



Art & Design Class Curriculum Plan Whole School 2021-2022

Intent

At Castle View Primary School, we believe that Art and Design is a vital part of children’s education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities it offers our children. A high quality Art and Design Curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are able to express their individuality and originality whilst stimulating their own imagination. Art and Design enables children to be creative and allows themselves to be perceived as artists, appreciating and evaluating the work of a range of artists and diverse cultures within School and their local community. Children will have the opportunity to understand how Art and Design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Children will appreciate the visual arts and develop a knowledge of significant artists, crafts people and designers, increasing their critical awareness of the roles and purposes of art at different times and in different cultures. As they progress, they should be able to think critically and develop a more rigorous understanding of Art and Design and have more control over its significance.

EYFS

In Early Years, we follow the children’s interest and therefore do not have set topics. We endeavour to make learning active, hands on and most importantly, fun.

Art- (Physical Development and Expressive Arts and Design)

Skills, Techniques and Purpose

Drawing

- To experiment drawing using a range of materials e.g. crayons, pencils, chalk.
- To explore drawing basic lines and shapes e.g. circles, squares and triangles.
- To explore drawing on different surfaces e.g. cotton, paper, sand, water.
- To draw things from imagination and observation.

Painting- (Physical Development and Expressive Arts)

- To learn how to hold and control a paintbrush.
- To learn how to wear a painting apron.
- To experiment with what paint can do.
- To explore using a variety of painting tools e.g. brushes, sponges, tissue, string, fabric.
- To explore what happens when colours are mixed together, experimenting to discover ‘new’ colours.

Art- (Physical Development, Expressive Arts and Design, Communication & Language)

Generating Ideas, Knowledge and Evaluation

Generating Ideas- (Conceptual)

- To learn how ideas, change, grow and develop as they produce art work.
- To create art from personal experiences and imagination.

Knowledge- (Factual)

- To investigate different works of art and highlight what they like about the art work.
- To orally describe their work to others using words.

Evaluation- (Metacognition)

- To have opportunities to make creative decisions about their work.
- To develop skills in orally describing their thoughts and ideas about their work.
- To look at their work and the work of others and discuss what they can see.



	<p><u>3D form- (Physical Development and Expressive Arts)</u></p> <ul style="list-style-type: none"> To explore using different malleable materials e.g. clay, salt-dough, playdough, wire. To experiment with cutting, forming and joining familiar 3D shapes using scissors comfortably. To join materials together e.g. glue, tape, staples, string. <p><u>Printing- (Physical Development and Expressive Arts)</u></p> <ul style="list-style-type: none"> To experiment with rubbings e.g. leaf, brick or coins. To print using a variety of found objects and body parts e.g. hands and feet. To imprint onto a range of textures e.g. newspaper, coloured paper. 	
	<p>Drawing: drawing, crayons, pencils, chalk, sand, water, cornflour, paint, lines, circles, squares, triangles, imagine Painting: paint brush, sponge brush, paint, colour mixing 3D Form: malleable, materials, rolling, pinching, kneading, recyclable, joining, glue, tape, staples, string, cut, shapes, scissors, shape cutters, hole punch Printing: print, rubbing, objects, pattern, hand, feet, fingers, materials</p>	
	<p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> Crayons, pencils and chalk are different drawing materials. Colour mixing is when colours are mixed together to create a new colour. Paintbrushes are used to paint with. Glue, tape and string can be used to join materials together. An artist is someone who creates drawings and paintings. 	
<p>Character Values</p>	<p>Playing and exploring (Resilience): I am willing to have a go. I can show a can do attitude. Active learning (Responsibility): I am proud of how I have accomplished something. Creating and Thinking Critically (Expression): I can have my own ideas. I can review how well my approach worked.</p>	
<p>Year 1 Retrieval</p>	<ul style="list-style-type: none"> An understanding of colour mixing. An understanding that when colours are mixed together they create new colours. Knowing a range of drawing tools e.g. pens, pencils, chalk Knowing how to hold and use a paintbrush and apron. 	



