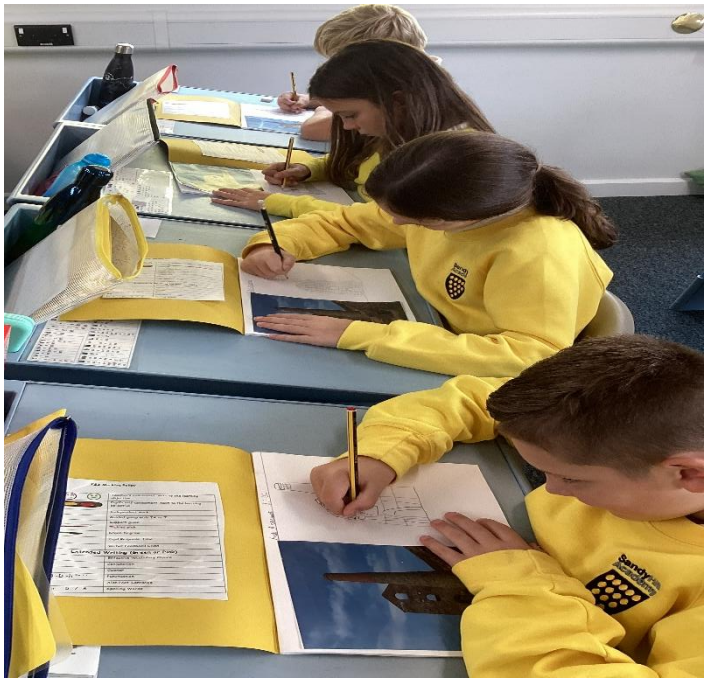
Sandy Hill Academy



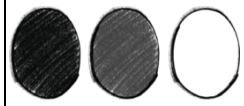
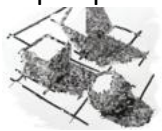
Art Curriculum

Art Overview

	Autumn	Spring	Summer
Years 1-6	**Drawing** 	**Painting** **Printing**  	**Sculpture** 

A drawing focus will be continued throughout each term.

Art: Progression of Skills and Knowledge

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught: ♣ 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.		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ 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.			
		The National Curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.					
Drawing- Monochromatic		What is drawing?  <u>Practical Skills</u> <u>Drawing Skills</u> Pupils will know how to use a pencil. Pupils will have explored	How can patterns be used in art?  <u>Practical Skills</u> <u>Drawing Skills</u> Pupils will revise the parts of a pencil.	How do artists draw faces?  <u>Practical Skills</u> <u>Drawing Skills</u> Pupils will revise how grip can impact our	How do artists draw perspective?  <u>Practical Skills</u> <u>Drawing Skills</u> Pupils will revise how to control a pencil to create lines and values.	How can we find our own style of drawing?  <u>Practical Skills</u> <u>Drawing Skills</u> Pupils will use observational	What mistakes can artists make when drawing faces?  <u>Practical Skills</u> <u>Drawing Skills</u>

		pressure and grip. <u>Elements of Art</u> Pupils will know the definition of line and shape. Pupils will begin to understand the concept of value. <u>Theoretical Knowledge</u> Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries. <u>Disciplinary Knowledge</u> Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.	Pupils will control a pencil with increased precision. Pupils will learn to use a guide to keep our drawings more precise. <u>Elements of Art</u> Pupils will know the definition of line, shape, and space. Pupils will explore how to use lines and space to create patterns. Tools Pupils will use scissors accurately and safely. Pupils will use glue appropriately. <u>Theoretical Knowledge</u> Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work. Pupils will know how designers	control of a pencil. Pupils will revise the parts of a pencil. Pupils will explore how marks can be used to create an impression of texture. Pupils will explore how lines and shapes can create artistic impressions of facial features. Pupils will learn to draw from observation. Pupils will learn how to use shapes to support drawing. Pupils will use value and texture whilst drawing. <u>Elements of Art</u> Pupils will know the definition of texture, line and shape. <u>Theoretical Knowledge</u>	Pupils will learn how to draw a basic shape with the appearance of form. Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective. Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective. Pupils will learn how to shade using hatching, cross-hatching and stippling. <u>Elements of Art</u> Pupils will know the definitions of line, shape, form, and value and will	skills to notice details. Pupils will use shapes to guide their observational drawings. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will draw in a geometric style. <u>Elements of Art</u> Pupils will use values and lines to create form. <u>Theoretical Knowledge</u> Pupils will learn that artists can have an artistic style. Pupils will explore how they can develop their	Pupils will use close observation when drawing. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will use shapes to guide their observational drawings. <u>Elements of Art</u> Pupils will use values to create form. <u>Theoretical Knowledge</u> Pupils will learn about artists from around the world. <u>Disciplinary Knowledge</u> Pupils will develop a vocabulary to describe common errors

