.

The ability to reflect on, analyse and critically evaluate their own work and that of others.

A passion for and a commitment to the subject.



Substantive Knowledge

Artist Knowledge

Art History - Genres/Styles/Movements (Modern Art)

Formal Elements of Art

Paradigms of Art

Disciplinary Knowledge

Develop ideas

This knowledge involves understanding how ideas develop through an artistic process.

Master techniques

This knowledge involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats

This knowledge involves learning from both the artistic process and techniques of great artists and artisans throughout history

Godley Primary Art Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

EYFS

Nursery Jackson Pollock Reception Kandinsky Mondrian	Nursery Matisse Mondrian Reception Rousseau	Nursery Van Gogh Reception Cave Art
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Artist Knowledge

Year 1

Technique: Printing Artist: Andy Warhol Genre/Style: Pop Art Paradigm: Contemporary	Technique: Painting Artist: Jackson Pollock Genre/Style: Drip Painting Paradigm: Contemporary	Technique: Textiles Artist: Gunta Stolz Genre/Style: Weaving Paradigm: Contemporary
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Year 2

Technique: Drawing Artist: Paul Klee Genre/Style: Pointillism Paradigm: Modern	Technique: Collage Artist: Mark Hearld Paradigm: Contemporary	Technique: Sculpture Artist: Joan Miro Genre/Style: Abstract Paradigm: Modern
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Formal Elements of Art

Paradigms of Art

Technique: Sculpture Artist: Tony Cragg Paradigm: Contemporary	Technique: Collage Artist: Peter Clark Paradigm: Contemporary	Technique: Drawing Artist: Da Vinci Genre/Style: Pop Art Paradigm: Traditional
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Year 4

Technique: Textiles Artist: Nicola Jarvis Genre/Style: Embroidery Paradigm: Contemporary	Technique: Painting Artist: Monet (Compare with Clementine Hunter) Genre/Style: Impressionism Paradigm: Traditional	Technique: Printing Artist: Orla Kiely Genre/Style: Retro Graphic Prints Paradigm: Contemporary
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Year 3

Take Inspiration from the Greats

Master Techniques

Develop Ideas

Year 5

Technique: Printing Artist: William Morris Style: Romanticism Genre/Style: Traditional	Technique: Painting Artist: Adrienne Craddock (Compare with Picasso – Guernica – Story telling) Style: Post Impressionism Genre: Traditional	Technique: Textiles Artist: Susan Stockwell Genre: Contemporary
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Year 6

Technique: Drawing Artist: Van Gogh Style: Representational Genre: Traditional	Technique: Collage Artist: Matisse Style: Abstract Expressionism Genre: Modern	Technique: Sculpture Artist: Cornelia Parker Style: Sculpture and Installation Art Style: Contemporary
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Year 7

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



Key Concepts

Year Group	Disciplinary Knowledge	
	To develop ideas	To take inspiration from the greats (classic and modern)
EYFS	<p>Develop their own ideas and then decide which materials to use to express them. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore, use and refine a variety of artistic effects to express feelings and ideas. Create collaboratively, sharing ideas resources and skills. Return to and build on previous learning, refining ideas and developing ability to represent them.</p>	<p>Introduce names of Artists and discuss simple techniques with support With support, create artwork based on given artists With support, create a representation of a piece of Art With support, begin to discuss features of a piece of Art by a specific artist</p>
Ks1	<p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>	<p>Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>
Lower KS2	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Comment on artworks using visual language.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>
Upper KS2	<p>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 potentials in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>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.</p>

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



Key Concepts

Year Group	Disciplinary Knowledge					
	To master techniques					
	Painting	Printing	Textiles	Drawing	Collage	Sculpture
EYFS	Skills are introduced and revisited continually throughout the year. The children are encouraged to apply taught skills independently to encourage creativity and independence.					
KS1	<ul style="list-style-type: none"> - Use thick and thin brushes. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. 	<ul style="list-style-type: none"> - Use objects to create prints - Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> - Create patterns - Join materials 	<ul style="list-style-type: none"> - Draw lines of different sizes and thickness - Show patterns and texture - Show different tones 	<ul style="list-style-type: none"> - Use a combination of materials that are cut, torn and glued - Sort and arrange materials - Mix materials to create texture 	<ul style="list-style-type: none"> - Use a combination of shapes - Include lines and texture
Lower KS2	<ul style="list-style-type: none"> - 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 and colour 	<ul style="list-style-type: none"> - Use layers of two or more colours - Make printing blocks - Make precise repeating patterns 	<ul style="list-style-type: none"> - Shape and stitch materials - Use basic cross stitch and back stitch - Colour fabric 	<ul style="list-style-type: none"> - Use different hardness of pencils to show line, tone and texture - Sketch lightly - Annotate sketches to explain and elaborate ideas - Use shading to show light and shadow 	<ul style="list-style-type: none"> - Select and arrange materials for a striking effect - Ensure work is precise 	<ul style="list-style-type: none"> - Create and combine shapes to create recognisable forms - Include texture that conveys feelings, expression or movement
Upper KS2	<ul style="list-style-type: none"> - Sketch (lightly) before painting to combine line and colour - Create a colour palette based upon colours observed in the natural or built world - Use the qualities of watercolour and acrylic paint to create visually interesting pieces - Combine colours, tones and tints to enhance the mood of a piece 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Show precision in techniques - Combine previously learned techniques to create pieces 	<ul style="list-style-type: none"> - 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). 	<ul style="list-style-type: none"> - Mix textures (rough and smooth, plain and patterned) 	<ul style="list-style-type: none"> - Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations - Use tools to carve and add shapes, texture and pattern

