<table>
<thead>
<tr>
<th>Phase</th>
<th>Cycle</th>
<th>Skill</th>
<th>Topic</th>
<th>Intent</th>
</tr>
</thead>
</table>
| KS1   | 1     | Drawing, painting and   | Where we live                | **Drawing** – Lines and Marks  
Draw on different surfaces with a range of media.  
**Form and Shape** 
Invent new shapes.  
**Painting** – Use a variety of tools and techniques including different brush sizes and types.  
**Colour:**  
Identify primary and secondary colours by name.  
Mix and match colours to artefacts and objects.  
**Collage** – Sort and group materials for different purposes e.g. colour texture.  
Fold, crumple, tear and overlap papers.  
**Colour:**  
Collect, sort, name match colours appropriate for an image.  
**Shape:**  
Create and arrange shapes appropriately.  
Linked artist - Pablo Picasso |
| KS1   | 1     | 3D                     | Can a penguin live in the    | **3D** – Manipulate malleable materials in a variety of ways including rolling and kneading.  
Explore sculpture with a range of malleable media.  
Manipulate malleable materials for a purpose, e.g. pot, tile.  
Understand the safety and basic care of materials and tools.  
**Form:**  
Experiment with constructing and joining recycled, natural and manmade materials.  
Use simple 2-D shapes to create a 3-D form.  
**Texture:**  
Change the surface of a malleable material e.g. build a textured tile.  
Linked artist - Roy Lichtenstein/Megan Coyle |
| KS1   | 1     | Collage and painting   | People who help us           | **Collage** – Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.  
Arrange and glue materials to different backgrounds.  
Sort and group materials for different purposes e.g. colour texture.  
Fold, crumple, tear and overlap papers.  
Work on different scales.  
**Shape:**  
Create and arrange shapes appropriately.  
**Painting** – Use a variety of tools and techniques including different brush sizes and types.  
**Colour:**  
Identify primary and secondary colours by name. |
<table>
<thead>
<tr>
<th>KS1</th>
<th>2</th>
<th>KS1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing and digital media</td>
<td>Our Country</td>
<td>Drawing – Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. <strong>Lines and Marks</strong> Name, match and draw lines/marks from observations. Invent new lines. <strong>Form and Shape</strong> Observe and draw shapes from observations. Draw shapes in between objects. <strong>Tone</strong> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <strong>Texture</strong> Investigate textures by describing, naming, rubbing, copying. <strong>Digital Media</strong> – Explore ideas using digital sources i.e. internet. Record visual information using digital cameras. Linked artist – LS Lowry</td>
<td></td>
</tr>
<tr>
<td>KS1</td>
<td>2</td>
<td>KS1</td>
<td>2</td>
</tr>
<tr>
<td>Painting and collage</td>
<td>Hot and Cold Places</td>
<td>Painting – Use a variety of tools and techniques including different brush sizes and types. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties. <strong>Colour</strong> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <strong>Texture</strong> Create textured paint by adding sand, plaster. <strong>Collage</strong> – Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. <strong>Colour</strong> Collect, sort, name match colours appropriate for an image. <strong>Texture</strong> Create, select and use textured paper for an image. Linked artist - Giuseppe Arcimboldo</td>
<td></td>
</tr>
<tr>
<td>KS1</td>
<td>2</td>
<td>KS1</td>
<td>2</td>
</tr>
<tr>
<td>Printing and textiles</td>
<td>Let’s go to Africa</td>
<td>Printing – Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono-printing.</td>
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</tr>
</tbody>
</table>
### Art Curriculum Intent, Implementation and Impact

| LKS2 | 1 | Digital media and printing | Manchester | Digital Media –  
Record and collect visual information using digital cameras and video recorders  
Present recorded visual images using software  
Chn to use cameras/ipads and other appropriate media.  
Chn to use appropriate media. Experiment with colours.  
Printing –  
Create printing blocks using a relief or impressed method  
Create repeating patterns/images.  
Linked artist – Andy Warhol |
|------|---|---------------------------|-----------|-----------------------------------------------|
| LKS2 | 1 | Painting | Vikings/ Anglo Saxons | Painting –  
Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  
Work on a range of scales e.g. thin brush on small picture etc.  
Create different effects and textures with paint according to what they need for the task.  
Colour:  
Mix colours and know which primary colours make secondary colours  
Use more specific colour language  
Mix and use tints and shades  
Linked artist – Peter Nicolai Arbo |
| LKS2 | 1 | Drawing | Egyptians/ Mountains | Drawing –  
Use journals to collect and record visual information from different sources.  
Use sketchbooks to record where chn have tried various media/resources. Use as a book for evidence of their thought process throughout the topic.  
Lines and Marks  
Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. |

- **Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.**  
- **Build repeating patterns and recognise pattern in the environment.**  
- **Create simple printing blocks with press print.**  
- **Design more repetitive patterns.**  

**Colour:**  
- Experiment with overprinting motifs and colour.

**Texture:**  
- Make rubbings to collect textures and patterns.

**Textiles –**  
- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decoration using beads, buttons, feathers etc.

**Colours:**  
- Apply colour with printing, dipping, fabric crayons.

**Textures:**  
- Create fabrics by weaving materials i.e. grass through twigs.  
  Linked artist - Clare Burchell

**Digital Media** –  
- Record and collect visual information using digital cameras and video recorders  
- Present recorded visual images using software  
- Chn to use cameras/ipads and other appropriate media.  
- Chn to use appropriate media. Experiment with colours.  

