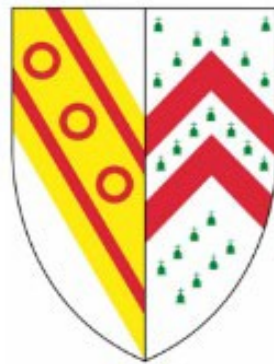




Pollington-Balne CE Primary School

Art





What do we expect to achieve through our Arts Curriculum?

	EYFS	Key Stage 1	Key Stage 2
National Curriculum Subject Content	By the end of EYFS our pupils will be able to; Expressive art and design Safely use and explore a variety of ; - materials - tools - techniques Experiment with; - colour - design - texture - form and function Share creations explaining process that they have used. Use props and materials when roleplaying.	By the end of KS1 our pupils will be able to; develop and share their ideas, experiences and imagination using; - drawing - painting - sculpture use a range of art techniques such as drawing, painting, printing and collage to express their ideas and experiences creatively. know how to use a sketchbook to make observations and collect thoughts and ideas. develop a wide range of art and design techniques in using; - colour - pattern - texture - line - shape - form - space demonstrate an understanding of the visual elements, including colour, line and shape (e.g. primary and secondary colours) use a range of materials creatively to design and make products show control with a range of media e.g. paints, charcoal, graphite, collage materials and clay discuss the work of; - artists - craft makers - designers describe the differences and similarities between different practices and disciplines, and make links to their own work know the name and work of at least six significant artists, designers, or craftspeople e.g. Rembrandt, Klee, Picasso and Hockney	By the end of KS2 our pupils will be able to; create sketch books to record their observations and use them to review and revisit ideas demonstrate a greater understanding about how to use a sketchbook to record observations and collect ideas, this may include sketches and annotations improve their mastery of art and design techniques, including; - drawing - painting - sculpture become more proficient and have an increasing awareness of a range of art techniques such as printing, sculpture and painting exhibit work and the work of others and give sophisticated reasons for the use of particular techniques as well as likes and dislikes e.g. referring to subject specific vocabulary. use a range of materials to improve their mastery of art and design techniques for example, pencil, charcoal, paint, clay demonstrate more control, experimentation and refined use of a range of media e.g. acrylic paints, inks, charcoal, graphite, collage and clay confidently use and apply subject specific vocabulary e.g. visual elements, media and techniques discuss the work of a range of; - great artists - architects - designers in history know the name and works of 12 significant artists, architects, designers or craftspeople and explain similarities and differences, such as style, technique or media and talk about how these reflect and shape our history, culture and diversity.

** bold text = National Curriculum

**red text = Supporting statements



What does Art progression look like at Pollington-Balne?

	EYFS	(Year 1/2)	(Year 3/4)	(Year 5/6)
Exploring and Developing Ideas	Develop their own ideas and decide which materials to use to express them. Return to and build on previous learning to refine ideas and develop their ability to represent them.	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum <i>To produce creative work, exploring their ideas and recording experiences.</i> Children can: - respond positively to ideas and starting points; - explore ideas and collect information; - describe differences and similarities and make links to their own work; - try different materials and methods to improve; - use age appropriate key vocabulary	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum <i>Develop techniques with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</i> <i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i> Children can: - use sketchbooks to record ideas; - explore ideas from first-hand observations; - question and make observations about starting points - respond positively to suggestions - adapt and refine ideas; - use age appropriate key vocabulary	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. KS2 Art and Design National Curriculum <i>Develop techniques with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</i> <i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i> Children can: - review and revisit ideas in their sketchbooks; - offer feedback using technical vocabulary; - think critically about their art and design work; - use digital technology as sources for developing ideas; - use age appropriate key vocabulary



Pollington-Balne CE Primary School Curriculum



Drawing	Use pencils for drawing confidently and competently. Experiment with colour. Show emotion within their drawings.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, e.g. pastels, chalk, felt tips; • use age appropriate key vocabulary	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use age appropriate key vocabulary	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use age appropriate key vocabulary
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Pollington-Balne CE Primary School Curriculum