Disciplinary Knowledge Strand	Develop Ideas	Take Inspiration from the Greats
Year Group	ARE	ARE
EYFS	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Explore, use and refine a variety of artistic effects to express feelings and ideas.</p> <p>Create collaboratively, sharing ideas resources and skills.</p> <p>Return to and build on previous learning, refining ideas and developing ability to represent them.</p>	<p>Introduce names of Artists and discuss simple techniques with support</p> <p>With support, create artwork based on given artists</p> <p>With support, create a representation of a piece of Art</p> <p>With support, begin to discuss features of a piece of Art by a specific artist</p>
Year 1	<p>With the support of a teacher suggested ideas are followed.</p> <p>Following suggestions, visual information is collected.</p> <p>Different methods are used when suggested by a teacher.</p>	<p>When supported by a teacher, some notable artists are named and their work described.</p> <p>Attempts are made to mimic the work of notable artists.</p>
Year 2	<p>Generally, ideas are developed and developed from familiar starting points.</p> <p>Some ideas are presented and some visual information to develop the ideas is collected.</p> <p>There is some exploration of different methods as ideas develop.</p>	<p>A number of notable artists can be named and their work described and explained.</p> <p>Some of the techniques used by notable artists are used to experiment with effects.</p>
Year 3	<p>With support from a teacher, ideas from the curriculum are developed so that they lead to Artworks.</p> <p>When prompted, resources are collected to develop an Idea.</p> <p>With encouragement ideas are tried and sometimes refined.</p> <p>There is some awareness of visual language.</p>	<p>With support, images, video and sound are combined.</p> <p>Attempts are made to replicate the techniques of notable artists.</p> <p>There is some evidence of pieces influenced by the work of notable artists</p>
Year 4	<p>Generally, a number of ideas are generated from a variety of starting points.</p> <p>Generally, a good mix of sketches and other resources are collected to develop an idea.</p> <p>Ideas are generally adapted and refined throughout the process of creating a piece.</p> <p>Visual language is generally used correctly.</p>	<p>Some techniques of notable artists are replicated with growing accomplishment.</p> <p>A number of ideas are developed that show a clear influence by the work of notable artists.</p>
Year 5	<p>Ideas are developed from a range of curriculum areas and developed with some imagination.</p> <p>A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.</p> <p>Some of the qualities of materials are understood and used well to enhance ideas.</p> <p>With encouragement, unexpected results are seen as possibilities.</p> <p>A basic understanding of visual language leads to pertinent comments on artworks</p>	<p>There is a growing awareness of the style of notable artists across the centuries.</p> <p>There is some awareness of the context in which artworks are produced.</p> <p>Some good examples of original works that mimic some styles of others are developing.</p>
Year 6	<p>Imaginative ideas are generally developed well from a range of starting points.</p> <p>Sketch books show a good range of imaginatively presented ideas.</p> <p>The qualities of frequently used materials are put to good use to enhance ideas.</p> <p>Unexpected results are often seen as an opportunity to develop an artwork in a new direction.</p> <p>Visual language is used well to comment on and give opinions of artworks.</p>	<p>A good awareness of a range of artists is described and explained.</p> <p>There is a growing understanding of art movements, cultural, religious and social contexts.</p> <p>Many good examples of original works that are clearly influenced by styles or movements are developing.</p>

Disciplinary Knowledge Strand	Painting	Printing	Textiles
Year Group	ARE	ARE	ARE
EYFS	<p>Nursery Identify and recognise colours. Match colours to pictures. Make simple shapes and patterns with paintbrush. Use thick brushes and lidded paint pots. Use paintbrush to experiment with lines and dots. Select colours for purpose. Identify and group primary and secondary colours.</p> <p>Reception Mix colours with support. Introduce thinner paintbrushes. Select appropriate thickness of brush to achieved desired effect. Mix colours for purpose. Use paint pumps. Know how to mix secondary colours. Know how to mix lighter and darker colours.</p>	<p>Nursery Print using a range of large stampers, objects and vegetables. Print onto paper. Experiment with printing patterns, Print using a range of small objects and stampers.</p> <p>Reception Print repeating patterns. Use a variety of different shape/size objects to print. Make links between an object and its “footprint”.</p>	
Year 1	<ul style="list-style-type: none"> - Some control is developing when using different sized brushes. - With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours. - With the support of a teacher, tints and tones are created for specific purposes. 	<ul style="list-style-type: none"> - With suggestions from a teacher, a number of objects are used to create prints. - There is an awareness that different techniques may be used to make prints. 	<ul style="list-style-type: none"> - During structured activities, patterns are created with weaving and plaiting. - With the help of a teacher, gluing and stitching are experienced.
Year 3	<ul style="list-style-type: none"> - There is some experimentation with brush techniques. - With support, colour mixing is effective. - During structured activities, backgrounds are created first and detail later. - There is an awareness that mood may be created with colour. 	<ul style="list-style-type: none"> - There is some experimentation with print layers. - With support, print blocks are constructed. - With support, repeating patterns are made. 	<ul style="list-style-type: none"> - With supplied templates, and support from a teacher, textiles are shaped and then stitched. - With support from a teacher, back and cross stitch are used. - There is some participation in dyeing fabric.
Year 5	<ul style="list-style-type: none"> - When reminded, light sketches are used first before painting. - With some reminders of colour mixing knowledge, appropriate colour palettes are created. - The qualities of paints are sometimes used to create interest. - The mood of a painting is sometimes apparent. - There is some experimentation in creating texture. - A personal style is beginning to develop. 	<ul style="list-style-type: none"> - Layers of colour are beginning to be used to good effect. - Some accurate patterns are achieved when creating simple prints. - The purpose of work is beginning to be apparent to the viewer. 	<ul style="list-style-type: none"> - Techniques show some precision. - With encouragement, techniques are combined.

