



# Moretonhampstead Primary School

## Art and Design Curriculum Plan

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.



Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge and skills to be able to experiment and create their own works of art. Using sketchbooks and annotations as a tool for artistic development, children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process.

We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### KS1 Art and Design Vocabulary List

KS1 vocab									
COLOUR	COMPOSITION	FORM & SPACE	MOOD	TEXTURE	TONE	LINE	PATTERN	SHAPE	LIGHT
blend, pale,	calm, still,	sharp,	happy, cheerful,	uneven, bumpy,	dark, strong,	free,	natural, order,	body,	dark,

pastel, bright, cool, cold, warm, hot, deep, primary, secondary	focus, form, distant, nearby, shape, space, position	rounded, curved, natural, heavy, grid, 3D, 2D solid,	sad, moody, gentle	rough, smooth, plain, soft fine, flat, brushstroke, thick, thin, wash, shiny	light, bright, smooth,	jagged straight, sketch, soft, hard, dashes, dots zig-zag	overlap, plain, repeat, simple, spiral, stamp,	figure, rough, sculpt, sharp, open, closed, free	light, natural, shadow, shade, soft,
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### Lower KS2 Art and Design Vocabulary List

COLOUR	COMPOSITION	FORM & SPACE	MOOD	TEXTURE	TONE	LINE	PATTERN	SHAPE	LIGHT
mixed, tint, tone, watery, earthy, strong, wash, blot, technique, palette, radiant dull, vibrant, dramatic, muted, subtle sepia, complementary harmonious,	complex, peaceful precise, classical, active, design, eye-line perspective foreground, middle ground, background,	jagged manufactured, irregular, regular, scale, woven,	vibrant, lively, gloomy, miserable, calming, peaceful, positive, exciting,	glaze, matt, splatter, gritty, grainy, glossy, silky, cross-hatching, bumpy, uneven, spiky, smooth, soft, fine,	deep, pale, heavy, rich, faded, value, thickness, darkness, length, gradual	angular, broken, faint, flowing, scribble, delicate, flowing, horizontal. vertical,	diamonds, irregular, stencil, symmetric, uniform, motif, random.	form, image, knead, model, mould, precise,	evening, midday, gentle, harsh, haze,

### Upper KS2 Art and Design Vocabulary List

COLOUR	COMPOSITION	FORM & SPACE	MOOD	TEXTURE	TONE	LINE	PATTERN	SHAPE	LIGHT
tertiary opaque, translucent, vivid, intense, impasto,	symmetrical asymmetrical geometric blurred, confused	overlapping, perspective, enlarge, motif aerial view, illusion,	mysterious, foreboding menacing threatening, atmospheric,	jagged, serrated, coarse, broken,	intense, dramatic, contrast gradation, harsh,	rhythmical, contour sweeping woolly, fluent,	geometric, organic, angular, drop, half drop, reflective,	conical, frame, distorted, positive, negative,	silhouette, artificial, dapple, highlight, intense,

brilliant, muted, contrasting, monochrome, saturated, luminous	repetition, variation, scale	organic, mechanical	nostalgic		faded, contrasting, intense, sombre, powerful, dramatic,	hesitant, interrupted, overlapping, feint	staggered uniform, vague,	curvaceous, elongated,	source,
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At Moretonhampstead Primary School, we usually teach art in weekly sessions. On occasions we may 'block' art when working on bigger projects, for example, preparing for an exhibition in art week or working with an 'artist in residence'. We also 'weave' art into many aspects of our topic learning including art in the outdoors. We celebrate and enjoy a wide range of art work through our varied displays in classrooms, shared areas and by creating pieces for the local community (such as in the local shop or for the Church or Parish Council).

In EYFS, the children also access art through our continuous provision which allows for daily access to art in the classroom provision.

## The National Curriculum

### Key Stage One

Pupils should be taught:

- to use a range of materials creatively
- to use drawing, painting and sculpture to develop their skills 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;
- learn 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.

### Key Stage Two

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of distinct kinds of art, craft and design;
- to use sketch books to record their observations and use them to review and revisit ideas.
- to improve their understanding 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 and present day.

**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 renowned artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Progression of Key skills**

Progression of Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DRAWING</b>	*Explore mark-making with the following media (on	*Continuing to apply and develop skills introduced in Year	Much of this work is done in sketch books to record observations and use them to review and revisit ideas.			

## SKILLS

cartridge paper unless otherwise stated):-

- HB pencils and 4B
- Wax crayons
- Dry pastels (sugar paper)
- Oil pastels (sugar paper)
- Coloured pencils

\*Explore qualities of **line**

\*Explore mark-making to create **textures** with a variety of media.