**Printing** –  
- Create printing blocks using a relief or impressed method  
- Create repeating patterns/images.  
  Linked artist – Andy Warhol

**Painting** –  
- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  
- Work on a range of scales e.g. thin brush on small picture etc.  
- Create different effects and textures with paint according to what they need for the task.  

**Colour:**  
- Mix colours and know which primary colours make secondary colours  
- Use more specific colour language  
- Mix and use tints and shades  
  Linked artist – Peter Nicolai Arbo

**Drawing** –  
- Use journals to collect and record visual information from different sources.  
- Use sketchbooks to record where chn have tried various media/resources. Use as a book for evidence of their thought process throughout the topic.  

**Lines and Marks**  
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
<table>
<thead>
<tr>
<th>Level</th>
<th>3D Options</th>
<th>National Curriculum Domain</th>
<th>Example</th>
<th>Key Artists</th>
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<tr>
<td>LKS2</td>
<td>Textiles and printing</td>
<td>Europe and Roman Britain</td>
<td>Textiles – Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining.</td>
<td>Linked artist – Hieroglyphics/Tomb art</td>
</tr>
<tr>
<td>LKS2</td>
<td>3D</td>
<td>Stone Age to Iron Age</td>
<td>3D – Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Plan, design and make models from observation or imagination.</td>
<td>Linked artist – Joan Miro</td>
</tr>
<tr>
<td>LKS2</td>
<td>Collage</td>
<td>The Rainforest</td>
<td>Collage – Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.</td>
<td>Linked artist – Stone Age artefacts/Cave art</td>
</tr>
<tr>
<td>UKS2</td>
<td>3D</td>
<td>Ancient Greece</td>
<td>3D – Plan a sculpture through drawing and other preparatory work e.g. painting pots. Develop skills in using clay inc. slabs, coils, slips, etc.</td>
<td>Linked artist – Georgia O'Keeffe</td>
</tr>
<tr>
<td>UKS2</td>
<td>Printing and digital media</td>
<td>The Victorians</td>
<td>Printing – Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints. Digital Media – Use a graphics package to create and manipulate new images. Present recorded visual images using software e.g. Photo story, PowerPoint.</td>
<td>Linked artist – William Morris/Kehinde Wiley</td>
</tr>
<tr>
<td>UKS2</td>
<td>Textiles and Digital Media</td>
<td>Rivers</td>
<td>Textiles – Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. Digital Media –</td>
<td></td>
</tr>
</tbody>
</table>
Art Curriculum Intent, Implementation and Impact

| UKS2 | 2 | Painting | WW2 | **Painting** –  
Develop a painting from a drawing  
Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  
Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  
**Colour:**  
Mix and match colours to create atmosphere and light effects  
Be able to identify and work with complementary and contrasting colours  
Linked artist – Christine Stanford/River stimulus |
|---|---|---|---|---|
| UKS2 | 2 | Collage and 3d | The Americas | **Collage** –  
Add collage to a painted, printed or drawn background.  
Use a range of media to create collages  
Use different techniques, colours and textures etc. when designing and making pieces of work  
Use collage as a means of extending work from initial ideas  
**3D** –  
Shape, form, model and construct from observation or imagination  
Use recycled, natural and man-made materials to create sculptures  
Produce intricate patterns and textures in a malleable media  
Linked artist – Henry Moore |

**Implementation**

**Whole school-**  
**Skills Walls:** Art Skills Walls throughout school focus on key skills, vocabulary and questions and exemplify the terminology used throughout the teaching of Art and enable pupils to make links across the wider curriculum.  
**Subject specific vocabulary:** Identified through knowledge organisers and skills wall and highlighted to the children at the beginning of lessons. Relevant art vocabulary based on each topic are available on mats for children to use in every lesson.  
**Consistent teaching sequence:** Art lessons will follow a clear and consistent teaching sequence allowing children to develop their skills in art throughout the unit.  
**Learning environment:** The learning environment is designed to ensure children develop their art skills and knowledge and continue to know more and remember more. Teachers will make reference to the art vocabulary posters during lessons and at other regular times during the week.  
**KS1** –  
Over the two-year cycle, skills for different areas of art are taught together in some units of art. Where skills are repeated, (for example, drawing) it is ensured that different skills are covered.  
**LKS2** –  
As well as a specific unit based on developing the drawing skills, there are elements of drawing within most of the units taught throughout the two-year cycle.  
**UKS2** –  
There are lessons included in all units taught specifically dedicated to developing children’s drawing skills.
## Art Curriculum Intent, Implementation and Impact

| Impact  | By the end of KS2, children will know more, remember more and understand more about the various artists, techniques and skills needed for creating their own piece of art.  
As artists, children will understand that art comes in different shapes and forms, can be interpreted in a variety of ways and may not always end up as you had first planned.  
They will have built upon the skills taught throughout their time at primary school and continue to develop those skills in KS3 and beyond. |