			impact how our homes look. Pupils will know how humans can use patterns during celebrations. Pupils will know that humans have been designing patterns for thousands of years worldwide. Pupils will know that art can be in our homes as decoration. Pupils will recognise patterns in nature. <u>Disciplinary Knowledge</u> Pupils will evaluate their own work. Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.	Pupils will know that artists must practise specific skills to improve. Pupils will learn that different artists can represent facial features differently. <u>Disciplinary Knowledge</u> Pupils will begin to explore how art can connect with emotions. Pupils will learn the differences between landscape, portrait, and still life. Pupils will evaluate their work and learn how they can learn from others.	use value and line to create form. <u>Theoretical Knowledge</u> Pupils will know that art can involve experimentation. Pupils understand that artists only sometimes know how to capture perspective (challenge activity). <u>Disciplinary Knowledge</u> Pupils will consider what makes an artist successful. Pupils will consider what it means to be inspired by artists' work. Pupils will evaluate their own art process.	own artistic style. Pupils will learn about artists who work in different styles. <u>Disciplinary Knowledge</u> Pupils will describe the style of artworks with appropriate vocabulary. Pupils will know that art doesn't have to be realistic. Pupils will explore what the definition of art is. Pupils will evaluate their own work and the work of others.	made in realism portraits Pupils will understand that art can be practised and improved upon. Pupils will learn how artists can use reference material. Pupils will evaluate their own work and the work of others.
Painting- Chromatic		Does abstract art mean anything?	How can artists use colour?	What is illustration?	Why do artists keep sketchbooks?	How realistic do portraits need to be?	Can art help save the planet?

		 Practical Skills Colour Theory Identifying the 3 primary colours, and mixing to make secondary colours. Elements of Art Knowing the definition of line, shape, space and colour. Tools Learn the parts of a brush. Controlling a brush. How to rinse a brush between colours. Using acrylic paints. Disciplinary Knowledge (how art is studied, discussed and judged)	 Practical Skills Colour Theory Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours. Begin to recognise the colour wheel. Creating colour palettes. Elements of Art Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. Tools Use a sketch to create guide lines for painting. Disciplinary Knowledge (how art	 Practical Skills Colour Theory Revise primary colours and secondary colours. Blending colours. Revise complementary colours. Tools Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they're different to acrylic paint. Techniques Use a sketch to create guide lines for painting.	 Practical Skills Tools Revise how to use watercolour paints. Techniques Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. To consider the steps to compose a collage. Creating a collage using scissors. Disciplinary Knowledge (how art is studied,	 Practical Skills Colour Theory Revise primary and secondary colours. Learn to mix skin tones. Tools Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint. Techniques Use ripped paper collage to create a self-portrait. Use shapes to guide the composition of a portrait.	 Techniques To use precision in collage. To use the elements of art in design. Use pencil rubbing to transfer a design sketch. To use the grid method to transfer an image. Use shapes to guide the composition of an animal. Tools Use watercolour paints with proficiency. Disciplinary Knowledge (how art is studied, discussed and judged)

		Identifying abstract and realism paintings. Begin to understand how art can cause an emotional response. Know that art can have meaning. Consider some of the reasons that people create art. Describing abstract art. Beginning to evaluate our own art. To compare differences and similarities between artwork. <u>Theoretical Knowledge (Culture and Context)</u> Learning about the work of abstract painters.	<u>is studied, discussed and judged)</u> Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work. <u>Theoretical Knowledge (Culture and Context)</u> Knowing that where an artist lives can effect what they create. Learning that artists do not have to directly create every piece of art that is attributed to them.	Identifying shapes and lines whilst we recreate an image. <u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work. Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint. <u>Theoretical Knowledge (Culture and Context)</u> Learning about the work of illustrators.	<u>discussed and judged)</u> Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks. <u>Theoretical Knowledge (Culture and Context)</u> Understanding how architects can respond to current issues, such as sustainability. Understanding that the context of the painting or artist can influence how we understand it. To know the difference between drafting and sketching.	Use measurements to control proportions in a face. Use sketches to create guide lines for painting a miniature. <u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Use the seven elements of art to talk about artwork. Consider who decides how much art is worth. Consider how art can be an exploration of who we are and how we want others to see us. Consider that we can use art to express	Consider whether designs on t-shirts can be called art. To use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. Know that art doesn't have to be realistic. <u>Theoretical Knowledge (Culture and Context)</u> To consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can

		Know that some artists make art for different purposes. Know that art can be displayed in a gallery, a museum, a sketchbook or a home. Know that artists can come from all around the world.	Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists work by recognising their style.	Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence.	Learn how technology can influence art.	something that isn't visible to the eye. Know that art doesn't have to be realistic. Evaluating our own art process. Consider how colour can be used in portraiture. <u>Theoretical Knowledge (Culture and Context)</u> Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists.	reduce, reuse or recycle.