\*Experiment with 4B pencils, compare with HB. Discuss dark and light marks (**tones**)

\*Explore smudging with dry pastels (use cotton buds) use them for **colour** mixing.

\*Use oil pastels for resist pictures with thin paint or dyes.

1- all skills are learned and practised over extended periods...

\*Explore mark-making with the following media (on cartridge paper unless otherwise stated):-

- HB pencils and 4B
- Charcoal (on sugar paper)
- Wax crayons
- Dry pastels (sugar paper)
- Oil pastels (sugar paper)
- Coloured pencils

\*Explore clear **lines** and smudged **lines** with charcoal. Make **tones** of grey.

\*Blend oil pastel to achieve **colours**

\*Explore **space** in drawings – positioning objects:- above, below, next to, in front of and behind. Begin to develop overlapping objects to show 'in front' and 'behind'. Collage can help with this.

\*Explore mixed media drawings e.g. charcoal and dry pastels; pencil and water colours.

\*Explore marks, **textures** and the **tonal** range of HB and 4B pencils; lightest to darkest

\*Explore qualities of **line** with a variety of media.

\*Develop vocabulary to describe qualities of **texture, tone, line, shape** and movement created in mark-making experiments.

\*Explore the use of shading to create shadows and **form**. Build up **textures** and **patterns** with layers of marks.

\*Continue to develop vocabulary to describe qualities of **texture, tone, line, shape** and movement created in mark-making experiments.

\*Further explore the use of shading to create shadows and **form**. Build up **textures** and **patterns** with layers of marks.

\*Explore a range of media for their contrasting expressive effects e.g. heavy, dense marks – delicate light marks.

\*Make mixed media drawings using effects appropriately.

\*Develop descriptive language.

\*Develop skills for showing **space** – e.g. 'view from a window'.

\*Explore **colour** mixing with layers of coloured pencil shading.

\*Use black and white pastels or charcoal and white pastel to explore **tone** making a sequence of greys, dark to light.

\*Develop control with dry and oil pastels making clear and smudged marks appropriately blending **colours**.

\*Explore and practise the use of water colours and pointed brushes to **colour** detailed drawing.

Control the amount of water used for blending colours or making clear edged areas.

\*As above for water colour pencils.

\*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practice.

\*Children begin to select paper appropriate to the media.

\*Explore use of cross-hatching, shading, and thick/thin lines to show the quality of **tone** with a variety of black and white media. Copy sections of artists' drawings.

\*Use the above to show **form** through observations of shadows.

\*Explore an increasing range of marks and **textures** with a variety of media.

\*Refine skills with dry pastels creating areas of **texture, colour** blends and sharper marks. Build up layers of marks and smudges.

\*Explore representation of **space** with distant tones being paler, distant shapes smaller, close details visible – distant objects are shapes without detail.

\*Study/sorting colours into **tones** e.g. dark blues to light blues and use colours as tones e.g. dark blues for shadows, yellows for brighter parts.

\*Begin to try detailed pencil and ink drawings coloured with pointed brushes and water colours or dyes.

\*Analysis of an object or view by making several drawings from different viewpoints.

\*Use mixed media.

\*Attention to **shape, space, texture, tone, line, form and colour**

\*Make several drawings of an object each with a focus on a different visual element.

\*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practice.

\*Children begin to select paper appropriate to the media.

\*Use mark-making with a particular focus on **line, texture, or tone** as a warm-up activity before drawing. Focus on descriptive vocabulary on feelings – soft, jagged, harsh etc.

\*Explore contrasts of **shape**. Use findings in expressive work – e.g. angry / jagged; soft/curves etc.

\*Explore an increasing range of marks and **textures** with a variety of media. Use findings in their work both observational and expressive.

\*Refine skills with dry pastels creating areas of **texture, colour** blends and sharper marks. Build up layers of marks and smudges.

\*Detailed pencil and ink drawings coloured with pointed brushes and water colours or dyes.

\*Analysis of an object or view by making several drawings from different viewpoints.

\*Use mixed media.

\*Attention to **shape, space, texture, tone, line, form and colour**.

\*Make several drawings of an object each with a focus on a different visual element.

