



New Brighton Primary School Art Curriculum 2022-2023



Intent:

New Brighton Primary School believes that Art 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 we offer our pupils. The Art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists.

Children will develop their understanding of the visual language of Art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of Art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning.

Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

Implementation:

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction.

Where possible, projects with similar materials are spaced out to have as little strain on resources as possible.

For example, in Key Stage 1, clay work is taught in different terms.

Seasons are also a consideration for the placement of art and design projects. For example, if children are

required to work outdoors, these projects have been placed in either the latter part of the spring or summer Term.

Key Stage 1

In Key Stage 1, each autumn term begins with the colour project Mix It. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours.

Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with the colour project Contrast and Complement. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory.

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with the colour project Tints, Tones and Shades. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement.



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In Year 6, children are encouraged to work more independently in projects like Environmental Artists and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers.

Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study. CurriculumPRO allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the art and design scheme with other curriculum subjects

Impact:

We measure the impact of our art curriculum using various formative methods of assessment, including self and peer assessment. Children are able to evaluate their own and their classmates work, offering constructive advice and points of development. Children's work will be evidenced using floor books, on-going sketch books and classroom displays.

The intended impact of the Art Curriculum is that the majority of children in each year group are working at or above the expected level for their age.

In addition, it is the intended impact that the children:

- Are inspired by the Art Curriculum and want to learn more. Their enquiry skills are improved as is their inquisitiveness about the world around them
- Show the progression in their skills, knowledge and understanding in the work in their books.
- Can discuss the learning and remember what they have learnt.
- Can use technical vocabulary with accuracy.
- Can identify some key artists and talk about their work.

Key Skills: EYFS

- Represent different parts of the human body from observation, imagination or memory with attention to some detail.
- Create art in different ways on a theme, to express their ideas and feelings.
- Communicate their ideas as they are creating artwork.
- Share their creations with others, explaining their intentions and the techniques and tools they used.
- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
- Cut, tear, fold and stick a range of papers and fabrics.
- Use primary and other coloured paint and a range of methods of application.
- Make simple prints using a variety of tools, including print blocks and rollers.
- Select appropriate tools and media to draw with.
- Use natural materials and loose parts to make 2-D and 3-D art.
- Draw or paint a place from observation or imagination.
- Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.
- Explore artwork by famous artists and talk about their likes and dislikes.

Vocabulary.

colour, marks, lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, wet, dry, flaky, fixed, mix, cut, sweep, light, dark, bright, dull, colourful, print, repeat, patterns, shapes, cut.



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Key Skills: YR1

- Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.
- Design and make art to express ideas.
- Communicate their ideas simply before creating artwork.
- Say what they like about their own or others' work using simple artistic vocabulary.
- Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
- Use textural materials, including paper and fabric, to create a simple collage.
- Identify and use paints in the primary colours.
- Make simple prints and patterns using a range of liquids including ink and paint.
- Use soft and hard pencils to create different types of line and shape.
- Make transient art and pattern work using a range or combination of man-made and natural materials.
- Draw or paint a place from memory, imagination or observation.
- Identify similarities and differences between two or more pieces of art.
- Describe and explore the work of a significant artist.

Vocabulary.

pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture, print, repeat, rubbings, scissors, weave, thread, fabric crayon, sew, trim 2D or Two Dimensional, 3D or Three Dimensional, clay, glue, pottery, scissors, sculpture, roll knead, shape, join.

Key Skills: YR2

- Represent the human form, including face and features, from observation, imagination or memory.
- Select the best materials and techniques to develop an idea.
- Make simple sketches to explore and develop ideas.
- Analyse and evaluate their own and others' work using artistic vocabulary.
- Press objects into a malleable material to make textures, patterns and imprints.
- Create a range of textures using the properties of different types of paper.
- Identify and mix secondary colours.
- Use the properties of various materials, such as clay or polystyrene, to develop a block print.
- Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.
- Draw, paint and sculpt natural forms from observation, imagination and memory.
- Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.
- Describe similarities and differences between artwork on a common theme.
- Explain why a painting, piece of artwork, body of work or artist is important.

Vocabulary.

sketchbook, pattern, blend, detail, texture, watercolour, shade, shape, stencil, tone, tool, technique, layer, scrape, scale, blend, brush strokes, complementary colour, mural, relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring, French knitting, tie-dye, embroidery, mosaic, stitch, knot, coil pot, textured tile, manipulate, care of materials, care of tools, tools, construct, natural material, man-made material, ceramic, coil, collage.



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Key Skills: YR3

- Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.
- Use and combine a range of visual elements in artwork.
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
- Make suggestions for ways to adapt and improve a piece of artwork.
- Create a 3-D form using malleable or rigid materials, or a combination of materials.
- Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.
- Identify, mix and use contrasting coloured paints.
- Make a two-colour print.
- Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.
- Use nature and natural forms as a starting point for artwork.
- Draw, collage, paint or photograph an urban landscape.
- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
- Work in the style of a significant artist, architect, culture or designer.

Vocabulary.

pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum variety, design, symmetrical, asymmetrical, reflection, symmetry dying, quilting, paper and plastic trappings, textiles, stitch, cut, join slip, blend, Papier Mache, model, architecture, artefact.

Key Skills: YR4

- Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.
- Develop techniques through experimentation to create different types of art.
- Create a series of sketches over time to develop ideas on a theme or mastery of a technique
- Give constructive feedback to others about ways to improve a piece of artwork.
- Use clay to create a detailed or experimental 3-D form.
- Use a range of stitches to add detail and texture to fabric or mixed-media collages.
- Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
- Combine a variety of printmaking techniques and materials to create a print on a theme.
- Use the properties of pen, ink and charcoal to create a range of effects in drawing.
- Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.
- Choose an interesting or unusual perspective or viewpoint for a landscape.
- Compare and contrast artwork from different times and cultures.
- Explain the significance of art, architecture or design from history and create work inspired by it.

Vocabulary.

pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, study colour match, apply, detail, effect, monochromatic colour, resist, still life, theme refine, resist printing, ployblock printing, block, canvas needle, thread, button, repair, accurate, embellish mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami, slab, tile.



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Key Skills: YR5

- Explore and create expression in portraiture.
- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.
- Review and revisit ideas and sketches to improve and develop ideas.
- Compare and comment on the ideas, methods and approaches in their own and others' work.
- Create a relief form using a range of tools, techniques and materials.
- Make and use paper to explore traditional crafting techniques.
- Mix and use tints and shades of colours using a range of different materials, including paint.
- Add text or printed materials to a photographic background.
- Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.
- Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.
- Use a range of materials to create imaginative and fantasy landscapes.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.
- Investigate and develop artwork using the characteristics of an artistic movement.

Vocabulary.

calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon source material, photograph, found objects, concentration, development of ideas, small elements, analogous colours, harmonious colours, gouache, layering print, alter, modify batik, wearable art, wax resist, applique, line, optical illusion, perspective, tessellation, radial hue, photorealism, pose, intensity, tint tone.

Key Skills: YR6

- Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
- Create innovative art that has personal, historic or conceptual meaning.
- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Adapt and refine artwork in light of constructive feedback and reflection.
- Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
- Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.
- Use the work of a significant printmaker to influence artwork.
- Use line, tone or shape to draw observational detail or perspective.
- Create art inspired by or giving an environmental message.
- Draw or paint detailed landscapes that include perspective.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.

Vocabulary.

manipulate, experiment, light, shade, vanishing point, sfumato, aerial perspective shade, tint, implements, preliminary study, test media, impasto, wet-in-wet pin, running stitch, product.