Disciplinary Knowledge Strand	Drawing	Collage	Sculpture
Year Group	ARE	ARE	ARE
EYFS	<p>Nursery Draw simple shapes. Talk about own drawings. Use triangular crayons/chunky wax crayons/chalk to draw. Thinks of own ideas for drawings. Selects colours for a purpose. Begin to add details to pictures.</p> <p>Reception Considers size of drawings in relation to paper. Introduce thinner pencils/pens/pastels. Make observations and copy simple shapes from a picture of object. Draw a detailed picture. Use colours appropriately. Select and use a range of drawing materials independently.</p>	<p>Nursery Cut with support. Use glue stick to attach. Use sellotape to attach with support. Use pre-cut materials. Cuts with increasing control. Cut, tear and scrunch paper. Begin to select from a range of materials and resources.</p> <p>Reception Beginning to create own outlines. Begin to use uncut materials. Select different resources and materials to achieve a desired effect. Have free choice of outcome. Combine resources. Use tools confidently and safely. Use a wide range of uncut resources.</p>	<p>Nursery Roll, flatten and pinch malleable materials. Use cutter with malleable materials. Use a rolling pin. Begin to add detail to models. Use knives and shape tools with malleable materials.. Roll malleable materials into different shapes and sizes.</p> <p>Reception Begin to use junk to create simple models. Begin to select tools need to add detail or change shape of model. Create representations of people, objects and animals. Select tools needed to shape, attach or add greater detail to models. Select resources needed from a wide selection.</p>
Year 2	<ul style="list-style-type: none"> - With encouragement, there is some experimentation in altering the thickness of lines. - With structured activities and the support of a teacher, patterns and texture are explored. - There is some experimentation with creating tones. 	<ul style="list-style-type: none"> - With suggestions from a teacher, a range of materials are combined. - With suggested groupings, materials are sorted. - From a small range, materials are mixed to create texture. 	<p>With encouragement, a number of shapes are combined. There is some attempt to add detail.</p>
Year 4	<ul style="list-style-type: none"> - With support from a teacher, there is some experimentation with different hardness of pencils to create effects. - When guided, some control of a pencil is shown when sketching. - With the support of a teacher, ideas are explained. - With the support of a teacher shading is beginning to be used to show light and shadow. - During supported activities, hatching and cross-hatching are used. 	<ul style="list-style-type: none"> - Some experimentation with the arrangement of materials produces interesting results. - Work shows some precision. 	<p>With guidance, shapes are combined to create recognisable forms. There is some attempt to add detail.</p>
Year 6	<ul style="list-style-type: none"> - With encouragement, a variety of techniques are used to create interesting effects. - With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection. - Some choices are made in selecting an appropriate style for an artwork. 	<ul style="list-style-type: none"> - With support and encouragement a variety of textures is used. 	<p>Some interesting effects that create discussion points are achieved in sculpture. Tools are used with some accomplishment.</p>

Art – Disciplinary Knowledge – Nursery

Subject		Art		
Strands		ARE		
To develop ideas		Develop their own ideas and then decide which materials to use to express them.		
		Explore different materials freely, in order to develop their ideas about how to use them and what to make.		
To take inspiration from the greats		Introduce names of Artists and discuss simple techniques with support		
		With support, create artwork based on given artists		
Subject		Art		
Strands	Autumn	Spring	Summer	
To master techniques Drawing and Painting	Experiments with making straight and curved lines. Recognises some colours accurately. Uses colour freely.	Create closed shapes with continuous lines and begins to use shapes to represent objects. Use drawing to represent ideas like movement and noises. Recognise all colours confidently.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Talks about their drawings. Draw with increasing complexity and detail. Begin to experiment with mixing colours. Can group or sort colours.	
To master techniques Collage, modelling and imaginary play	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	

Art – Disciplinary Knowledge – Reception

Subject	Art
Strands	ARE
To develop ideas	Explore, use and refine a variety of artistic effects to express feelings and ideas.
	Create collaboratively, sharing ideas resources and skills.
	Return to and build on previous learning, refining ideas and developing ability to represent them.
To take inspiration from the greats	With support, create a representation of a piece of Art
	With support, begin to discuss features of a piece of Art by a specific artist

Art – Disciplinary Knowledge – Reception

Subject		Art		
Strands	Autumn	Spring	Summer	
To master techniques Drawing	Draw simple shapes. Talk about own drawings. Use triangular crayons/chunky wax crayons/chalk to draw.	Thinks of own ideas for drawings. Selects colours for a purpose. Begin to add details to pictures. Considers size of drawings in relation to paper. Introduce thinner pencils/pens/pastels.	Make observations and copy simple shapes from a picture of object. Draw a detailed picture. Use colours appropriately. Select and use a range of drawing materials independently.	
To master techniques Painting	Identify and recognise colours. Match colours to pictures. Make simple shapes and patterns with paintbrush. Use thick brushes and lidded paint pots.	Use paintbrush to experiment with lines and dots. Select colours for purpose. Identify and group primary and secondary colours. Mix colours with support. Introduce thinner paintbrushes.	Select appropriate thickness of brush to achieved desired effect. Mix colours for purpose. Use paint pumps. Know how to mix secondary colours. Know how to mix lighter and darker colours.	
To master techniques Printing	Print using a range of large stampers, objects and vegetables. Print onto paper.	Experiment with printing patterns, Print using a range of small objects and stampers.	Print repeating patterns. Use a variety of different shape/size objects to print. Make links between an object and its “footprint”.	
To master techniques Collage	Cut with support. Use glue stick to attach. Use sellotape to attach with support. Use pre-cut materials.	Cuts with increasing control. Cut, tear and scrunch paper. Begin to select from a range of materials and resources. Beginning to create own outlines. Begin to use uncut materials.	Select different resources and materials to achieve a desired effect. Have free choice of outcome. Combine resources. Use tools confidently and safely. Use a wide range of uncut resources.	
To master techniques Modelling	Roll, flatten and pinch malleable materials. Use cutter with malleable materials. Use a rolling pin. Begin to add detail to models.	Use knives and shape tools with malleable materials.. Roll malleable materials into different shapes and sizes. Begin to use junk to create simple models. Begin to select tools need to add detail or change shape of model.	Create representations of people, objects and animals. Select tools needed to shape, attach or add greater detail to models. Select resources needed from a wide selection.	

