

## Crich Carr CofE Primary School - Subject Specific Curriculum Intent – ART

**What is Art? - . Art, craft and design are all ways to engage pupils creativity by using different media.**

**Art relates to our creativity core ability. It also links to independence and resilience.**

What is the curriculum INTENT for this area of the curriculum?		Rationale – Why is this what you want <u>our</u> children to know?		
<ol style="list-style-type: none"> <li>1. To be given the opportunity to develop creativity through exploring art and design.</li> <li>2. To learn about great artists, craft makers and designers.</li> <li>3. To become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> </ol>		<ol style="list-style-type: none"> <li>1. In order to encourage <b>creativity (core ability)</b> and equip them with the knowledge and skills in different areas of the curriculum/ life.</li> <li>2. They should know how art and design reflect and shapes history and cultures in our nation.</li> <li>3. To develop skills that enable them to create their own works of art.</li> </ol>		
EYFS		KS1	LKS2	UKS2
Drawing	<ul style="list-style-type: none"> <li>▪ Look at and describe what they have produced describing simple techniques.</li> <li>▪ Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, chalk, pens and pencils.</li> <li>▪ Investigate different lines: Straight, curved, wavy, dashed, and different patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a sketchbook to plan and develop simple ideas.</li> <li>▪ Experiment with a variety of media: HB &amp; 2B pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>▪ Continue to investigate tone by drawing light/dark lines (vertical, horizontal, wavy, zigzag and curved), light/dark patterns, light and dark mark making from observations, light/dark shapes using a pencil.</li> <li>▪ Develop a range of tone using various pencil grades (H,HB,2B)</li> <li>▪ Use a variety of mark making techniques such as hatching, scribbling, dots, and dashes, stippling and blending to create light/dark lines.</li> <li>▪ Observe and depict nature (flowers) in the style of Georgia O’Keiffe and figurative sketching.</li> <li>▪ Create or complete landscape pictures in the style of George Seurat using ‘pointillism’ style mark making.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw for sustained periods at an appropriate level.</li> <li>▪ To learn about the life, work and influences of Andy Warhol</li> <li>▪ To use different grades of pencil and other implements to draw different forms, shapes and patterns</li> <li>▪ To begin to show consideration in the choice of pencil grade they use.</li> <li>▪ To experiment with different grades of pencil (H, 2H, HB, 2B, 4B) and other implements to create variations in tone on a range of media.</li> <li>▪ Develop intricate lines/patterns/marks with a variety of media including: pencil grades 2H, H, and HB, 2B, fine liner, ballpoint pen, and charcoal and oil pastel within a portrait or landscape.</li> <li>▪ To sketch and design based on the work of Andy Warhol</li> <li>▪ To learn about the life, work and influences of Frida Kahlo.</li> <li>▪ To consider colour choice within portraits</li> <li>▪ To accurately sketch, measure and place facial features on a portrait using close up observation (first hand or photograph).</li> <li>▪ Draw a self portrait in the style of Frida Kahlo</li> <li>▪ Add Picasso/Cubist/abstract style facial features to portraits using geometric pattern, line, marks and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw for a sustained period of time - a number of sessions on one piece.</li> <li>▪ Work in a sustained and independent way to develop their own style of landscape/ portrait /still life drawing using a vast range of drawing tools.</li> <li>▪ Develop their own style using tonal contrast and mixed media.</li> <li>▪ Use different techniques for different purposes i.e. movement of waves i.e. shading or texture of rocks-hatching (Pitsman Painters).</li> <li>▪ Use different techniques – shading, texture e.g. hatching, pattern e.g. zentangle and understand which works well and why.</li> <li>▪ Develop simple perspective – single focal point and horizon.</li> <li>▪ Begin to develop awareness of composition, scale and proportion.</li> <li>▪ Work from a variety of different sources – observation, photos and digital images.</li> <li>▪ Draw floral designs and patterns based on the work of William Morris and the Arts and Crafts movement.</li> <li>▪ Accurately plan, sketch and place facial features on a portrait using close up observation (first hand or photograph).</li> </ul>
Painting	<ul style="list-style-type: none"> <li>▪ Enjoy using a variety of different tools including different size brushes, twigs, pipettes, sponges and fingers.</li> <li>▪ Recognise and name primary colours.</li> <li>▪ Explore and mix colours</li> <li>▪ Explore working with paint on different surfaces and in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to control marks being made in a range of painting techniques; layering and adding texture using cotton buds, cocktail sticks, straws and the end of a paint brush to create a ‘pointillist’ style like George Seurat’.</li> <li>▪ Begin to understand the colour wheel and name and mix primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Confidently control a variety of marks and experiment with different effects (e.g. sweeping movements, using a range of brushes (size 0-10)</li> <li>▪ Start to develop a painting from a drawing.</li> <li>▪ Learn about the life, work and influences of LS Lowry</li> <li>▪ Mix secondary and tertiary colours.</li> <li>▪ Recognise tertiary colours within art works and re-create colours using colour wheel as reference.</li> <li>▪ Begin to mix tones and tints of colours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work in a sustained and independent way to develop their own style of painting.</li> <li>▪ Purposely control the marks made and experiment with different effects and textures using various tools such as: cotton buds, brushes, masking fluid.</li> <li>▪ Independently create and use primary, secondary, tertiary colours plus tones and tints together to complement or contrast each other.</li> <li>▪ Understand what works well and why.</li> </ul>

