

## Tonwell St Mary's School Curriculum Overview of Intent for Art and Design

### Overall aims:

We aim to ensure all children explore and develop their own personal creativity in Art and Design, as well as building on their skill proficiency. Our children will be encouraged to think critically and increase their cultural capital by being introduced to great artists, architects and designers.

### Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for Art and Design in the following ways:

From the start of the Early Years, children have daily opportunities to explore and experiment with art and design type activities. Drawing, painting and sculpture form a part of our continuous provision and planning enables skills to be taught explicitly and creativity to be encouraged and celebrated.

The KS1 and 2 curriculum is organised so that children have opportunities to draw, paint and create sculpture across every year. When links are clear, cross-curricular connections are made with history and with activities in Forest School. Children develop critical thinking and cultural capital through learning about the greats, for example: study of a famous artist in KS1 and projects about local artists such as Henry Moore. We take opportunities to visit art galleries and invite visiting artists an aim for children to experience this at least once through their school career.

### Tonwell Ten: sketch, pattern, design, composition, colour, artist, sculpture, materials, texture, structure

	Autumn Term		Spring Term		Summer Term	
EYFS Years A & B	<p>How can I represent myself? – Self-portraits in pencil</p> <p>What is still life? - Handas Surprise fruit painting / pencil drawing / collage</p> <p>Which artists represented harvest? How and why did they create their art? Giuseppe Arcimboldo, <i>Autumn</i>, 1573</p> <p>How can I use clay to make a Diva lamp? – Sculpture</p>	<p>How have artists represented fireworks? James <i>Rosenquist, Fireworks for President Clinton (1996)</i>. James McNeill Whistler, <i>Nocturne in Black and Gold – The Falling Rocket (1875)</i> Giacomo Balla, <i>Fireworks (sketch) (1915)</i>.</p> <p>How do I want to represent fireworks? Chalk drawings / paint techniques.</p> <p>How can I make a Christmas card?</p>	<p>Based on a topic that is child-led</p>	<p>What is a collage? How can I make a chick collage?</p> <p>How have artists represented Spring? (link to music) <i>Springtime</i> – Monet <i>Peach trees in bloom</i> – Van Gogh</p> <p>How can I use art to show my feelings about Spring?</p>	<p>Based on a topic that is child-led</p>	<p>How did artists record holidays from the past? <i>A Sunday Afternoon on the Island of La Grande Jatte</i>, Georges Seurat, 1884 (link to French day and Victorian seaside)</p> <p>What is pointillism? How can I use this technique to make my own seaside painting?</p>

	Self-portrait, artwork, <b>representation</b> , drawing, pencil, colours, sketch, rubber, shading, still-life, <b>sculpture</b> , clay, paint, brushes, water pot, pallet, artists.	Chalk, painting, <b>colours, sketch, design, representation</b> , colours, brushes, water pot, colour mixing, pallet, artists.		Collage, PVA, glue stick, materials, cardboard, tissue paper, coloured paper/card, attach, combine, represent.		Pointillism, painting, brushes, dots, <b>colours, designs, artists.</b>
<p>Continuous Provision:</p> <p>Joining resources: masking tape, Sellotape, string, rope, PVA, glue sticks, split pins, treasury tags</p> <p>Tools: Pens, pencils, felt tips, colouring pencils, straight scissors, wiggly scissors, paints, water colours, brushes, water pots, pallets, clay tools, hole punch.</p> <p>Decorations: pom poms, feathers, sequins, glitter, pipe cleaners</p> <p>General resources: different sizes of paper, card, coloured paper, junk modelling boxes and bottles</p>						
<ul style="list-style-type: none"> <li>• ELG: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>						
KS1 Year A	<u>Self-portraits</u> How do we mix colours to represent different skin tones?	*Christmas cards and calendars	<u>Famous artist – Van Gogh</u> What primary colours did Vincent Gogh use in “The Starry Night?”		<u>Sculptures</u> What are sculptures? What materials can sculptures be made from?	
	<b>Sketch</b> , self-portrait, lines, thin, thick, bold, faint, wavy, broken colours, bright, dull, light, dark, colour mixing, watery, blending, bright, dull, shapes, long, oval,		Vincent Van Gogh, Starry night, sunflowers, brush stroke, canvas, portrait, <b>artist</b> , explore, <b>design</b> , create, evaluate, imagine, post-impressionism.		<b>sculpture</b> , clay, tool, model, cut, stick, fold, bend, attach, <b>assemble</b> , statue, stone, shell, wood, metal, marble	

	curvy, textures, smooth, crinkly, rough.					
KS1 Year B		*Christmas cards and calendars	<u>Painting</u> How can we represent the Great Fire of London in a painting?	<u>Pattern and print – with a focus on the artist Paul Klee</u> What patterns can you see in the castle and sun painting by Paul Klee?	<u>Sculptures and collage</u> What materials can we use to make a sculpture of an animal?	
			Painting, lines, thin, thick, bold, feint, wavy, broken colours, bright, dull, light, dark, colour mixing, watery, blending, bright, dull, shapes, long, oval, curvy, textures, smooth, crinkly, rough, tudor house.	Primary colours, secondary colours, continuous line, sketch, pattern, abstract, mixing, shape, block printing, print	sculpture, clay, tool, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, marble, collage.	
KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>		
KS2 Year A	What are the features of cave paintings?	National Gallery – Take one Picture	Who captures the beauty of the environment best – Turner or Goldsworthy?
	<b>composition, colour</b> , contrast, representation, pigment, natural, pre-historic, drawing, paint, <b>pattern</b> , markings	(see notes relevant to painting selected) observe, <b>sketch</b> , record, review, paint charcoal, pencil, tone, emphasis, shape, <b>pattern</b> , harmony, contrast, <b>artist, texture</b>	environment, temporary, natural, <b>sculpture</b> , photograph, perspective, <b>texture, artist</b> , painter, romanticism, watercolour, landscape, marine life, expressive, land art.