Year 1 Substantive Knowledge

Subject		Art – Year 1			
		Art and Artist Knowledge	Genres	Formal elements of Art (Colour, form, line, shape, pattern, texture, and tone)	Paradigms of Art (Traditional, Contemporary, Modern)
Autumn Printing	<p>Andy Warhol</p> <ul style="list-style-type: none"> - In 1961 Andy came up with the concept of using mass-produced commercial goods in his art. He called it Pop Art. - He would use commercial images and reproduce them over and over. - One early example of this was a series on Campbell's Soup cans. - Andy also used pictures of famous people. 	<p>Pop Art</p> <ul style="list-style-type: none"> - Pop Art is based on simple every day items - Pop Art uses bright colours 	<p>Colour</p> <ul style="list-style-type: none"> - Know that the primary colours are red, yellow and blue - Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple - Know that colours can be mixed to 'match' real life objects or to create things from your imagination 	Contemporary	
Spring Painting	<p>Jackson Pollock</p> <ul style="list-style-type: none"> - Jackson Pollock created his most famous paintings during the "drip period" which lasted from 1947 to 1950. - Pollock was among the pioneers of the drip technique due to which the TIME magazine dubbed him "Jack the Dripper". 	<p>Drip Painting</p> <ul style="list-style-type: none"> - Drip painting is a form of abstract art in which paint is dripped or poured onto the canvas, rather than being carefully applied. 	<p>Colour</p> <ul style="list-style-type: none"> - Know that different amounts of paint and water can be used to mix hues of secondary colours. - Know that colour can be used to show how it feels to be in a particular place, eg the seaside 	Contemporary	
Summer Textiles	<p>Gunta Stolzl</p> <ul style="list-style-type: none"> - Gunta Stolzl was born in 1897 in Germany. - Attended Bauhaus school and became interested in weaving. - She began teaching others about weaving. 	<p>Weaving</p> <ul style="list-style-type: none"> - Weaving is when we interlace materials together to form a fabric - The threads are called the warp and the weft 	<p>Texture</p> <p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p>	Contemporary	



Year 1 Disciplinary Knowledge

Subject	Art	
Strands	ARE	Greater Depth
To develop ideas	With the support of a teacher suggested ideas are followed.	Generally, ideas are developed and developed from familiar starting points.
	Following suggestions, visual information is collected.	Some ideas are presented and some visual information to develop the ideas is collected.
	Different methods are used when suggested by a Teacher.	There is some exploration of different methods as ideas develop.
To take inspiration from the greats	When supported by a teacher, some notable artists are named and their work described.	A number of notable artists can be named and their work described and explained.
	Attempts are made to mimic the work of notable artists.	Some of the techniques used by notable artists are used to experiment with effects.
To master techniques Printing	With suggestions from a teacher, a number of objects are used to create prints.	Objects are generally chosen, shaped or fashioned in order to make prints.
	There is an awareness that different techniques may be used to make prints.	Generally, experimentation with different forms of printing leads to some effective prints.
To master techniques Painting	Some control is developing when using different sized brushes.	Generally some effective results are achieved by altering the size of brush used.
	With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours.	The terms primary and secondary colours are understood and there is some effective mixing of colours.
	With the support of a teacher, tints and tones are created for specific purposes.	The terms tint and tone are understood and there is some effective experimentation in creating them.
To master techniques Textiles	During structured activities, patterns are created with weaving and plaiting.	Generally, experimentation with weaving and plaiting produces some effective patterns.
	With the help of a teacher, gluing and stitching are experienced.	Generally, gluing effectively joins textiles and there is some experimentation with stitching.

Year 2 Substantive Knowledge

Subject	Art – Year 2			
	Art and Artist Knowledge	Genres	Formal elements of Art (Colour, form, line, shape, pattern, texture, and tone)	Paradigms of Art (Traditional, Contemporary, Modern)
Autumn Drawing	<p>Paul Klee</p> <ul style="list-style-type: none"> - Paul Klee was one of the most famous painters of the 20th century. - Klee's early works were colourless. He created mostly pen-and-ink drawings and etchings. During this time (early 1900s) he thought that colour was just decoration. He didn't think it was essential or even needed. Then he travelled to Tunisia and saw the colour and the light. - He fell in love with colour and his artistic style changed forever. <p>Ad Parnassum (1932)</p>	<p>Pointillism</p> <ul style="list-style-type: none"> - Pointillism is a technique of painting in which small, distinct dots of colour are applied in patterns to form an image. 	<p>Line</p> <p>Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.</p> <p>Tone</p> <p>Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.</p>	Modern
Spring Collage	<p>Mark Hearld</p> <ul style="list-style-type: none"> - British printmaker and illustrator Mark Hearld is renowned for his distinctive collages and prints that capture the vitality of the natural world. - Mark Hearld draws on his immediate and local surroundings for inspiration, drawing out its textures and patterns to create graphically striking artworks in a variety of mediums. 	<p>Collage</p> <ul style="list-style-type: none"> - Collage is the process of finding, collecting, arranging and sticking 	<p>Shape</p> <p>Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.</p> <p>Pattern</p> <p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Texture</p> <p>Know that collage materials can be chosen to represent real-life textures</p>	Contemporary
Summer Sculpture	<p>Joan Miro</p> <ul style="list-style-type: none"> - Joan Miró was a Spanish Catalan artist famous for combining abstract art with surrealism. - Not only did he produce paintings and drawings, his body of work includes collages, murals, tapestries, and sculptures. - By the 1960s, Miró spent more time on sculptures and printmaking. <p>Lunar Bird (1966), Woman and Bird (1982-83), The Sun, the Moon and One Star (1968)</p>	<p>Abstract</p> <ul style="list-style-type: none"> - Abstract art is a form of art with no recognisable subject, it doesn't represent images of our every day lives. 	<p>Form</p> <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.</p>	Modern