Year 1

Skills, Techniques and Purpose

Drawing

- To use and explore different drawing tools e.g. charcoal, crayons, pencils, graphite sticks.
- To develop their ability to use and apply the formal elements of line and shapes with some control when drawing e.g. pencils and crayons.
- To draw lines of different thicknesses e.g. thick and thin
- To begin to explore the concept of light and dark, learning how to create both values through mark making.
- To draw for pleasure, developing an interest for things in the world around them.

Painting

- To know and explore different types of paint e.g. acrylic, water-colour and powder paint.
- To know different types of painting surfaces and experiment on these e.g. paper, card, fabrics.
- To name the primary colours and begin to discover different colours e.g. secondary colours.
- To develop skills in mixing paint to ensure the correct amount of paint is on the brush.
- To begin to explore the concept of light and dark, learning how to create both values.

Textiles

- To identify different types and textures of fabric and materials.
- To match and sort materials according to their qualities e.g. colour, size, texture, shape.
- To use simple methods of stitching two pieces of fabric together e.g. a running and whip stitches.
- To know and apply ways of adding colour to textiles e.g. fabric crayons, paint.



Generating Ideas, Knowledge and Evaluation

Generating Ideas- (Conceptual)

Sketchbooks- To practise and try out ideas and techniques. To show their initial thoughts and feelings. To show evidence of their take on an artist's skills and techniques.

Develop and share ideas- To develop ideas based on an idea linked to a theme or topic being studied.

Experiences and imagination- To create art from things that have happened to them, things they love or imagine.

Knowledge- (Factual)

Artists, Craftspeople and Designers- To study famous works of art. To describe what they can see and what they like.

Formal Elements- To recognise when they use formal elements such as *colour, line, shape and patterns* and describe how they have used them.

Evaluation- (Metacognition)

Identify similarities and differences to others' work- To have opportunities to make creative decisions about their work.

To form opinions about their work and that of others, saying what they think like and dislike about their art.

Make choices and decisions- To look at their work and the work of others and recognise what is the same and what is different.



	<p><u>Collage</u></p> <ul style="list-style-type: none"> To sort, collect and group materials from a range of sources according to their qualities e.g. shiny, soft. To create images from a variety of different media e.g. photocopies, fabric, crepe paper. To cut, fold, crumple and tear materials to create images. To know different ways of securing materials together. 	
	<p><u>Key Vocabulary:</u> Drawing: differences, similarities, tools, charcoal, pencils, crayons, line, shape, control, thick, thin, light, dark. Painting: brushes, tools, primary colours, secondary colours, acrylic, poster paint, powder paint, water colour, light, dark, mixing. Textiles fabric, materials, match, sort, qualities, colour, size, texture, shape, stitch, running, whip, fabric crayons, colour. Collage: sort, collect, group qualities, media, photocopies, fabric, crepe paper, cut, fold, crumple, tear.</p>	
	<p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> Lines and shapes can vary in thickness. Lightness and darkness can be achieved using different forms of media e.g. pencils. The three primary colours are red, yellow and blue. Water colour and powder paint are two different paint types. A collage is made by sticking different materials together to make a picture. 	
<p>Character Values</p>	<p>Responsibility- I have pride in the art work within their sketchbook. Expression- I can articulate what I felt went well and how it could be improved. Resilience- I can continually try when experimenting with different art materials e.g. paints and pencils.</p>	
<p>Year 2 Retrieval</p>	<ul style="list-style-type: none"> Knowledge of the primary colours. Knowledge of a range of drawing tools that can be used to draw and mark make. An idea of the terms 'light and 'dark' when sketching. 	
<p>Year 2</p>	<p><u>Skills, Techniques and Purpose</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> To show greater skill and control when using the formal elements to draw lines and geometric shapes. To learn how to control the pressure of drawing materials to create lighter and darker tones and marks. 	<p><u>Generating Ideas, Knowledge and Evaluation</u></p> <p><u>Generating Ideas- (Conceptual)</u> <i>Sketchbooks-</i> To demonstrate their ideas using a variety of different media. To use annotation to show how their ideas have progressed. To make notes to show what changes they have made.</p>

