



Art Curriculum Intent

Art at Linden Road Academy aims to provide sensory experiences and an opportunity for pupils to develop their skills, artistic flair and understanding of culture. It enables pupils of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials. We believe that all pupils should be able to succeed in Art with a growth mindset, resilient learning behaviours and Quality First Teaching.

In our Foundation Stage, the children are taught to express themselves using a variety of different media, materials and texture. They can use stories, role play, music and their own experiences to draw and construct their own models and art pieces. They can explore and use a variety of tools and techniques safely and independently; artistic opportunities can be found in all areas of the Foundation Stage, not just in the creative area.

Each Art project begins with a stimulus focussed on an Artist. These Artists have been chosen to ensure we provide children with artists from a range of eras and diversities. Pupils learn about the artist and the work that they do. This artist appreciation aims to evaluate the work and gives pupils the chance to reflect on what they observe, what skills they can identify and their likes and dislikes.

Following Art appreciation, pupils practice specific skills used by the artist in preparation for their first draft. Lots of teacher modelling ensures that children develop in their skills and application. Children evaluate these specific skills – questioning their effective in relation to their desired outcome.

Pupils then use the knowledge and skills they have developed to create a plan and draft of their outcome. Once completed, pupils critique and revise their draft through self and peer feedback. Specific feedback focuses on one aspect at a time to ensure feedback is specific to the area of improvement. Our model of peer critique is based on Austin's butterfly – aiming to build excellence in pupils' work.

Based on critique, pupils then create a high quality outcome, which is celebrated proudly throughout our school environment. Twitter is used to share progress and achievement in Art with parents and carers.

All of the above steps are recorded in children's individual sketchbooks, which explore and develop ideas. Here, they record their responses to artwork, notes about artists and details about developing their own work. They can also explore, try, test and improve on new techniques that they have learnt. By using their evaluative and growth mindsets, pupils make good progress and can feel a sense of pride and achievement on completion.

Each year group focuses on one drawing, painting and mixed media project, ensuring they are exposed to a broad Art curriculum that builds upon skills sequentially. By developing these skills year on year, we aim to improve on skills so that our pupils become confident and enthusiastic artists.

By the time our children move into Key Stage Three, we intend them to be artistic risk takers, evaluators, reflective and engaged learners. They will have a good knowledge of art and culture, a bank technical vocabulary, but most importantly, an appreciation of Art and confidence in what they can achieve.

You can follow our Art learning on Twitter by searching #LindenArt



Art Progression and Programme of Study

Art in EYFS

<p>Three and Four-Year-Olds Physical Development</p>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
<p>Three and Four-Year-Olds Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
<p>Reception Physical Development</p>	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
<p>Reception Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
<p>ELG Physical Development Fine Motor Skills</p>	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
<p>ELG Expressive Arts and Design Creating with Materials</p>	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas Throughout	Explores a variety of materials, tools and techniques. Experiments with colour, design, texture, form and function.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the techniques of artists and use these to inform their own ideas.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the techniques of artists and use these to inform their own ideas.	Make independent recordings and observations which influence their own work. Question, make thoughtful observations, research and discuss with others to make informed choices about how to begin their work. Explore the techniques of artists who produce artwork and use these to inform their own ideas – adapting these into their own style.			
Evaluating and developing work Throughout	Select appropriate resources and adapt work where necessary.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook, supported by adults	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook with increased independence	Make constructive comments about their own and others' work, evaluating ideas, methods and approaches in their own and others' work and using these evaluations to make edits, adaptations and improvements. Reflect on their progress with honest judgements and strive to improve ambitiously and resiliently Annotate work in sketchbook independently, freely and in their own style.			
Drawing	Use simple tools and techniques competently and appropriately.	Heroes Summer Artist – Lowry Outcome – Topic linked scene in Lowry's Stickman Style Technique Impact on art world <ul style="list-style-type: none"> Layer different media, e.g. pencil, crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time at their own level. Experiment with the visual elements; line, shape, pattern and colour. 	Bug's Life Summer Artist - Mike Libby Outcome – Sketching of Mechanism Bugs <ul style="list-style-type: none"> Layer different media, e.g. pencil, crayons, pastels, felt tips, charcoal and ballpoint and make some decisions about which tool is best Understand the use of a sketchbook and work out ideas for drawings with resilience. Use their sketchbook to collect and record visual information from different sources. Draw for increasingly longer periods of time with increasing focus. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	Defy the Force Summer Artist - Rose Benjamin Outcome – Creation of own Anime character <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources and use these as inspiration. Draw for longer periods of time with increasing focus, independence, resilience and enjoyment. Use different media to achieve variations in line, texture, tone, colour, shape and pattern and comment on which media they prefer to work with. 	Egyptians Spring George Bahgoury Outcome – Abstract Sketching of Canopic Jars <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	Survival Autumn Tokutaro Yagi Outcome – Suminagashi Sketching followed by marbling <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Adapt, refine and improve drawings and describe changes using correct terminology. Collect images and information independently in a sketchbook and use these as inspiration. Use a range of researched styles to inspire their own work and develop a unique style. Explore relationships between line and tone, pattern and shape, line and texture and confidently use a combination of these. Use different media to achieve variations in line, texture, tone, colour, shape and pattern and begin to adapt these uniquely. 	WW2 Spring Henry Moore Outcome – Sketching of abstract sculptures from the war <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media and state their preference. Adapt, refine and improve drawings and describe changes using correct terminology with confidence. Collect images and information independently in a sketchbook and use these as inspiration and critique these. Use independent researched styles to inspire their own work and develop a unique style. Explore relationships between line and tone, pattern and shape, line and texture and confidently use a combination of these. Use different media to achieve variations in line, shade and tone.
Drawing vocabulary	Pen, pencil, crayon, chalk, create, draw, colour, represent.	Key Vocabulary – Thick, Thin, Sketch, Texture		Key Vocabulary – Thick, Thin, Sketch, Texture, Grades of pencil, Scale, Refine, Alter		Key Vocabulary - :Thick, Thin, Sketch, Texture, Grades of pencil, Scale, Refine, Alter, Shading, Hatching, Blending, Scale, Proportion, Grades of pencil, Refine, Alter	



Painting



<p>Painting</p>	<p>Explores what happens when they mix colours. Experiments to create different textures.</p>	<p>Pirates Autumn Vincent Van Gogh Outcome – Pirate painting (wave scene)</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Name different types of paint and their properties.</p> <p>Begin to make choices on which tool is best for their desired outcome.</p>	<p>Explorers Spring Alan Beam Outcome – Moon and Spaceman Painting</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Begin to use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>South American Adventure Autumn Henri Rousseau Outcome – Rainforest and animal scene</p> <p>Independently experiment by mixing a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with increasing independence by using different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc and begin to make their own selection on these.</p>	<p>Super Senses Summer Claude Monet Outcome – Water scene painting</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue, with support.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create and experiment with different effects and textures with paint according to what they need for the task.</p> <p>Begin to show increasing independence and creativity with the painting process.</p>	<p>Out of This World Summer Jackson Pollock Outcome – Galaxy Splash painting</p> <p>Make and match colours with increasing accuracy and adapt these to get their desired outcome.</p> <p>Independently use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Make informed choices on choosing paints and implements.</p> <p>Plan, create, experiment and give preferences over different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Where did it all begin? Summer Emily Kame Kngwarreye Outcome – Historic art work</p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
<p>Painting Vocabulary</p>	<p>Paint, colour, mix, paintbrush, sponge, tools, print, splatter, splash, drip, stroke, thick, thin, texture, effect, light, dark.</p>	<p>Key Vocabulary – Printing, Technique, Brush size, Primary / Secondary colours, Gouge, Scrape, Shade, Acrylic / poster / watercolour paints, Artefact, Mono – printing, Motif, Wash</p>	<p>Key Vocabulary – Printing, Technique, Brush size, Primary / Secondary colours, Gouge, Scrape, Shade, Acrylic / poster / watercolour paints, Artefact, Mono – printing, Motif, Wash, Colour scheme / blocking, Spectrum, Tint, Tone, Hue, Relief / impressed method, Block printing</p>	<p>Key Vocabulary – Printing, Technique, Brush size, Primary / Secondary colours, Gouge, Scrape, Shade, Acrylic / poster / watercolour paints, Artefact, Mono – printing, Motif, Wash, Colour scheme / blocking, Spectrum, Tint, Tone, Hue, Relief / impressed method, Block printing, Warm / cold colours, Atmosphere</p>	<p>Key Vocabulary – Printing, Technique, Brush size, Primary / Secondary colours, Gouge, Scrape, Shade, Acrylic / poster / watercolour paints, Artefact, Mono – printing, Motif, Wash, Colour scheme / blocking, Spectrum, Tint, Tone, Hue, Relief / impressed method, Block printing, Warm / cold colours, Atmosphere</p>	<p>Key Vocabulary – Printing, Technique, Brush size, Primary / Secondary colours, Gouge, Scrape, Shade, Acrylic / poster / watercolour paints, Artefact, Mono – printing, Motif, Wash, Colour scheme / blocking, Spectrum, Tint, Tone, Hue, Relief / impressed method, Block printing, Warm / cold colours, Atmosphere</p>	



Mixed Media

Key Vocabulary –

Texture, effect, mould, mix, create, roll, stretch, squeeze, flatten, construct, join, cut, fold, weave.

Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Construct with a purpose in mind, using a variety of resources.

Select tools and techniques needed to shape, assemble and join materials.

Rumble in the Jungle

Summer
Henri Matisse
Outcome – Jungle collage

Key Vocabulary -

Texture, Construct, Join, Natural, Man – made, Form, Recycled

To begin to use different media to achieve variations in line, texture, tone, colour, shape and pattern.

To begin to experiment with, construct and join recycled, natural and man-made materials more confidently.

To begin to develop skills in joining for a desired effect.

Africa

Autumn
Thanduve Muriu
Outcome – Repeated pattern weaving

Key Vocabulary – Weaving, Surface, Transparent, Opaque, Manipulate, Recycled

To begin to use different media to achieve variations in line, texture, tone, colour, shape and pattern.

To begin to experiment with, construct and join recycled, natural and man-made materials more confidently.

To begin to plan, design and evaluate their weaving pattern.

To use a variety of materials guided by an adult for a desired effect.

Invaders – Mosaic

Spring
Antonio Gaudi
Outcome – Roman mosaic

Key Vocabulary – Tiles, Pattern, Symmetry, Linear, Non-linear, Ceramic, Design

Name the tools and materials they have used.

To develop further skills and use different media to achieve variations in line, texture, tone, colour, shape and pattern.

To explore their skills to join clay adequately and work reasonably independently.

To experiment by constructing a simple clay base for extending and modelling other shapes.

Make some informed choices about the 3D technique chosen.

To develop an understanding of shape, space and form.

To develop their skills when planning, designing, making and adapting models based on their evaluations.

Begin to experiment with the use a variety of materials.

Save our World

Autumn
Andy Goldsworthy
Outcome – Making art with natural materials

Key Vocabulary –Natural materials, Recycled, Collage, Joining, Pattern, Shape, Form, Construct

Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

Experiment with, construct and join recycled, natural and man-made materials.

To use research to develop their skills when planning, designing, making and adapting models based on their evaluations.

Egyptians – Canopic Jar

Spring
George Bahgoury
Outcome – Clay Canopic Jar

Key Vocabulary – Carving, Surface, Mould, Manipulate, Sculpt, Tools, Clay

With an increased independence match the tool to the material.

Combine skills more readily.

Refine and alter ideas and explain choices using subject specific vocabulary.

Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

Join clay adequately and work with some support.

Construct a simple clay base for extending and modelling other shapes, following advice from supporting adults.

Justify some of the choices they made about the 3D technique chosen.

Begin to show an understanding of shape, space and form.

Plan, design, make and adapt models based on their evaluations

Use a variety of materials.

WW1 – Clay Poppies

Spring
Barbara Hepworth
Outcome – Clay poppies

Key Vocabulary – Plan, Coils, Slips, Slabs, Form, Model, Surface

Join clay adequately and work reasonably independently.

Construct a simple clay base for extending and modelling other shapes.

Make informed choices about the 3D technique chosen following class discussions and peer critique.

Independently match the tool to the material.

Combine skills more readily and purposefully.

Refine and alter ideas and explain choices using an art vocabulary.

Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

Show some independent understanding of shape, space and form.

Plan, design, make and adapt models after self and peer evaluation.

Talk about their work understanding that it has been sculpted, modelled or constructed.

Use a variety of materials and suggest their preferences.

Is it Worth the Risk?

Autumn
Frederic Edwin Church
Outcome – creation of the Aurora Borealis – Northern Lights with Chalk and other media

Key Vocabulary – Blend,, Texture, Colour, Hue, Tint, Shade, tone and value.

Use different media with increasing confidence to achieve variations in line, texture, tone, colour, shape and pattern.

To experiment with the use a variety of materials and techniques.

To develop their skills when planning, designing, making and adapting models based on their evaluations.