Year 2 Disciplinary Knowledge

Subject	Art	
Strands	ARE	Greater Depth
Developing Ideas	Generally, ideas are developed and developed from familiar starting points.	Ideas are quickly developed and explained.
	Some ideas are presented and some visual information to develop the ideas is collected.	Ideas are explored with enthusiasm and visual information is gathered and explained.
	There is some exploration of different methods as ideas develop.	A number of different methods are adopted as ideas develop and reasons given for choices.
To take inspiration from the greats	A number of notable artists can be named and their work described and explained.	A number of notable artists and their distinctive qualities are known and explained.
	Some of the techniques used by notable artists are used to experiment with effects.	The techniques of notable artists are evident in a wide range of work and their use is justified and explained.
To master techniques Drawing	With encouragement, there is some experimentation in altering the thickness of lines.	A number of techniques are used to alter the thickness of lines when appropriate to do so.
	With structured activities and the support of a teacher, patterns and texture are explored.	Generally, dots and lines are used to show texture or patterns.
	There is some experimentation with creating tones.	Tones are generally successfully created in a number of ways.
To master techniques Collage	With suggestions from a teacher, a range of materials are combined.	There is generally some experimentation with combining different materials.
	With suggested groupings, materials are sorted.	Materials are generally sorted and arranged effectively.
	From a small range, materials are mixed to create texture.	Some interesting mixtures of materials are used to create texture.
To master techniques Sculpture	With encouragement, a number of shapes are combined.	Shapes are combined in a number of interesting ways.
	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.

Year 3 Substantive Knowledge

Subject					Art – Year 3				
		Art and Artist Knowledge		Genre/Style		Formal elements of Art (Colour, form, line, shape, pattern, texture, and tone)		Paradigms of Art (Traditional, Contemporary, Modern)	
Autumn Printing		<p>Orla Kiely</p> <ul style="list-style-type: none"> - Orla Kiely, <u>OBE</u> (born 1963) is an <u>Irish</u> fashion designer based in London. - She began her career designing hats, and moved on to design work on <u>handbags</u> and a variety of other items including <u>kitchenware</u> and cars. - Kiely has been described by <u>The Guardian</u> as "the Queen of Prints."^[7] Her designs have been used for a variety of objects, including <u>kitchenware</u>,^[8] <u>stationery</u>, <u>furniture</u>,^[4] <u>wallpaper</u>,^[2] and a range of <u>Citroën DS3</u> cars. 		<p>Retro Graphic Prints</p> <ul style="list-style-type: none"> - Retro graphic prints lift influences and inspiration from different historical eras 		<p>Colour</p> <p>Know that using light and dark colours next to each other creates contrast.</p> <p>Pattern</p> <p>To know that symmetry can be used to create repeating patterns.</p>		Contemporary	
Spring Painting		<p>Monet</p> <ul style="list-style-type: none"> - Monet started as a traditional artist but moved away and was the first artist to create impressionism. - He was the founder of French impressionist painting. The term Impressionism is derived from the title of his painting Impression, Sunrise. <p>Impression, Sunrise (1872), Rouen Cathedral, Façade (Sunset) (1892-93), Woman with a Parasol (1875), Waterlilies (1919), View from Rouelles (1858) – Compare with modern paintings</p>		<p>Impressionism</p> <ul style="list-style-type: none"> - Impressionism is a style of painting that focuses on the effects of light and atmosphere on colours and forms. Impressionist artists often used broken brush strokes rather than smooth and unnoticeable ones and also used many colours to paint scenes of every day life. 		<p>Colour</p> <p>To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint</p> <p>Form</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p>		Traditional	
Summer Textiles		<p>Nicola Jarvis</p> <ul style="list-style-type: none"> - Nicola Jarvis is an artist who uses embroidery in a range of art, design and textile applications. - She teaches hand embroidery classes all over the world and is known in the global stitching community for her beautiful embroidery kit projects, depicting birds, animals and flowers. - Her stitch projects are decorated with intricate patterns inspired by various historic styles. 		<p>Embroidery</p> <ul style="list-style-type: none"> - The art or process of forming decorative designs with hand or machine needlework 		<p>Texture</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>		Modern	

Year 3 Disciplinary Knowledge

Key Concept	Art	
Strands	ARE	Greater Depth
Developing ideas	With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.	Generally, a number of ideas are generated from a variety of starting points.
	When prompted, resources are collected to develop an idea.	Generally, a good mix of sketches and other resources are collected to develop an idea.
	With encouragement ideas are tried and sometimes refined.	Ideas are generally adapted and refined throughout the process of creating a piece.
	There is some awareness of visual language	Visual language is generally used correctly.
To take inspiration from the greats (classic and modern)	Attempts are made to replicate the techniques of notable artists.	Some techniques of notable artists are replicated with growing accomplishment.
	There is some evidence of pieces influenced by the work of notable artists.	A number of ideas are developed that show a clear influence by the work of notable artists.
To master techniques Printing	There is some experimentation with print layers.	Generally, interesting effects are achieved by using layers and different colours.
	With support, print blocks are constructed.	When reminded, a number of techniques for making print blocks are used.
	With support, repeating patterns are made.	Generally, repeating patterns are precise.
To master techniques Painting	There is some experimentation with brush techniques.	Brush techniques are explored to create different effects.
	With support, colour mixing is effective.	Colours are generally mixed effectively in a number of different situations.
	During structured activities, backgrounds are created first and detail later.	Generally, backgrounds are created first before adding detail.
	There is an awareness that mood may be created with colour.	Generally, moods are created by altering the colour palette used.
To master techniques Textiles	With supplied templates, and support from a teacher, textiles are shaped and then stitched.	Generally, templates are created and textiles shaped effectively. There is some independent stitching.
	With support from a teacher, back and cross stitch are used.	There is a growing level of accomplishment in the use of basic back and cross-stitch.
	There is some participation in dyeing fabric.	There is some experimentation with dyeing fabric.