- To experiment with shading, shading areas without spaces or gaps.
- To use and learn the differences and similarities between a range of different sketching pencils (hard and soft) as well as crayons, felt-tips, charcoal etc and other materials such as wire, wool, straws etc to create expressive drawings.
- To develop a sense of what they like to drawing and learn to improve their style from a range of sources including observation and secondary sources.

Painting

- To identify different paintbrushes and painting equipment, knowing different methods to apply paint e.g. spray, brush.
- To develop brush control, learning to use different types of paint and painting surfaces with confidence.
- To learn to measure and mix the paint needed and apply paint sensitively with control.
- To learn to create effects such as spattering, stippling, dripping, pouring etc to paint expressively.
- To know how to use primary colours to mix and make finer variations of secondary colours.
- To understand why light colours, appear to be to us and dark objects look further away, then explore this in their art.

3D form

- To join two pieces of clay together by scoring, moistening and blending surfaces.
- To impress and apply decoration to their work by producing surface patterns and textures using different tools.
- To demonstrate an understanding of how to finish work e.g. glaze, paint, polish.
- To shape, form, construct and model from observation and imagination.

Printing

Develop and share ideas- To begin to work over longer periods of time. To have opportunities to make choices and express their ideas about the type of art they want to make.

Experiences and imagination- To study the work of artists and use these elements to influence their own work.

Knowledge- (Factual)

Artists, Craftspeople and Designers- To study famous works of art, learning how and when they were made. To describe what they can see, as well as the emotions conveyed from the art.

Formal Elements- To make more complex art forms using the properties of line, tone, colour, texture, pattern and shape. To describe confidently when using these in their work.

Evaluation- (Metacognition)

Identify similarities and differences to others' work- To verbally describe their thoughts, ideas and intensions confidently. To discuss how they could improve their work. To offer advice to others understanding that all artists do this.

Make choices and decisions- To look at their work and the work of others, describing what they can see including colour, line, shape, texture and pattern.



	<ul style="list-style-type: none"> To experiment with a growing range of objects (hard and soft) e.g. sponge, fruit, corks. To experiment with Monoprinting to make prints (applying printing ink to a surface, draw into the ink and take a print). To make own relief printing blocks (adding string shapes or pieces of wood to corrugated cardboard). To combine prints taken from different objects. 	
	<p><u>Key Vocabulary:</u> Drawing: line, shapes, control, pressure, light, dark, tones, shading, observation. Painting: paint brushes, paint, control, surface, measure, effects, primary, secondary, light, dark. 3D form: clay, scoring, moistening, blending, surfaces, together, impress, apply, decoration, surface patterns. Printing: experiment, objects, Monoprinting, combine, prints, printing, transferring, image.</p>	
	<p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> Shading improves a drawing by creating a 3D effect. Different pressures made with a pencil creates different effects. The 3 secondary colours are purple, orange and green. A print involves transferring an image from one surface to another. 	
<p>Character Values</p>	<p>Responsibility- I have pride in the art work within their sketchbook. Expression- I am curious when researching artists and use these to influence their own art work. Respect and Tolerance- I can be understanding when offering advice to peers.</p>	
<p>Year 3/4 Retrieval</p>	<ul style="list-style-type: none"> An understanding of how to control the pressure of drawing materials. To have experimented with some shading. To have an idea of different paintbrushes and equipment. To know the primary colours and how to mix the secondary colours. 	
<p>Year 3/4</p>	<p><u>Skills, Techniques and Purpose</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> To identify and draw the 2D and 3D geometric shapes in nature and the world around them. To create dark and light tones showing control of different media e.g. pastels, charcoal, pencils. To further explore shading and blend shade to create different tones and rub out rough edges to refine them. 	<p><u>Generating Ideas, Knowledge and Evaluation</u></p> <p><u>Generating Ideas- (Conceptual)</u> <i>Sketchbooks-</i> To express their feelings about various subjects and describe their likes and dislikes. To keep notes, writing explanations of their sketches and any changes made. To show the knowledge and art history that they have learnt through exploring artists view, styles and techniques <i>Develop ideas-</i> To create art for expression, imagination and pleasure. To work from memory, imagination or reimagine what they know.</p>