		<ul style="list-style-type: none"> <li>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>To learn about the life, work and influences of Andy Goldsworthy</li> <li>To explore and analyse 'Nature art' as a form of 3D art inspired by Land artist Andy Goldsworthy.</li> <li>To use clay and/or nature objects to create an imaginary or realistic portrait within nature- in the style of Andy Goldsworthy.</li> </ul>	<ul style="list-style-type: none"> <li>Use light and dark colours when painting light and shadow (e.g. stars or lit rooms in the houses).</li> <li>Mix paint from 'Lowry Colours'.</li> <li>Learn about the life, work and influences of Joan Miro</li> <li>Understand the term 'surrealism' as an art movement.</li> <li>Understand the difference between geometric and organic shapes in paintings</li> <li>Create and use various shapes and symbols to create a painting in the style of Joan Miro.</li> <li>Learn about the life, work and influences of Wassily Kandinsky.</li> <li>Understand the term 'abstract' as an art movement</li> <li>Use a range of brushes to create a variety of marks and experiment with different effects (e.g. sweeping movements)</li> <li>Explore how different colours are linked to feelings</li> <li>Experiment with washes, layering, texture and colour to create a painting in the style of Kandinsky.</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>Print using everyday objects such as: Lego, sponges, plastic shapes to create a landscape.</li> <li>Use fruit and vegetables to print a repeat pattern in a Pop Art style.</li> <li>Each print is precise and clear.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify various forms of printing.</li> <li>Create simple mono-prints with ripped paper strips and 2D shapes to create a kente weaving styled print.</li> <li>Make simple marks using tools such as rollers and printing tools.</li> <li>Experiment with over printing and colour.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate a range of printing skills.</li> <li>Describe techniques and processes.</li> <li>Use William Morris designs as inspiration for block printing.</li> <li>Demonstrate and experience batik printing to create clothes. Use Romero Britto and William Morris as inspiration.</li> <li>Use different surfaces to print onto.</li> <li>o (sandpaper, fabric, tissue paper, leavers T- shirt, canvas).</li> </ul>
Sculpture	<ul style="list-style-type: none"> <li>Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations from observation and imagination with hands, marbles, brushes, nature and finds.</li> <li>Cut shapes using simple tools such as tile cutters, clay tools, cocktail stick and scissors.</li> <li>Attach and join materials using score and slip method, glue, paste or tape.</li> <li>Build a construction/ sculpture using a variety of recyclable objects.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the works of Alberto Giacometti to create figurative sculptures.</li> <li>Create various poses with their own bodies and wooden mannequins and photograph.</li> <li>Sculpt, shape, twist and bend materials to form a figure in a variety of poses.</li> <li>Experiment with a variety of malleable materials including: tin foil and/or pipe cleaners.</li> <li>Explore and analyse 'Nature art' as a form of 3D art inspired by Land artist Andy Goldsworthy.</li> <li>Use clay and/or nature objects to create an imaginary or realistic portrait within nature- in the style of Andy Goldsworthy.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show awareness of objects in a 3D form.</li> <li>Join two parts of clay successfully using score and slip, smooth using correct procedures and tools.</li> <li>Create 3D sculpture of a Pablo Picasso style portrait using intricate surface patterns and textures.</li> <li>Use recycled, natural and/or clay material to create Sculpture.</li> <li>Adapt work and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>Create an arts and crafts inspired sculpture based on the work of the Martin brothers.</li> <li>Develop ways of finishing work – glazing, paint, polish.</li> <li>Show experience of rolling, adding texture, smoothing, joining, depth, carving via clay tools.</li> <li>Create texture and depth through layering and manipulation of materials.</li> <li>Use recycled, natural and man-made material to sculpture (well-dressing).</li> </ul>

Photography				<ul style="list-style-type: none"> <li>Can I research the life and art of David Hockney?</li> <li>Can I use different techniques to create grid and collage joiners? Can I select the subject and use photo collage to create different artworks in the style of David Hockney?</li> <li>Can I select a range of subjects (household object / face / outdoor scene) to create effective photocollages?</li> </ul>
Art Analysis	<ul style="list-style-type: none"> <li>Look and talk about what they have produced describing simple techniques and media used.</li> <li>What did they enjoy and struggle with the most?</li> </ul>	<ul style="list-style-type: none"> <li>Explore different crafts and artists linking to their own work. Likes and dislikes. Similarities and differences.</li> <li>Express thoughts and feelings about art-reflect and express challenges and successes.</li> <li>Explain how art makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review their own work and others expressing thought and feelings, identify modifications and development points.</li> <li>Explore a range of designers and artists.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in historical movements,</li> <li>Discuss and review their own and others work.</li> <li>Compare the different styles and approaches of artists.</li> </ul>
A.	<b>Movement:</b> <ul style="list-style-type: none"> <li>Modern Art</li> </ul>	<b>Movements:</b> <ul style="list-style-type: none"> <li>Modern art</li> <li>Traditional art from around the world</li> <li>Environmental art</li> </ul>	<b>Movements:</b> <ul style="list-style-type: none"> <li>Naïve art / Impressionism</li> <li>Surrealism</li> <li>Pop Art</li> </ul>	<b>Movements:</b> <ul style="list-style-type: none"> <li>Pop Art (Hockney's photo-collages and Batik printing)</li> <li>Arts and Crafts</li> <li>Neo-Classicism</li> </ul>

### Implementation

- Include art in summer term as main topic focus.
- Units are taught on a rolling programme.
- Regular flashbacks will help children to retrieve and remember their prior learning.
- Learn about an artist, designer, architect, or craft maker during each topic.
- Teachers will demonstrate the appropriate skills to the children.