	Art and Artist Knowledge	Genres	Formal elements of Art (Colour, form, line, shape, pattern, texture, and tone)	Paradigms of Art (Traditional, Contemporary, Modern)
Autumn Drawing	<p>David Hockney</p> <ul style="list-style-type: none"> - David Hockney (born 9 July 1937) is an English painter, draftsman, printmaker, stage designer, and photographer. - As an important contributor to the pop art movement of the 1960s, he is considered one of the most influential British artists of the 20th century. <p>Portrait of an Artist (1972), The Splash (1966)</p>	<p>Pop Art</p> <ul style="list-style-type: none"> - Pop art was a style of art that was bright, full of colour. - It was made by lots of young artists who felt that the art they saw in galleries was a little bit boring. 	<p>Line</p> <p>To know that different drawing tools can create different types of lines.</p> <p>Colour</p> <p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	Modern
Spring Collage	<p>Peter Clark</p> <ul style="list-style-type: none"> - Clarke was best known for his graphic prints, particularly his woodcuts, and in later years he moved into collage. - Peter Clark uses found papers he collects to create collage works of dogs, dresses and everything in between. - His artistic career spanned more than six decades and he produced a large number of works and appeared in many exhibitions. - Described as a "quiet chronicler", his work offers a critique of South Africa's social and political history over 60 years. 	<p>Collage</p> <ul style="list-style-type: none"> - Drawing, painting and 3D elements can be used by an artist to create a piece of art that can be experienced both visually and textually. 	<p>Shape</p> <p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	Contemporary
Summer Sculpture	<p>Tony Cragg</p> <ul style="list-style-type: none"> - Tony Cragg's early work involved site-specific installations of found objects and discarded materials.^[2] - From the mid-1970s through to the early 1980s he presented assemblages in primary structures (as in his first mature piece, the 1975 Stack)^[2] as well as in colourful, representational reliefs on the floors and walls of gallery spaces (as in Red Indian of 1982–83).^[3] - Cragg constructed these early works by systematically arranging individual fragments of mixed materials, often according to their artificial colours and profiles, so as to form larger images. 	<p>Sculpture</p> <ul style="list-style-type: none"> - A sculpture is an art form made in three dimensions. - Sculptors use four basic processes - carving, modelling, casting, constructing - to create their works. 	<p>Form</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	Contemporary Modern

Year 4 Disciplinary Knowledge

Subject	Art	
Strands	ARE	Greater Depth
To develop ideas	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively.
	Generally, a good mix of sketches and other resources are collected to develop an idea.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea.
	Ideas are generally adapted and refined throughout the process of creating a piece.	Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.
	Visual language is generally used correctly.	Visual language is used effectively to comment on artworks.
To take inspiration from the greats (classic and modern)	Some techniques of notable artists are replicated with growing accomplishment.	Some techniques of notable artists are very effectively replicated.
	A number of ideas are developed that show a clear influence by the work of notable artists.	Techniques of notable artists are chosen and combined to create very effective pieces.
To master techniques Drawing	With support from a teacher, there is some experimentation with different hardness of pencils to create effects.	Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.
	When guided, some control of a pencil is shown when sketching.	There is a growing control of pencils when sketching.
	With the support of a teacher, ideas are explained.	When reminded, sketches are annotated to explain ideas.
	With the support of a teacher shading is beginning to be used to show light and shadow.	Shading effectively shows areas of light and shadow.
	During supported activities, hatching and cross-hatching are used.	Generally, texture is created effectively by using hatching and cross-hatching.
To master techniques Collage	Some experimentation with the arrangement of materials produces interesting results.	Generally, a range of materials is selected and arranged for a particular effect.
	Work shows some precision.	Work shows growing precision.
To master techniques Sculpture	With guidance, shapes are combined to create recognisable forms.	Generally, shapes are effectively combined to create specific forms.
	There is some attempt to add detail.	Some effective details provide interesting effects.

Year 5 Substantive Knowledge

Subject		Art – Year 5			
		Art and Artist Knowledge	Genres	Formal elements of Art (Colour, form, line, shape, pattern, texture, and tone)	Paradigms of Art (Traditional, Contemporary, Modern)
Autumn Printing	<p>William Morris</p> <ul style="list-style-type: none"> - William Morris (24 March 1834 – 3rd October 1896) was an English architect, furniture and fabric designer, artist and writer. - He started a design company which influenced decoration of churches and houses in the 21st century. - Morris was well known for his work on repeating patterns for wallpapers. This was based on nature. 	<p>Romanticism</p> <p>Romanticism is attitudes, ideals and feelings which are romantic rather than realistic</p>	<p>Pattern</p> <p>- To know that artists create pattern to add expressive detail to art works</p>	Modern	
Spring Painting	<p>Van Gogh</p> <ul style="list-style-type: none"> - He painted lots of landscapes, but also painted portraits and still life. - He only painted for about 10 years, but created more than 2000 artworks. - He mostly used oil paints, but also worked with watercolours, and other materials. <p>Starry Night 1889, Irises 1889</p>	<p>Post Impressionism</p> <p>The movement emerged as a reaction against impressionism and it's concern for the naturalistic depiction of light and colour</p> <p>Artists used vivid colours, thick application of paint and real-life subject matter</p>	<p>Colour</p> <p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Pattern</p> <p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition</p>	Traditional	
Summer Textiles	<p>Susan Stockwell</p> <p><u>History</u></p> <p>Susan Stockwell's practice uses materials from the everyday and the domestic, from manufacturing and industry, from toilet tissue on an industrial scale (Paper Installation, Bernard Jacobson Gallery, London, 1994) to recycled computer components (Flood, York, 2010) and paper currency from a variety of countries with exacting methodologies that include a high level of precision and detail.</p>		<p>Texture</p> <p>- To know how to create texture on different materials.</p>	Contemporary	