Sculpture		Why do sculptors sculpt?  <u>Practical Skills Clay Techniques</u> Pupils will know what clay is and where it comes from. Pupils will shape clay into balls, slabs and coils. Pupils will imprint into clay with different objects. Colour Theory Pupils will identify and mix the three primary colours to make secondary ones. Elements of Art <u>Tools</u> Pupils will control a small paintbrush.	How have castles inspired artists?  <u>Practical Skills Clay Techniques</u> Pupils will wedge clay to prepare it. Pupils will join using 'score and slip'. Pupils will create a relief design. Colour Theory Pupils will identify how to create grey and brown, using the three primary colours and white and black paint. Elements of Art Pupils will identify shapes in forms to	How can where you live impact you as an artist?  <u>Practical Skills Clay Techniques</u> Pupils will create a pinch pot. Pupils will mould a 3D plant sculpture. Elements of Art Pupils will identify shapes in plants and understand the definition of shape. <u>Tools</u> Pupils will control a paintbrush for increased precision. Other Pupils will experiment with a range of ideas whilst sketching.	What can pottery tell us about the past?  <u>Practical Skills Clay Techniques</u> Pupils will create a coiled pot using a pinch pot as a base. Pupils will experiment and design a unique lid design. Pupils will develop mastery of joining clay effectively to be visually pleasing. <u>Tools</u> Pupils will control a paintbrush for increased precision. <u>Disciplinary Knowledge</u>	How can flowers inspire artists?  <u>Practical Skills Clay Techniques</u> Pupils will know what the four different types of clay are. Pupils will mould clay with a focus on delicacy and precision. Colour Theory Pupils will create tints, shades and tones with paint. Pupils will know what analogous colours are and experiment with different combinations.	How can food inspire artists?  <u>Practical Skills Clay Techniques</u> Pupils will demonstrate proficiency with clay. Pupils will design a sculpture, considering the emotional response created. Pupils will learn to consider the viability of designs. Pupils will know that you can sculpt clay around something, like foil, to build larger structures. <u>Colour Theory</u> Pupils will increase the range of colours used for effect.

		<u>Disciplinary Knowledge</u> Pupils will identify sculptures and non-sculptures. Pupils will know some of the reasons people make sculptures. Pupils will begin to understand how art can cause an emotional response. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about the work of two craft makers and discuss responses to the work.	support drawing a 3D object. <u>Tools</u> Pupils will control a paintbrush for increased precision. <u>Disciplinary Knowledge</u> Pupils will know that some sculptures have a practical purpose, while others are decorative. Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u>	Pupils will cut identified shapes into collages. <u>Disciplinary Knowledge</u> Pupils will understand what can influence artists (being inspired by where they live). Pupils will formally respond to a piece of art. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about how location influenced various Mexican artists and craft makers. Pupils will learn about how their location influenced a diverse range of artists.	Pupils will know that art can reflect what life was like a long time ago. Pupils will formally respond to a piece of art and share what it teaches us about times in history. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will know that art can reflect societal and/or religious beliefs.	<u>Elements of Art</u> Pupils will explore the shape and form within flowers. <u>Disciplinary Knowledge</u> Pupils will understand what can influence artists (flowers). Pupils will reflect on the purpose of a sculpture. Pupils will present and share responses to a piece of art. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about how flowers have influenced artists.	<u>Tools</u> Pupils will learn how brush choices influence outcomes. <u>Disciplinary Knowledge</u> Pupils will understand what can influence artists (food). Pupils will consider why artists choose one medium over another. Pupils will understand that artists can develop recognisable styles. Pupils will consider who buys a sculpture. Pupils will consider who decides the value of art. Pupils will evaluate their own work. <u>Theoretical Knowledge (Culture and Context)</u>

			Pupils will learn about a ceramic factory and the work it produces. Pupils will know that art has been created throughout history and worldwide.			Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.	Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.
Exploring and developing ideas (Ongoing)		Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for work and develop ideas. Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures and	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 differences and similarities within the work of artists, crafts	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 roles and purposes of artists, craftspeople and designers working in different times and cultures	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 roles and purposes of artists, craftspeople and designers working in different times and cultures	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 roles and	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 roles and purposes of artists, craftspeople and designers working in different times and cultures

		making links to their own work.	people and designers in different times and cultures and making links to their own work.			purposes of artists, craftspeople and designers working in different times and cultures.	
Evaluating and developing work (Ongoing)		Review what they and others have done and say what they think and feel about it. E.g. Annotate sketch book using language of art, craft and design. Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketch book using language of art, craft and design. Identify what they might change in their current work or develop in their future work Annotate work in their sketchbook	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook