






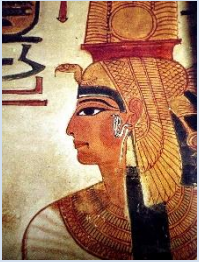

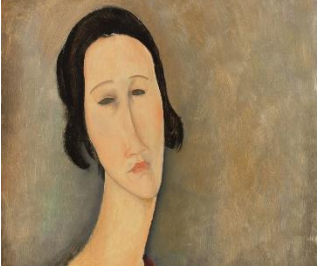






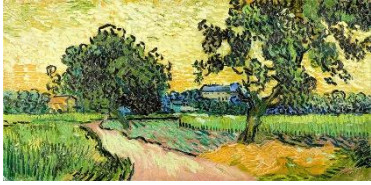


Art Curriculum Overview

Rationale	<p>For all children to:</p> <ul style="list-style-type: none"> - Know and understand a visual language with which to process and understand the world around them and express themselves creatively. - Be exposed to a wide range of art and design throughout art history including culturally and ethnically diverse art and artists. - Develop creativity, resilience and critical thinking skills for personal development. - Have access to working artists and well-resourced lessons for the children to work like real artists and explore their creative potential. - Develop knowledge and skills through experimenting with a wide range of materials and techniques. - Use key language and art terms to confidently express their opinions and critique their and other's artworks articulately. 		
Approach	<ul style="list-style-type: none"> - Each term, with a resident artist from Lavender Leonardos, pupils are taught a broad and balanced, progressive curriculum that encourages personal responses to the art, artists, designers and craftspeople they are exposed to. - Sketchbooks are used as a creative tool, as a place to discover, experiment, think through ideas, gather knowledge, record observations and reflect and revisit ideas. - Exploration of materials and techniques allows the pupil to independently and confidently gain the mastery and control to make choices and realise their intentions. - The teaching of the formal elements of art is balanced with practical exploration and self-expression. - Children develop critical thinking skills through appreciation and analysis of artworks using the language of art, craft and design. - Children learn how to evaluate and self-assess their artwork asking themselves questions throughout the process. - Artwork is celebrated through displays around the school. - Artwork is not marked in sketchbooks, assessment is carried out formatively, with an emphasis on self and peer evaluation. 		
Nursery	<ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Explore colour and colour-mixing. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Make simple models which express their ideas. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Join different materials and explore different textures. - Respond to what they have heard, expressing their thoughts and feelings. 		
Reception	<ul style="list-style-type: none"> - Participates in small group, 1:1 and class discussions, offering his/her own ideas, using recently introduced vocabulary - Explore, use and refine a variety of artistic effects to express their ideas and feelings - Explore the work of established artists including Wassily Kandinsky and Mark Rothko - Experiment with colour. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Early Learning Goal</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 		
Y1	Autumn Winter Landscape	Spring Lunar New Year	Summer Animal Kingdom
<i>Builds on prior learning...</i>	Drawing and Mark-Making	Painting, Printing and Colour Theory	3D Form
	<ul style="list-style-type: none"> • Become familiar with drawing exercises. • Discover the interplay between materials. • Explore observational drawing. • Draw characters and settings. • Name tools, techniques and some formal elements • Introduce Sketchbook use as a place to respond to the world. • Record what you feel. • Make a variety of marks and lines using different drawing materials. • Explain what you like about the works of others. • Use watercolour, ink, pencils. <p>Appreciation Impressionism Claude Monet</p> 	<ul style="list-style-type: none"> • Experiment with a range of media: pencils, paint, colouring pencils, felt, and tissue paper. • Draw on different surfaces, with a range of media. • Working spontaneously and expressively. • Understand the ability to break down an object into shapes • Name the primary colours and identify them on a colour wheel and in other forms. • Mix primary colours to make secondary colours, predicting resulting colours. • Paint on different surfaces with a range of media. • Create simple pictures by printing from objects. • Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges. • Fold, crumple, tear and overlap papers and other materials. • Look at and talk about their own work and that of other artists, the techniques they use. • Start to acknowledge likes and dislikes. • Learn about a cultural festival and traditions by observing pictures of artwork from artists that work in this field. <p>Appreciation The history and craft behind traditional dance costumes Art and design from different culture – China/East Asia</p> 	<ul style="list-style-type: none"> • Explore a range of 3D forms • Interpret 2D artwork to 3D artwork • Take rubbings to understand and inform their own textured prints and patterns. • Use a stencil to create a picture. • Experiment with painting with different brush sizes and types. • Explore shades of colours - lightening and darkening paint with the use of black or white. • Work from memory and imagination, using line to create patterns and represent objects. • Develop the ability to break down an object into shapes. • Examine positive and negative space. • Share their ideas, experiences and imagination. • Express their likes and dislikes. <p>Appreciation Henri Rousseau Post-Impressionism</p> 
Y2	Autumn Indian Folk Art	Spring Portrait	Summer Space Exploration
<i>Builds on prior learning...</i>	Painting, Collage and Colour Theory	Drawing and Mark-Making	Collage 3D Form
	<ul style="list-style-type: none"> • Revisit primary and secondary colours and apply colour mixing skills to the project. • Extend colour mixing adding white to create tints and black to create tones. • Experiment with layering colour. • Experiment with painting tools – acrylic. • Demonstrate control over types of marks made with a range of media such as oil pastels. • Put patterns and textures into artwork. • Express thoughts and feelings about a piece of art. "How does the art make you feel?" – link the feelings to the emotions. • Recognise and describe some simple characteristics of different kinds of art, crafts and design. <p>Appreciation Traditional Art: Gond Art from India</p> 	<ul style="list-style-type: none"> • Continue to investigate mark making, • Explore tone and different mediums. • Demonstrate control over types of marks made with a range of media such as oil pastels. • Create tones of light and dark in a drawing. • Combine different mediums and paper to create texture. • Develop the skills of breaking an image down into shapes • Learn the proportions of a face. • Understand methods for portrait drawing and feel confident in recreating a portrait using these methods. • Express thoughts and feelings about a piece of art. "How does the art make you feel?" • Start to form opinions of an artwork that can be discussed with fellow students. <p>Appreciation</p> <ul style="list-style-type: none"> • Explore the portraits that have been painted of William Shakespeare from Artist John Taylor to Gilbert Soest. • Learn about a prominent figure within history – Links to World Book Day. 	<ul style="list-style-type: none"> • Experiment with 3D design. • Translate a 2D design into a 3D model • Demonstrate control over types of marks made with a range of media such as oil pastels. • Create different tones with colouring pencils to create shades of light and dark. • Combine different mediums to show the texture of an object. • Share ideas, experiences and imagination. • Use a range of materials creatively making their own choices throughout the process. • Investigate, experiment and explore materials and processes that form the way their designs and artworks evolve. • Learn through design. <p>Appreciation Alexander Calder Kinetic Art/Abstraction</p> 

Y3	Autumn Yayoi Kusama Still Life	Spring Ancient Egypt	Summer Animal Kingdom
<i>Builds on prior learning...</i>	Drawing and Mark-Making	Painting, Mark-Making and Colour Theory	3D Form and Painting
	<ul style="list-style-type: none"> Drawing from observation in different techniques Use real life and photographic sources as a starting point. Exploring careful looking, seeing big shapes. Use sketchbook to develop and practice drawing skills. Experiment and test the qualities of materials and techniques in order to develop practical skills. Select appropriate materials and techniques to create their own work. Add shading and tonal value to a drawing. Use observational drawing as a starting point then develop using imagination. Add detail, shading, texture and tonal value to a drawing. Make choices about materials and techniques in a background to represent identity. <p>Appreciation Yayoi Kusama Abstract Art.</p> 	<ul style="list-style-type: none"> Prepare a background Make marks and lines with a wide range of drawing implements – pencil, oil pastels, paint, and collage Experiment with ways that surface detail can be added to drawings, sgraffito. Continue to break down an object into simple shapes. Explore shading with different media to achieve a range of light and dark tones, Apply simple use of pattern and texture in a drawing Experiment with different effects and textures using paint. Explore intaglio techniques Continue to explore the work of a range of artists, describing the differences and similarities between different practises and disciplines, and making links to their own work. Respond to art from other cultures and periods of time. <p>Appreciation Ancient Art of Egypt</p> 	<ul style="list-style-type: none"> Develop and evaluate 2D and 3D works in a range of different media. Use sketchbooks to record observations, to review, extend and revisit ideas. Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. Experiment with applying colour in an expressive manner. Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects. Build on understanding of the colour wheel, by layering paints. Work on different scales, selecting suitable brush size and type. Explore printing techniques, e.g. the edge of a ruler, sponges or discarded materials. Plan, design and make models from observation or imagination. Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. <p>Appreciation Mlle Hipolyte Contemporary Art</p> 
Y4	Autumn Modigliani Self-Portrait	Spring William Morris	Summer Henri Matisse Abstract Art
<i>Builds on prior learning...</i>	Drawing and Colour Theory	3D Form	Painting, Drawing and Collage
	<ul style="list-style-type: none"> Build on observational and experimental drawing skills. Use a wide tonal range to emphasise light and shade. Blend materials to create tonal differences. Understand proportions in figurative drawing in order to consciously abstract them. Show expression and body language. Create atmosphere/mood with colour and light. Use marks to show texture. <p>Appreciation Amedeo Modigliani Abstraction</p> 	<ul style="list-style-type: none"> Record their observations and use them to review and revisit ideas, developing their imagination, generating ideas for alternatives and improvements in their own work. Use different grades of pencils and other drawing implements to achieve variation in tone and mark. Apply tone to a drawing in a simple way. Use clay to explore 3D Transferring their ideas into a 3D artwork. Identify changes they might make or how their work could be developed even further. Develop practical skills in making sculpture Develop breaking an image down into simple lines and shapes Use sketchbook to record own ideas. <p>Appreciation Arts and Crafts Movement Art in industry/ Art with purpose William Morris, textile designer</p> 	<ul style="list-style-type: none"> Draw from memory, imagination or observation. Use different media to create tone to show light and dark contrasts. Explain own thought processes behind the purpose of each piece e.g. linked to design, techniques or media choice. Develop mixed media work, combining collage, painting and printing, using knowledge gathered through experimentation. Discuss and review their own and others' work, expressing thoughts and feelings and explaining their views. Reflect and explain the successes and challenges in a piece of art they have created. Identify changes they might make or how their work could be developed even further. <p>Appreciation Fauvism (and Collage) Henri Matisse</p> 
Y5	Autumn Paul Cezanne	Spring Perspective	Summer Lino Printing
<i>Builds on prior learning...</i>	Drawing and Mark-Making, Collage	Painting and Colour Theory	Printing, Drawing and Collage
	<ul style="list-style-type: none"> Continue to develop drawing exercises, giving children time to look back at earlier practice and reflect on the changes in their work. Explore the relationships between line, form and colour. Develop a key element of their work: line, tone, pattern, texture. Begin to develop an awareness of composition, scale and proportion in their paintings. Mix and match colours to create atmosphere and light effects. Use sketch books to record their observations and use them to review, extend and revisit ideas. Make observational drawings. Develop a narrative through images. Explore balance in a collage composition. Use different techniques for different purposes e.g., shading, hatching within their own work. Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. <p>Appreciation Paul Cezanne Still Life</p> 	<ul style="list-style-type: none"> Develop a simple perspective in their work using a single focal point and horizon. Progress to 3 point perspective Begin to develop an awareness of composition, scale and proportion in their paintings. Mix and match colours to create atmosphere and light effects. Mix colours, shades, tones with confidence. Start to develop a painting from a drawing. Explore the relationship between colour and perspective. Understand that cool colours recede, warm colours advance. Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of artists and architects. Learn about artist tools (canvas) Use their sketchbook as a place to learn and explore ideas. <p>Appreciation Use of perspective in different periods: Pietro Perugino, William Ratcliffe, Paul Nash, David Hockney and Kurt Schwitters from classical to contemporary.</p> 	<ul style="list-style-type: none"> Confidently control types of marks made and experiment with different effects and textures. Know the fundamentals of tool holding and creating marks, of the process of lino printing e.g. inking, and printing. Create a drawing that will be transformed into a design that can be carved. Experiment with other printing techniques such as mono printing to create a background for their lino print. Continue to develop mixed media work, combining collage, painting and printing, using knowledge acquired through experimentation and practise. Experiment further with different forms of printing, collagraph & lino. Use a range of materials to collage. Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare and contrast various styles and different approaches. Understanding the variety of artistic skills with in creative industries Explore a specific process with final outcomes. Develop a sketchbook of ideas. <p>Appreciation Angela Harding – Artist and Maker for industry. Lin Onus – Print artist</p> 

Y6	Autumn Aaron Douglas Harlem Renaissance	Spring Post-impressionism Vincent Van Gogh	Summer Self-Portrait
<i>Builds on prior learning...</i>	Drawing and Mark-Making and Collage	Painting and Colour Theory	3D Form, Drawing and Collage
	<ul style="list-style-type: none"> • Explore form with mixed media. • Study the human figure through gesture and design. • Consider space and composition. • Use light and lines to create form. • Choose a varied tonal palette. • Explore drawing and mark making on new surfaces- tissue paper. • Make independent choices and realise intentions. • Work in a sustained and independent way to create a personal piece. • Self-direct choices of layering and positioning to create own composition. • Continue to develop mixed media work, combining collage and drawing, using knowledge acquired through experimentation and practise. • Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further. <p>Appreciation Aaron Douglas Harlem Renaissance – identity and equality</p> 	<ul style="list-style-type: none"> • Use a viewfinder. • Work in a sustained and independent way to create detailed drawing and painting. • Use a variety of dry and wet media to make marks, lines, patterns and textures. • Begin to develop an awareness of scale and proportion in their drawings of landscapes • Work with sustained independence and confidence to develop their own style of painting. • Mix colour, shades and tones with confidence to achieve their intended effect. • Create a painting from a drawing. • Explore how artists have used colour, texture and movement to express emotions. • Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further. • Learn about a great artist and how they have influenced contemporary art and the way to art we see today. • Understand the process of making artwork from ideas and drawings to final painting. <p>Appreciation Post-impressionism Vincent Van Gogh</p> 	<ul style="list-style-type: none"> • Use drawing to represent facial structures and the pupils own unique features to make a self-portrait. • Use a sketchbook to develop and refine ideas. • Use recyclable materials to create art and experiment with the materials, exploring both its benefits and challenges. • Use sculpting tools. • Gain a deeper understanding of the artistic process by studying artists who use similar techniques to inspire and inform their work. • Recognise the art of key artists and begin to place them in movements or historical significance and events. • Make own choices from drawing to design to finished work. • Record their observations and use them to review and revisit ideas, developing their imagination, generating ideas for alternatives and improvements in their own work. • Further develop their understanding and control of more varied techniques, improving their skill handling a range of two and three dimensional media. • Approaches that include investigation, experimentation and exploration. <p>Appreciation Chris Ofili</p> 