Year 5 – Disciplinary Knowledge

Subject Art		
Strands	ARE	Greater Depth
Developing ideas	Ideas are developed from a range of curriculum areas and developed with some imagination.	Imaginative ideas are generally developed well from a range of starting points.
	A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.	Sketch books show a good range of imaginatively presented ideas.
	Some of the qualities of materials are understood and used well to enhance ideas.	The qualities of frequently used materials are put to good use to enhance ideas.
	With encouragement, unexpected results are seen as possibilities.	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.
	A basic understanding of visual language leads to pertinent comments on artworks.	Visual language is used well to comment on and give opinions of artworks.
To take inspiration from the Greats (classic and modern)	There is a growing awareness of the style of notable artists across the centuries.	A good awareness of a range of artists is described and explained.
	There is some awareness of the context in which artworks are produced.	There is a growing understanding of art movements, cultural, religious and social contexts.
	Some good examples of original works that mimic some styles of others are developing.	Many good examples of original works that are clearly influenced by styles or movements are developing.
To master techniques	Layers of colour are beginning to be used to good effect.	There are some good examples of overlapping colours to create interesting effects.
	Some accurate patterns are achieved when creating simple prints.	Accurate patterns are achieved with more complex print designs.
Printing	The purpose of work is beginning to be apparent to the viewer.	Generally, choices in techniques reflect well the purpose of a work, which can be explained.
To master techniques	When reminded, light sketches are used first before painting.	Light sketching forms the basis of paintings that show a good combination of line and colour.
	With some reminders of colour mixing knowledge, appropriate colour palettes are created.	Colour palettes are created using a good understanding of colour mixing.
	The qualities of paints are sometimes used to create interest.	Experimentation with the qualities of paints is used to create visual interest.
	The mood of a painting is sometimes apparent.	A good understanding of how to achieve various effects is used to create mood.
	There is some experimentation in creating texture.	A good combination of brush choice and the qualities of paints is used to create interesting textures.
	A personal style is beginning to develop.	A growing range of work demonstrates a personal style.
To master techniques	Techniques show some precision.	Techniques are generally precise.
	With encouragement, techniques are combined.	Generally, techniques are combined to good effect.
Textiles		

Year 6 – Substantive Knowledge

Subject	Art – Year 6			
	Art and Artist Knowledge	Genre/Style	Formal elements of Art (Colour, form, line, shape, pattern, texture, and tone)	Paradigms of Art (Traditional, Contemporary, Modern)
Autumn Drawing	<p>Paula Rego</p> <ul style="list-style-type: none"> - Artist Paula Rego, is known for her paintings and drawings based on folk tales. - Her work often reshapes traditional stories to reflect personal experiences, and focuses on female roles within the family. - In 1994, she began to experiment with pastels and has continued to use them ever since. She describes working in pastels 'like painting with your fingers'. The scenes in her drawings almost always take place in domestic settings and are filled with mystery. <p>The Dance 1988</p>	<p>Representational</p> <p>Represents some aspects of reality, in a more or less straightforward way</p>	<p>Line</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	Traditional
Spring Collage	<p>Matisse</p> <ul style="list-style-type: none"> - At the end of his career, Matisse began creating compositions using cut paper. He began "drawing with scissors" after some health issues left him confined to a wheelchair, and his restricted movement made it too difficult for him to paint. - He would cut paper and then direct his assistants in arranging the composition. Larger arrangements were placed directly onto the walls of his studio, and reconfigured until he was happy with their placement. <p>The Sorrows of King</p>	<p>Abstract Expressionism</p> <p>Abstract: They depict forms not drawn from the visible world</p> <p>Expressionistic: They display the free and personal emotional expression of the artist.</p>	<p>Shape</p> <p>To know how an understanding of shape and space can support creating effective composition.</p>	Modern
Summer Sculpture	<p>Cornelia Parker</p> <ul style="list-style-type: none"> - Cornelia Parker is one of Britain's best loved and most acclaimed contemporary artists. - Always driven by curiosity, she reconfigures domestic objects to question our relationship with the world. - Using transformation, playfulness and storytelling, she engages with important issues of our time, be it violence, ecology or human rights. 	<p>Sculpture & Installation Art</p> <p>The term installation art is used to describe large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time</p>	<p>Form</p> <p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	Contemporary

Year 6 – Disciplinary Knowledge

Subject	Art	
Strands	ARE	Greater Depth
Developing ideas	Imaginative ideas are generally developed well from a range of starting points.	Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.
	Sketch books show a good range of imaginatively presented ideas.	Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way.
	The qualities of frequently used materials are put to good use to enhance ideas.	Bold experimentation and exploration of the qualities of materials enhance ideas extremely well.
	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.	Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses.
	Visual language is used well to comment on and give opinions of artworks.	Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.
To take inspiration from the greats	A good awareness of a range of artists is described and explained.	The work of notable artists across the centuries is understood well and described with excellent detail.
	There is a growing understanding of art movements, cultural, religious and social contexts.	There is an in-depth understanding that artworks may be viewed within the context in which they were created.
	Many good examples of original works that are clearly influenced by styles or movements are developing.	Highly original works that lend elements of a variety of styles and movements are developing.
To master techniques Drawing	With encouragement, a variety of techniques are used to create interesting effects.	Generally, appropriate techniques are used to achieve a variety of interesting effects.
	With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection.	Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection.
	Some choices are made in selecting an appropriate style for an artwork.	Generally, appropriate styles are selected to produce artworks.
To master techniques Collage	With support and encouragement a variety of textures is used.	Generally, a good range of textures is used to create interesting effects.
To master techniques Sculpture	Some interesting effects that create discussion points are achieved in sculpture.	Many interesting qualities that provoke a number of interpretations are included in sculpture.
	Tools are used with some accomplishment.	Appropriate tools are used and controlled well to create effects.