PAINTING and PRINTING SKILLS	Experimenting with media and tools before making final work.		Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks Learning Primary and secondary colours / sorting into colour wheel	Continuing to apply and develop skills introduced in KS1 and Years 3&4 – all skills are learned and practised over long periods... Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks. Learning Primary and secondary colours / sorting into colour wheel.	
	<p>Develop language to name colours e.g. Yellowy green; orange red .... Encourage children to come up with names for colours.</p> <p>*To begin with mix with only 3 colours e.g. Red, yellow, blue.</p> <p>*Mix variations of one colour (discuss and mix cold /warm colours)</p> <p><b>Mark Making</b></p> <p>*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.</p> <p><b>Mixing Paint</b></p> <p>*Thin paint blends and merges.</p> <p>*More water reduces intensity of colours.</p> <p>*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close.</p> <p><b>Resist Printing</b></p> <p>*explore mono-print with ready mix+ squirt washing-up liquid paint on tabletop and wetted paper – then draw with fingers in paint, then press paper on table and take-off an image. Can over print in different colours to begin to build up colour-mixing and idea of in front/behind.</p> <p>*explore wax rubbings to collect textures - use for collage.</p> <p><b>Relief printing</b></p> <p>*Explore <b>Pattern</b> and <b>shape</b> printing with found objects; cut vegetable surfaces;</p> <p>*Make printing block by sticking thin 'found objects' onto card e.g. string, seeds, match sticks, wool etc – roll over with black ink and print onto white paper – children work in pairs – one holding,</p>	<p>Develop language to name colours e.g. Yellowy green; orange red .... Encourage children to produce names for colours.</p> <p><b>Mark Making</b></p> <p>*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.</p> <p>*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.</p> <p>Mixing Paint</p> <p>*Thin paint blends and merges.</p> <p>*More water reduces intensity of colours.</p> <p>*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (Space)</p> <p>*Thin paint blends and merges.</p> <p>*More water reduces intensity of colours.</p> <p>*mixing in steps of thin to thick paint awareness that thin colours look distant, thick colour looks closer.</p> <p><b>Choosing and Mixing paint</b></p> <p>*To begin with mix with only 3 colours e.g. Red, yellow, blue.</p> <p>*Mix variations of one colour (discuss and mix cold /warm colours)</p> <p>Move on to use 2 reds, 2 yellows, 2 blues, black and white.</p> <p>*Mix variations of one colour. Discuss light/dark (tone),</p> <p>*Develop language to name colours e.g. Yellowy green; orange red ....</p>	<p><b>Choosing mixing and using colour:</b></p> <p>*Mixing and sorting colours into sequences of change; sorting into a <b>colour</b> wheel. Learning 'primary' and 'secondary' <b>colours</b>. Use 2 blues, 2 yellows, 2 reds, black and white.</p> <p>*Making small adjustments to <b>colour</b> mixes to match observations.</p> <p>*Growing awareness of the huge diversity of colours both natural and manufactured.</p> <p>*Mixing using only 3 colours – red, white &amp; yellow; 2 blues and 1 red etc. Developing vocabulary to describe results.</p> <p>*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.</p> <p><b>Mark Making</b></p> <p>*Using tools to drag or scrape one colour over another, creating <b>textures</b>.</p> <p>*Make as many marks as possible with one brush.</p> <p>*Experiment with paints and marks on a variety of papers. Describe effects.</p> <p>*Practice fine control with small pointed brushes and water colour or inks &amp; fine brushes.</p> <p>*Build up layers of marks, <b>colours</b> and <b>textures</b> working on a painting on several occasions.</p> <p><b>Mixing Paint</b></p> <p>*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p> <p>*Use thick or thin paint appropriate to intentions</p>	<p><b>Choosing, mixing and using colour</b></p> <p>*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.</p> <p>*Explore varieties of browns and greys.</p> <p>*Experiment with <b>tone</b> to show light and shade.</p> <p>*Develop vocabulary to name <b>colours</b> using primary and secondary colour names together with other words. e.g. 'dark, reddish purple.'</p> <p>*Overlaying translucent <b>colour</b> to make new ones with water colours or inks.</p> <p>*Explore, use and observe cold/warm contrasts.</p> <p><b>Mark Making</b></p> <p>*Using tools to drag or scrape one colour over another, creating <b>textures</b>.</p> <p>*Make as many marks as possible with one brush.</p> <p>*Experiment with paints and marks on a variety of papers. Describe effects.</p> <p>*Practice fine control with small, pointed brushes and water colour or inks &amp; fine brushes.</p> <p>*Build up layers of marks, <b>colours</b> and <b>textures</b> working on a painting on several occasions.</p> <p><b>Mixing Paint</b></p> <p>*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p> <p>*Use thick or thin paint appropriate to intentions</p>	<p><b>Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks. Learning Primary and secondary colours / sorting into colour wheel</b></p> <p>Continue developing skills with 2 reds, 2 blues, 2 yellows, black and white.</p> <p><b>Choosing mixing and using colour:</b></p> <p>*Observe and mix <b>colours</b> to match changes made by sunlight changes.</p> <p>*Explore tones made by mixing a light colour (not white) with a dark colour (not black) e.g. Lemon yellow with a dark red...</p> <p>*Use knowledge of colour mixing to show <b>space</b> e.g. Thin pale colours look distant; intense, warm, thick colours look closer.</p> <p>*Use knowledge of <b>tone</b> to show shadows giving illusion of <b>form</b>.</p> <p><b>Mark Making</b></p> <p>*Build up layers of paint, <b>textures</b> and <b>colours</b>, working on a painting on several occasions.</p> <p>*Drawing on experience to select and use tools in appropriate ways to achieve intentions.</p> <p>*Use accidental learning in creative ways.</p> <p><b>Mixing Paint</b></p> <p>*Develop awareness of how the quality and <b>texture</b> of paint effects the 'mood' of the picture; delicate, thin colours or rough, lumpy colours.</p> <p>*Mixing and using thin, medium, thick or textured paint appropriate to intentions.</p> <p><b>Resist Printing</b></p> <p>*Explore stencils to build up patterns of overlapping shapes and colours – apply paint with sponge or roller</p> <p>*Further explore mono-print with ready mix+ squirt washing-up liquid paint on tabletop and wetted paper – then experiment with bits of wood, rags, etc for making marks in the ink/ paint, then press paper on table and take-off an image. Can over print in different colours to begin to build up colour-mixing and idea of in front/behind.</p>