- To work with a range of media including charcoal, crayons, biro etc, knowing the similarities and differences between them and know when to select the most suitable for the task they need.
- To describe, copy and imagine how things might have looked in the past, another place of culture.

Painting

- To paint with increasing control and precision when painting detail, lines and edges.
- To understand the different purposes different paintbrushes and painting equipment have e.g. small for detail and large for washes.
- To understand how other artists' paint, applying different elements of this to their own work.
- To understand how to paint with expression by combining traditional painting methods with unusual tools e.g. sticks, fabrics.
- To be able to mix secondary and tertiary colours to paint with and use colour, textures, lines and shapes to express ideas
- To understand how to create depth by varying tones and colours such as skies and landscapes.

Textiles

- To use smaller eyed needles and finer threads to stitch using more complex techniques e.g. cross stitch.
- To apply decoration using beads, buttons, feathers.
- To modify fabrics and materials in different ways e.g. knotting, fraying, fringing, pulling, twisting and plaiting.
- To use stiches to develop pattern and texture to a piece.

Collage

- To experiment with overlapping and layering materials to create different effects.
- To select and arrange materials for a striking affect.

Experiences and imagination- To create art from things they observe, their environment and photos and then translate these into new materials.

Knowledge- (Factual)

Artists, Craftspeople, Architects and Designers- To study significant works of art, craft, design and architecture and give personal opinions. How has this work been produced? What was the background to the art? Who made, where were the from? Why was it made?

Evaluation- (Metacognition)

Increasing understanding of intension for art- To verbally describe their work and work of others, describing the formal elements of colour, line, texture, shape and pattern. To develop skills in orally describing their thoughts and intensions.

Awareness of choices and decisions- To evaluate their work and work of others, giving ways to improve. To offer confidence and praise to others. To understand what they need to improve on and that all artists do this.



	<ul style="list-style-type: none"> To work on a range of different scales. To create texture by perforating, curling and scoring paper. To use mosaic and montage techniques. 	
	<p><u>Key Vocabulary:</u> Drawing: 2D shape, 3D shape, dark, light, tone, media, shade, blend, culture. Painting: lines, detail, edges, control, precision, artist, expression, traditional, secondary colours, tertiary colours. Collage: overlapping, layering, striking effect, scales, texture, curling, perforating, scoring, mosaic, montage Textiles: needles, threads, stitch, cross-stitch, decoration, modifying, knotting, fraying, fringing, pulling, twisting, plaiting, pattern, textiles, weaving, dye</p> <p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> Tertiary colours are made by mixing equal parts of one primary colour and one secondary colour. Materials and fabrics can be changed through dyeing, knotting, fraying and twisting. Layering involves placing materials on top of one another. Perforating, curling and scoring paper creates texture. 	
<p>Character Values</p>	<p>Responsibility- I have pride in the art work within their sketchbook. Expression- I can create art from my curiosity and imagination. I can be inspired by other artists. Respect and Tolerance- I can praise others when celebrating their art work.</p>	
<p>Year 4/5 Retrieval</p>	<ul style="list-style-type: none"> An understanding of tones- dark and light tones. To know some similarities and differences between drawing equipment and when to use them. An understanding of the different purposes different paintbrushes have. To be able to mix some secondary colours. 	
<p>Year 4/5</p>	<p><u>Skills, Techniques and Purpose</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> To accurately identify and render 2D and 3D geometric shapes when drawing from observation or second hand sources. To begin to become aware of proportion, scale and order within their own and others work. To show control in line and shading with a variety of drawing tools and describing shape, form, light and shade. To explore different styles of drawing e.g. graphic (cartoon), realistic (portrait), abstract (fine art). 	<p><u>Generating Ideas, Knowledge and Evaluation</u></p> <p><u>Generating Ideas- (Conceptual)</u> <i>Sketchbooks-</i> To keep notes, writing explanations of how they might develop their work._To use their sketch book to express personal feelings about various subjects and adapt and improve original ideas. To use annotations to show what further changes they would make. To show the knowledge and art history that they have learnt through exploring artists view, styles and techniques. <i>Develop ideas-</i> To produce original and unique art work with increasing autonomy over choice and decision making. <i>Experiences and imagination-</i> To begin to take risks when trying out materials, investigate and explore the properties of them.</p>