Painting	Use paint brushes for painting competently and confidently. Experiment with colour. Explore colour mixing. Show emotion within their painting.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paint to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades; - use age appropriate key vocabulary	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; - create different textures and effects with paint; - use age appropriate key vocabulary	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - create a colour palette, demonstrating mixing techniques; - use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; - use age appropriate key vocabulary
Sculpture	Create collaboratively, sharing ideas, resources and skills. Experiment with form and function.	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; - use age appropriate key vocabulary	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - cut, make and combine shapes to create practicable forms; - use clay and other malleable materials and practice joining techniques; - add materials to the sculpture to create detail; - use age appropriate key vocabulary	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - plan and design a sculpture; - use tools and materials to carve, add shape, add texture and pattern; - develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - use materials other than clay to create a 3D sculpture; - use age appropriate key vocabulary



Pollington-Balne CE Primary School Curriculum



Collage	Use and explore a variety of materials. Use scissors competently and confidently. Experiment with texture.	Children will have the opportunity to explore creating a variety of images on different backgrounds using a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use age appropriate key vocabulary	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use age appropriate key vocabulary	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use age appropriate key vocabulary
Textiles	Use props and materials when role playing. Experiment with texture.	Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; • use age appropriate key vocabulary	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • use age appropriate key vocabulary	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use age appropriate key vocabulary



Pollington-Balne CE Primary School Curriculum



Printing	Experiment with design. Experiment with colour.	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture (e.g. sponges). KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand:	Children use a variety of printing blocks (e.g. coiled string glued to a block) and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand:	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand:
Work of Other Artists	Watch and talk about performance art.	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum To understand 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. Children can: • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand:	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding in this strand:	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding in this strand:



Vocabulary Progression

Speaking like an artist...		EYFS/Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Exploring and developing ideas	work, work of art, idea, starting point, observe, focus, design, improve.		line, pattern, texture, form, record, detail, question, observe, refine.		sketchbook, develop, refine, texture, shape, form, pattern, structure.	
	Drawing	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	
	Painting	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		Colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		Blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	
	Sculpture	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric		rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.		Form, structure, texture, shape, mark, soft, join, tram, cast.	
	Collage	collage, squares, gaps, mosaic, features, cut, place, arrange.		texture, shape, form, pattern, mosaic.		shape, form, arrange, fix.	
	Textiles	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.		pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.		colour, fabric, weave, pattern	
	Printing	colour, shape, printing, printmaking, woodcut, relief printing, objects.		line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	
	Work of other artists	Andy Goldsworthy LS Lowry Paul Klee Jackson Pollock Georges Seurat	Wassily Kandinsky Piet Mondrian Van Gogh Marc Quinn Robert Delaunay	Salvador Dali Claude Monet Henry Moore Barbara Hepworth Anish Kapoor Mackenzie Thorpe	Vivienne Westwood Coco Chanel Gianni Versace Stella McCartney	David Hockney Hokusai Henri Rosseau Picasso Romero Britto	Frank Lloyd Wright Leonora Carrington Beatriz Milhazes India Flint Alexander Calder David Oliveira



How does our Arts Curriculum develop our children's SMSC?

Spiritual Development	Spiritual development in Art involves giving children the opportunities to enquire and communicate their ideas, meanings and feelings. Children investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable children to develop their ideas and intentions and express these in an appropriate manner. This development is very prominent in the experimentation phase in our sketch books. At our school, in Art, it is our aim to give children full ownership of their art works and provide them with the confidence to explore, experiment and make their own decisions.
Moral development	Moral development involves children searching for hidden meanings in pieces of art works, stories, images or anything that gives us inspiration. We use these pieces to analyse possible problems or successes and discuss them thinking how they might affect our opinion of the piece. This helps children unpick art works and see them from different perspectives.
Social Development	Children's work is celebrated throughout the school and displayed in many areas. Children work independently and collaboratively to develop artworks. Children are encouraged to share ideas and discuss what they have found to work well (reflect, review and improve). Children discuss a range of artists and art work, encouraging and developing speaking and listening skills.
Cultural Development	Throughout projects children develop their knowledge and understanding of artist's ideas and concepts, helping them to identify meanings behind pieces. Children are exposed to a wide variety of art/artists from different heritages, cultures, beliefs and religions including local artists/designers.