KS2 Year B	Why are Roman mosaics preserved and visited today? What's special about Roman architecture?	National Gallery – Take one Picture	What is special about Monet's style of painting?
	engineers, builders, arches, domes, aqueducts, architecture, bridges, amphitheatres, thermals, temples, brick, marble, <b>materials</b>	(see notes relevant to painting selected) observe, <b>sketch</b> , record, review, paint charcoal, pencil, tone, emphasis, shape, <b>pattern</b> , harmony, contrast, <b>artist, texture</b>	<b>artist</b> , painter, impressionist, landscape, nature, light, brush strokes, layers, depth, <b>colour, composition</b> , perspective
KS2 Year C	What are the characteristics of African art?	National Gallery – Take one Picture	Greek pottery – vessels to carry water and wine or great art masterpieces? What's special about Greek architecture?
	<b>pattern, colour, materials</b> , expression, simplistic, <b>design</b> , inspired, contrast, surroundings, bold, bright, shape	(see notes relevant to painting selected) observe, <b>sketch</b> , record, review, paint charcoal, pencil, tone, emphasis, shape, <b>pattern</b> , harmony, contrast, <b>artist, texture</b>	<b>sculptor</b> , clay, structure, decorative, moulding, balance, symmetry, coiling, pointed, pillars, columns
KS2 Year D	What made Henry Moore a famous local sculpture?	National Gallery – Take one Picture	What are propaganda posters? Why were they important in WW2?
	abstract, modern art, figures, <b>texture, sculptor</b> , model, <b>design</b> , clay, tools, attach, join,	(see notes relevant to painting selected) observe, <b>sketch</b> , record, review, paint charcoal, pencil, tone, emphasis, shape, <b>pattern</b> , harmony, contrast, <b>artist, texture</b>	<b>design</b> , influence, information, <b>colour</b> , repetition, emotive, language,
KS2 Years A, B, C & D revisited objectives	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for</li> </ul>		<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>

	<p>backgrounds then add detail.</p> <ul style="list-style-type: none"> <li>• Experiment with creating mood with colour.</li> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
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### Art and Design Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery/Reception		22-36 months	30-50 months	40-60 months	ELG
		Seek to make sense of what they see, hear, smell, touch and feel. Begin to use representation as a form of communication.	Begin to combine movements, materials, media or marks.	Begin to be interested in and describe the texture of things. Explore colour and begin to differentiate between colours. Differentiate marks and movements on paper. Use their bodies to explore texture and space. Understand that they can use lines to enclose space, and then begin to use these shapes to represent objects. Create 3D structures. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Explore what happens when they mix colours. Choose particular colours to use for a purpose. Understand that different media can be combined to create new effects. Experiment to create different textures. Create constructions, collages, painting and drawings. Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. Work creatively on a large or small scale
Year group	Painting/drawing	3D form	Textiles/Collage	Printing	Evaluating and Improving
Year 1	Use a variety of tools and techniques including the use of different brush sizes and types.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.	Make marks in print with a variety of objects, including natural and made objects.	Say what they like about their own/another child's work. Identify what they may change in their work next time

	Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.	of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper.	Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	
<b>Year 2</b>	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques inc. layering, mixing media, scraping through. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.	Manipulate clay for a variety of purposes, inc simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.	Use a variety of techniques, inc relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	To identify how their own, peers or other artists work makes them feel. Identify what they may change in their work next time. Generate written evaluation.
<b>Year 3</b>	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object.	Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	Compare methods between their work and others. Annotate drawings and sketches of their work.

	Work confidently on a range of scales.	Plan, design and make models.	Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.		
<b>Year 4</b>	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary. Experiments with paste resist.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and coldwater paste.	Evaluate the work of artists and identify what they like and do not like.  Use these evaluations of artist to impact their own work.
<b>Year 5</b>	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials.	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing.☐	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage.	Explain a few printing techniques. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry	To be able to generate ideas of why they like specific artists/pieces of work.  To be able to explain their choice of techniques used in a piece of work.

	Create imaginative work from a variety of sources.		Experiment with using batik safely.	or random printing styles. Choose inks and overlay colours	
<b>Year 6</b>	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt their work. Test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).	Develop skills in using clay inc. slabs, coils, slips. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.	Awareness of the potential of the uses of material. Use different techniques, colours and textures. To be expressive and analytical to adapt, extend and justify their work.	To critically evaluate the work they produce and use these evaluations positively to impact the outcome of their final piece of work.