	other rolling etc					<p><b>Relief printing</b>  *Explore <u>Pattern</u> and <u>shape</u> printing with found objects; cut vegetable surfaces.  *Make printing block by gluing shapes cut from press print onto card; roll over with coloured ink and print onto white paper/coloured paper – children work in pairs – one holding, other rolling etc experiment with repeated prints and link to maths...explore overprinting in at least 2 colours...</p>	
<b>SCULPTURE SKILLS</b>	Drawing before making prepares children in order to plan their 3D outcome.						
	<p><b>Construction</b>  Building models with boxes and containers, choosing their <u>shape</u> and <u>form</u> to suit purpose. Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage.</p>	<p><b>Modelling Clay</b>  *Explore surface <u>texture</u> on plasticine using found objects and tools.  *Roll out clay to make slabs/tiles and decorate with <u>pattern</u> &amp; <u>texture</u> by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.</p>	<p><b>Modelling Clay</b>  *Explore surface <u>texture</u> on plasticine using found objects and tools.  *Roll out clay to make slabs/tiles and decorate with <u>pattern</u> &amp; <u>texture</u> by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.  *Learn how to make a thumb or pinch pot.  *Join two thumb pots together to make larger hollow forms.  *Use modelling tools to help shape, fix, texture pots.  *Use bits and pieces of clay to add on surface detail and pattern.</p>	<p><b>Modelling Clay</b>  *Roll out clay to make slabs/tiles and decorate with <u>pattern</u> &amp; <u>texture</u> by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.  *Learn how to make a thumb or pinch pot.  *Join two thumb pots together to make larger hollow forms.  *Use modelling tools to help shape, fix, texture pots.  *Use bits and pieces of clay to add on surface detail and pattern.  <b>Collage</b>  *collect and select from a wide variety of <u>colours</u> from magazines; sort by colour and tone.</p>	<p><b>Textiles</b>  *Explore sewing as way of drawing coloured lines and applique shapes.  *Weave pictures and patterns into garden netting or open weave net curtains using wool. Fabric strips etc.  *collect and select from a wide variety of <u>colours</u> from magazines; sort by colour and tone.  <b>Construction with wire.</b></p>	<p><b>Modelling Clay</b>  *learn to use coils to build larger. <u>forms</u> <u>texture</u> pots.  *Use bits and pieces of clay to add on surface detail and <u>pattern</u>.  *apply brushed or dipped glaze to add <u>colour</u>.</p>	

### In order to assess impact - a guide

Our Art Curriculum is high quality and planned to demonstrate progression and to stimulate creativity. Children will be become creative learners, who have a web of knowledge about the renowned artists of the world.

We measure the impact of our curriculum through:

- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Displays across the school reflect the children’s sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.
- Images and videos of the children’s practical learning.
- Work in sketchbooks.
- Assessments against learning outcomes.

Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately.



