

Art Curriculum Whole School vision

All pupils in school will have their own sketchbook where their Artwork is recorded.

Pupils in KS2 will keep their sketchbook until it is full. This is likely to be a sketchbook for Year 3 and 4 and then a new one for Year 5 and 6. They will be encouraged to look back at their artwork to understand their own artistic style as it develops.

Units of work will be planned to cover one half term and will ensure that pupils learn and practice the skills required to confidently produce a final piece.

They will be taught about a wide range of artists, usually linking to the History and Geography topic they are studying. This may also link to their novel study. Pupils will be taught about artists of the North East and artists in the wider world.

Where there is not an artist that fits specifically with the topic, a similar artist will be shared to link with the skills and personality traits.

E.g. Year 4 Art topic: Roman mosaics

Artist focus: Antoni Gaudi

Pupils will also be taught about the different career paths they can follow linking to the Artwork they produce e.g.

Year 2 artist focus: Quentin Blake.

Career focus: Illustrator.

Progression in Art

National Curriculum		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, 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 		
	EYFS	Year 1	Year 2	
Using Materials	<ul style="list-style-type: none"> Use a range of materials to design and make products. Use sculpture to share ideas, experiences and imagination. 	<ul style="list-style-type: none"> Develop accurate cutting skills. Learn how to roll and coil materials. Use IT to create an image (Computing link) 	<ul style="list-style-type: none"> Create a print using different skills including: rubbing, rolling, stamping. Introduce clay and understand how to join clay. 	
Drawing and Sketching	<ul style="list-style-type: none"> Introduce and experiment: 4B (hard pencil) 2H (soft pencil) Use a sketchbook to record ideas and artwork 	<ul style="list-style-type: none"> Continue with 4B and 2H to create lines of different thickness. Introduce and experiment: 6B (dark, hard pencil) 4H (light, soft pencil) 	<ul style="list-style-type: none"> Continue with 4B, 2H, 6B and 4H. Choose from this set when drawing. 	
Colour and Pattern	<ul style="list-style-type: none"> Use painting to share ideas, experiences and imagination. Develop a wide range of art and design techniques in colour, pattern, texture, 	<ul style="list-style-type: none"> Learn the names of primary and secondary colours. Create a repeating pattern using paint. Understand the mood of colours e.g. blue = sad. 	<ul style="list-style-type: none"> Mix primary colours to create secondary colours. Experiment with adding white and black to paint to tint and tone. 	



	line, shape, form and space		
Artist Focus	<ul style="list-style-type: none"> Introduce the job of an artist, designer and craft maker. Share well known artists. 	<ul style="list-style-type: none"> Talk about an artist and give an opinion on their work. Discuss what pupils notice about the artwork. Ask questions about artwork. 	<ul style="list-style-type: none"> Respond to artwork by creating a piece in a similar style or in response. Discuss the use of colour and pattern.

National Curriculum	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 			
	Year 3	Year 4	Year 5	Year 6
Using Sketchbooks	<ul style="list-style-type: none"> Create sketches to practice a skill in order to create a final piece. Use digital imagery to create Art. (Computing Link) 	<ul style="list-style-type: none"> Link digital imagery to artwork to link them together. (Computing Link). Use sketchbooks to practice specific skills: <ul style="list-style-type: none"> -Facial and human sketching. -Experimenting with pattern, lines and texture. -Use photographs 	<ul style="list-style-type: none"> Use sketchbooks as a resources for experimenting and refining previously taught skills: <ul style="list-style-type: none"> -Mark/line making -Building texture -Creating emotion through different medias Alter images to create Art. (Computing link) 	<ul style="list-style-type: none"> Justify and explain the use of particular tools to create a piece of artwork. Give constructive feedback on famous Art. Act upon feedback to improve artwork. Use a variety of image editing programmes to



		as inspiration and support.	to digital imagery)	create art.
Drawing, Painting and Sculpture	<ul style="list-style-type: none">• Introduce a small set of sketching pencils including ones previously experienced.• Learn how to shade, create tone and texture.• Begin to draw people focusing on faces and different expressions.	<ul style="list-style-type: none">• Continue to use a set of sketching pencils.• Learn how to create marks and lines to create texture.• Sculpt using clay.• Print using 4 colours to understand the effects of overlay.• Show facial expressions in sketches and paintings.	<ul style="list-style-type: none">• Build upon the mark making and lines learnt in Year 4 to create drawings with control.• Use shading to create mood and feeling.• Create an accurate print design by following a given criteria.• Confidently express emotion through Art using techniques taught previously.	<ul style="list-style-type: none">• Use a full range of sketching pencils confidently.• Use a full range of artistic tools confidently including: pastels, charcoal and pencils.• Understand how to create maximum impact through a choice of media.
Artist Focus	<ul style="list-style-type: none">• Identify the techniques used by an artist.• Compare different artists.• Share art from different cultures and historical periods	<ul style="list-style-type: none">• Identify some of the features of art building upon the techniques learnt about previously.• Experiment with a variety of artistic styles.• Begin to understand how artistic technique is developed (DT link)	<ul style="list-style-type: none">• Share previous knowledge and ask questions about an artist.• Research a focus artist to find answers to questions.	<ul style="list-style-type: none">• Understand and begin to identify how artists are influenced by other famous artists.• Learn that artists often convey a message through Art.• Identify the message of famous artworks.