- To visualise their thoughts, feelings and memories and express the experiences they have had in their drawings, describing, copying and imagining other places, cultures and peoples past and present.

Painting

- To paint with sensitivity and control, more accurately applying the correct amounts of paint to the surface.
- To use different types of paint such as poster paint, acrylic and to know when to use these paints including their properties.
- To experiment with colour, texture, line, shape & composition to express mood and feelings when painting.
- To understand how colour has dark and light values and how colour can be used to make colours lighter or darker.
- To understand how to manipulate light and shade for dramatic effect.

3D form

- To use pinch, slab and coil techniques to produce 3D forms.
- To decorate or finish work with appropriate textures, patterns and colours.
- To choose appropriate finishing techniques e.g. painting, glazing and polishing.
- To know how to create an armature made from wire to model over and around.

Printing

- To create a detailed polystyrene/foam printing tile.
- To experiment with over-printing motifs and colour.
- To work into their prints with different media (overlying) e.g. pastels, collage, stitching.
- To experiment with screen printing.
- To look carefully at the methods, they use and make decisions about the effectiveness of their printing method.

Knowledge- (Factual)

Artists, Craftspeople, Architects and Designers- To study significant works of art looking at the content (describe the art), process (when and how was it made, what materials were used), formal elements (line, tone, colour, shape etc) and mood (what emotions does the work convey).

Evaluation- (Metacognition)

Increasing understanding of intension for art- To fairly appraise their own work and understand how to improve it. To accept criticism from other pupils. To understand that sometimes this process leaves us with some doubt and uncertainty.

Awareness of choices and decisions- To make careful and considerate judgements about own and others work. To use evaluation to understand what they should improve on.



	<p><u>Key Vocabulary:</u> Drawing: 2D, 3D, observation, second hand sources, proportion, scale, order, line, shading, form, graphic, realistic, abstract, past, present. Painting: sensitivity, control, poster, acrylic, texture, colour, line, shape, composition, light, shade, dramatic. Printing: printing tile, over-printing, motif, media, screen printing. 3D Form: pinch, slab, coil, 3D form, texture, decorate, pattern, colour, armature, wire.</p> <p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> • Scale refers to the size of one object (a whole) in relation to other objects (another whole). • Proportion refers to the relative size of parts of a whole (elements within an object). • Pinching, slabbing and coiling are all techniques used with clay. • A motif is a recurring pattern or theme that appears in a work of art. 	
<p>Character and Values</p>	<p>Responsibility- I have pride in the art work within their sketchbook. Expression- I can produce original and unique art work with increasing autonomy over choice and decision making. Respect and Tolerance- I can make careful and considerate judgements about my own and others work being sensitive to others feelings and thoughts.</p>	
<p>Year 5/6 Retrieval</p>	<ul style="list-style-type: none"> • An understanding of proportion when drawing. • To show control in drawing using different tools. • To paint with more sensitivity and control. • To express mood and feelings when painting. • An understanding of colour having dark and light values. 	
<p>Year 5/6</p>	<p><u>Skills, Techniques and Purpose</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> • To draw with increasing confidence and develop their own personal style. • To blend tones from light to dark smoothly. • To apply one- point perspective within their art work. • To control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. • To draw from a range of purposes, thinking, designing, creating, realising and imagining. • To find and know artists’ drawings they like and appreciate to influence their own drawing style. 	<p><u>Generating Ideas, Knowledge and Evaluation</u></p> <p><u>Generating Ideas- (Conceptual)</u> <i>Sketchbooks-</i> To make reference to the methods and skills they have used in their art work or art work of others. To present their research on artists and link to how this has impacted upon the work they created. To reflect on their work and other children’s work and its meaning and purpose. To show how they have compared and discussed ideas with others. <i>Develop ideas-</i> To make art from nature, their environment, still life or from photos they have taken. To make art from their future aspirations, their fears, hopes and dreams. <i>Experiences and imagination-</i> To use materials with increasing spontaneity, experimenting and taking risks over choices of media.</p> <p><u>Knowledge- (Factual)</u></p>