Subject Vocabulary

	Autumn Term	Spring Term	Summer Term
Year N	<p>Drawing – Pencil, Colour in Straight Circle/other shape names Printing - Printing, media, understand, techniques Collage – Collage, stick Paint - Brush, paint</p>	<p>Drawing – Portrait, Line, thick, thin pastel, felt tip Printing - Printing, media, understand, techniques Collage – Collage, stick Paint – Dip, colour names, mark making tools line, colour, shape, imagination</p>	<p>Drawing – Wavy, straight, stick chalk, pastel, felt tip Printing - Printing, media, understand, techniques Collage - Experiment, media, understand, glue, sticking Paint - sponges, different brushes</p>
Year R	<p>Drawing – Pencil, Colour in Straight Circle/other shape names Printing - Media, understand, techniques Collage – Fabric, collage, layer, positional language Paint - Brush, paint, mix palette</p>	<p>Drawing – Portrait, Line, thick, thin pastel, felt tip Printing - Media, understand, techniques Collage – Paper, fabric, natural materials, textural effects Paint - Colour names, Mark making tools, sponges, different brushes, respond, line, colour, texture, shape</p>	<p>Drawing – Wavy, straight, stick chalk, pastel, felt tip Printing - Media, understand, techniques Collage - Observation, imagination Paint - 2D, observation, imagination, scale, size, fine motor skills</p>
Year 1	<p>Printing Repeat/ing Pattern Print Sponge Textile Design Printing block Print Press Roll/rolling Rub/rubbing Stamp/stamping Designer</p>	<p>Painting Painting Primary Secondary Themselves Thick Thin Mix Match Predict Tint Tones</p>	<p>Textiles Sort Thread Fabric Colour Texture Weave Fabric Sew Create Patchwork</p>
Year 2	<p>Drawing Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright</p>	<p>Collage Cut Tear Paper Card Collage Gather Sort Materials Create Individual/group collage Different materials Repeated pattern</p>	<p>Sculpture Cut Roll Coil Texture Tools Shape/s Make Clay Join Line Shape</p>

Subject Vocabulary

<p>Year 3</p>	<p><u>Printing</u> Printing block Colour print Print Different Materials Colours Accurate Design</p>	<p><u>Painting</u> Background Wash Range Brushes Predict Accuracy Colours Mix Primary Secondary Colour wheel Create Mood Shading</p>	<p><u>Textiles</u> Create Pop up Stitch Join Fabric Form Padding Sew/ing Detail Texture Skills Project</p>
<p>Year 4</p>	<p><u>Drawing</u> Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</p>	<p><u>Collage</u> Cut Accurate/ly Overlap Material Experiment Colours Mosaic Montage Ceramic mosaic Combine Visual Tactile</p>	<p><u>Sculpture</u> Create Texture Shape Life size Material/s Sculpt Clay Mouldable Combine materials Processes Design 3d form</p>
<p>Year 5</p>	<p><u>Printing</u> Print Accurate Design criteria Colours Different materials Overprint Create Patterns Method Effectiveness of printing</p>	<p><u>Painting</u> Shading Create Organise Line Tone Shape Represent Figures Forms Movement Own style Wide range techniques Choose Specific Paint techniques</p>	<p><u>Textiles</u> Sewing Project Running stitch Cross stitch Backstitch Applique Embroidery Visual elements Tactile elements</p>

Art Approach



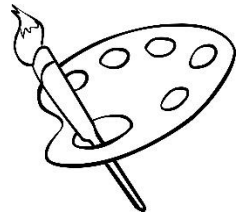
At Godley, Visual Art is taught in a skills based manner, which enables us to plan a clear progression from Reception to Year 6. Links to themes and projects are made where appropriate, with the emphasis on the skills we want children to learn. We have high expectations of what the pupils are capable of in the visual arts. Learning experiences are provided in a practical way: for example through the introduction of a wide variety of materials from the outset. Pupils can and do quickly build their understanding and skills.

We ensure that staff members are clear about the different aspects of Art to avoid misconceptions about what drawing or sculpture (for example) might be. This is achieved through our road map with examples of Art work so that teachers know what they should be aiming for. Experimentation, risk, and innovation should be encouraged so that the subject can flourish.

Whilst we are focused on producing high quality outcomes, we also place great emphasis on the creative journey. Working towards a predefined, prescribed outcome (i.e. in the case of a display) can mean that the understanding and learning of pupils is compromised. Work which looks great at first glance can often hide poor learning outcomes. Instead, we work to create confident, independent artists who can articulate and value their own creative journeys. Self-reflection is modelled and encouraged so that children can take ownership of their learning, understand what they have done well and how they can improve their art pieces.

Real life experiences, including visiting Art Galleries and exploring architecture, are an integral part of our pedagogy in Art. We start each unit with the study of an artist so that the children are exposed to 'the greats'. Real pieces of Art, i.e. from Art Galleries, are explored and discussed with the children to broaden their knowledge of classic Art work. This is used as a starting point for the children's learning journey.

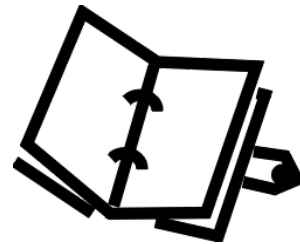
Godley Primary – Approach to teaching - Art



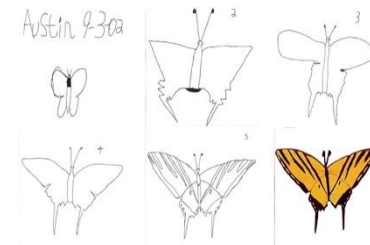
Study of an Artist



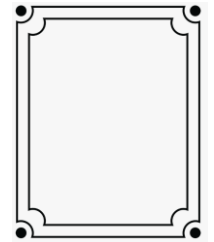
Skills Burst



Plan – Design- Develop
Ideas



Create – Produce
– Refine –
Evaluate - Analyse



Present Final
Piece

Key Threshold Concepts
Take Inspiration from the Greats - Develop Ideas – Master Techniques