WW2

Spring
Henry Moore
Outcome – Abstract War Sculptures

Key Vocabulary – Sculpture, Model, Construct, Slabs, Coils, Slips

Confidently show awareness of the potential of the uses of material.

Use different techniques, colours and textures etc when designing and making pieces of work.

To be expressive and analytical to adapt, extend and justify their work.

Join Modroc adequately and work independently.

Construct a simple Modroc base for extending and modelling other shapes with independence.

Make informed choices about the 3D technique chosen.

Show an understanding of shape, space and form.

Use constructive and evaluative skills confidently to plan, design, make and adapt models.

Use a variety of materials and make informed decisions about which to use for the best outcome.





Topic Overview

<u>TERM</u>	<u>YEAR</u>	<u>TOPIC</u>	<u>WIDER CURRICULUM LINKS</u>	<u>ARTIST</u>	<u>METHODS AND TECHNIQUES</u>	<u>MEDIA</u>
AUTUMN	FS1	I wonder if you have heard this one? I wonder if dinosaurs lived in zoos?	Computing Geography History DT	Jackson Pollock Shozo Shimatoto Yayoi Kusama	Drip Dropping Dots	Paint
	FS2	I wonder if you have heard this one? I wonder if dark is important?		Vincent Van Gogh	Impasto (Paste and mixture of thick paint on canvas)	Paint
	1	Pirates		Vincent Van Gogh	Impasto (Paste and mixture of thick paint on canvas)	Paint
	2	Africa		Thanduve Muriu	Photography (Celebrate and challenge culture)	Mixed Media
	3	South American Adventure		Henri Rousseau	Absence of correct proportions (one-point perspective and use of sharp unnatural colours)	Paint
	4	Save Our World		Andy Goldsworthy	Dry stone construction (Weight, balance and symmetry to hold structures together)	Mixed Media
	5	Survival		Tokutaro Yagi	Japanese Marbling (Floating colours and blowing through a straw)	Draw/Paint
	6	Is it worth the risk?		Frederic Edwin Church	Detailed graphite drawing and oil sketches (To create landscape on a grand scale)	Mixed Media



SPRING	FS1	I wonder why it is cold? I wonder what is beyond the sky?	Computing Geography History DT	Piet Mondrian	Cubism	Mixed Media Paint
	FS2	I wonder what makes a hero? I wonder what's under my feet?		Stephen Wiltshire	2d forms	Mixed Media
	1	Heroes		Betye Saar	Etching	
	2	Explorers		Laurence Stephen Lowry	Straight forward style (Block colours and simplified perspective)	Draw
	3	Invaders		Alan Bean	A mixture of painting and sculpture, textured with lunar tools (Sprinkled with bits of Apollo 12 and moon dust from ocean storms)	Paint
	4	Egyptians		Antonio Gaudi	Model making (Detailed architecture)	Mixed Media
	5	The Great War		George Bahgoury	Cubist style paintings (Tap into the colourful history of Egyptian culture)	Draw/ Mixed Media
	6	WW2		Barbara Hepworth	Direct carving (Abstract shapes)	Mixed Media
				Henry Moore	Line drawing and cross-hatching gouache, chalk and crayon (Bringing two dimensional forms to life)	Draw



SUMMER

SUMMER	FS1	I wonder how I will get there? I wonder why I came from?	Computing Geography History DT			
	FS2	I wonder if it is real? I wonder where we will go?		Arkim Boldo Laurence Stephen Lowry	fruits, vegetables, flowers, fish and books Straight forward style (Block colours and simplified perspective)	Mixed Media /Sculpture Drawing
	1	Rumble in the Jungle		Henri Matisse	Pure colours and the white of exposed canvas (Creating a light-filled atmosphere)	Mixed Media
	2	Bug's Life		Mike Libby	Antique watch parts and electrical components (Creation of new hybrid species)	Draw/ Mixed Media
	3	Defy The Force		Rose Benjamin	Anime (Cartoon style)	Draw
	4	Super Senses		Claude Monet	Broken colour (Oil paint to achieve the sensation of light itself)	Paint
	5	Out of This World		Jackson Pollock	Drip (Pouring paint straight from a can or along a stick onto a flat canvas)	Paint
	6	Where Did it All Begin?		Emily Kame Kngwarreye	Abstract art and Eastern aesthetics (Large brushed laden with paint pushed on to canvas)	Paint



Linden Road Academy – Art Construct – Sequence of Lessons