Painting

- To know and care for painting tools and equipment.
- To paint with confidence, precision and accuracy showing 3D form, depth, distance, colour and tone.
- To know how to control the amount of paint as well as water they need to preserve the finer details.
- To know and understand what paint to use for what effect e.g. landscapes.
- To know and understand colour relationships such as complementary colours and harmonious colours exploring these.
- To learn that lighter and darker colours can be added to create tints and shades instead of black and white.

Textiles

- To experiment with using wax resist and batik techniques.
- To use different stitches creatively to produce different patterns and textures e.g. running, whip, cross stitch.
- To embellish work using a variety of techniques including drawing, painting, printing on top of textual work.

Collage

- To mix textures e.g. rough and smooth, plain and patterned.
- To add collage to a painted, drawn or printed background.
- To combine materials and visual elements to represent mood, ideas and emotions.
- To use a range of media e.g. crayons, fabrics, paper.
- To embellish and add layers to create complexity to their work.

Artists, Craftspeople, Architects and Designers- To study significant works of art looking at the content (describe the art), process (when and how was it made, what materials were used), formal elements (line, tone, colour, shape etc) and mood (what emotions does the work convey). To use what they have learnt from their artists' studies to produce original work.

Evaluation- (Metacognition)

Increasing understanding of intension for art- To develop greater knowledge about the role of art in society and the vocations that can be gained through art.

Awareness of choices and decisions- To understand that the making process is difficult and pupils should not be too self- critical or compare their work to others at their own expense. To fairly appraise their own work and others work.

Key Vocabulary:

Drawing: style, tones, perspective, force, pressure, rendering, designing, creating, realising, imagining.

Painting: precision, accuracy, depth, distance, colour, tone, complementary colour, harmonious colours.

Collage: texture, mood, ideas, emptions, embellish, media, layers

Textiles: wax resist, batik, 3D weaving, running stitch, cross- stitch, whip stitch, embellish



	<p>Sticky Knowledge:</p> <ul style="list-style-type: none">• Perspective creates an illusion of space and depth on a flat surface.• Complementary colours are colours which contrast with each other more than any other colour.• Line, shape, colour, value, form, texture and space are the 7 elements of art.
Character Values	<p>Responsibility- I have pride in the art work within their sketchbook.</p> <p>Expression- I can develop a personal style and make art from future aspirations, fears, hopes and dreams.</p> <p>Resilience- I can take risks over the choice of media and art materials I use.</p>

Progressive sequence:

Reception- Drawing Painting, Printing, 3D form

Year 1- Drawing, Painting, Textiles, Collage

Year 2- Drawing, Painting, Printing, 3D form

Year 3/4- Drawing, Painting, Textiles, Collage

Year 4/5- Drawing, Painting, Printing, 3D form

Year 5/6- Drawing, Painting, Textiles, Collage