

## Art Curriculum Intent, Implementation and Impact

Phase	Cycle	Skill	Topic	Intent
KS1	1	Drawing painting and collage	Where we live	<p><b>Drawing –</b>  <b>Lines and Marks</b>            Draw on different surfaces with a range of media.  <b>Form and Shape</b>            Invent new shapes.  <b>Painting –</b>            Use a variety of tools and techniques including different brush sizes and types.  <b>Colour:</b>            Identify primary and secondary colours by name.            Mix and match colours to artefacts and objects.  <b>Collage –</b>            Sort and group materials for different purposes e.g. colour texture.            Fold, crumple, tear and overlap papers.  <b>Colour:</b>            Collect, sort, name match colours appropriate for an image.  <b>Shape:</b>            Create and arrange shapes appropriately.            Linked artist - Pablo Picasso</p>
KS1	1	3D	Can a penguin live in the desert?	<p><b>3D –</b>            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.  <b>Form:</b>            Experiment with constructing and joining recycled, natural and manmade materials.            Use simple 2-D shapes to create a 3-D form.  <b>Texture:</b>            Change the surface of a malleable material e.g. build a textured tile.            Linked artist - Roy Lichtenstein/Megan Coyle</p>
KS1	1	Collage and painting	People who help us	<p><b>Collage –</b>            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.  <b>Shape:</b>            Create and arrange shapes appropriately.  <b>Painting –</b>            Use a variety of tools and techniques including different brush sizes and types.  <b>Colour:</b>            Identify primary and secondary colours by name.</p>

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				<p>Mix primary shades and tones.          Mix secondary colours.          Linked artist - Seaside images (Monet, Picasso)</p>
KS1	2	Drawing and digital media	Our Country	<p><b>Drawing –</b>          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.  <b>Lines and Marks</b>          Name, match and draw lines/marks from observations.          Invent new lines.  <b>Form and Shape</b>          Observe and draw shapes from observations.          Draw shapes in between objects.  <b>Tone</b>          Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.  <b>Texture</b>          Investigate textures by describing, naming, rubbing, copying.  <b>Digital Media –</b>          Explore ideas using digital sources i.e. internet.          Record visual information using digital cameras.          Linked artist – LS Lowry</p>
KS1	2	Painting and collage	Hot and Cold Places	<p><b>Painting –</b>          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, scrapping through.          Name different types of paint and their properties.  <b>Colour:</b>          Identify primary and secondary colours by name.          Mix primary shades and tones.          Mix secondary colours.  <b>Texture:</b>          Create textured paint by adding sand, plaster.  <b>Collage –</b>          Sort and group materials for different purposes e.g. colour texture.          Fold, crumple, tear and overlap papers.  <b>Colour:</b>          Collect, sort, name match colours appropriate for an image.  <b>Texture:</b>          Create, select and use textured paper for an image.          Linked artist - Giuseppe Arcimboldo</p>
KS1	2	Printing and textiles	Let's go to Africa	<p><b>Printing –</b>          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.</p>

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				<p>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.  <b>Colour:</b>            Experiment with overprinting motifs and colour.  <b>Texture:</b>            Make rubbings to collect textures and patterns.  <b>Textiles –</b>            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.  <b>Colour:</b>            Apply colour with printing, dipping, fabric crayons.  <b>Texture:</b>            Create fabrics by weaving materials i.e. grass through twigs.            Linked artist - Clare Burchell</p>
LKS2	1	Digital media and printing	Manchester	<p><b>Digital Media –</b>            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.  <b>Printing –</b>            Create printing blocks using a relief or impressed method            Create repeating patterns/images.            Linked artist – Andy Warhol</p>
LKS2	1	Painting	Vikings/ Anglo Saxons	<p><b>Painting –</b>            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.  <b>Colour:</b>            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</p>
LKS2	1	Drawing	Egyptians/ Mountains	<p><b>Drawing –</b>            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.  <b>Lines and Marks</b>            Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p>

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				<p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><b>Tone</b> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><b>Texture</b> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. Linked artist – Hieroglyphics/Tomb art</p>
LKS2	2	Textiles and printing	Europe and Roman Britain	<p><b>Textiles –</b> 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</p> <p><b>Printing –</b> Print with two colour overlays Linked artist – Joan Miro</p>
LKS2	2	3D	Stone Age to Iron Age	<p><b>3D –</b> 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 Linked artist – Stone Age artefacts/Cave art</p>
LKS2	2	Collage	The Rainforest	<p><b>Collage –</b> 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 Linked artist – Georgia O’Keeffe</p>
UKS2	1	3D	Ancient Greece	<p><b>3D –</b> Plan a sculpture through drawing and other preparatory work e.g. painting pots Develop skills in using clay inc. slabs, coils, slips, etc. Linked artist – Greek pottery/Mayan sculptures</p>
UKS2	1	Printing and digital media	The Victorians	<p><b>Printing –</b> 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</p> <p><b>Digital Media –</b> Use a graphics package to create and manipulate new images Present recorded visual images using software e.g. Photo story, PowerPoint Linked artist – William Morris/Kehinde Wiley</p>
UKS2	2	Textiles and Digital Media	Rivers	<p><b>Textiles –</b> 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</p> <p><b>Digital Media –</b></p>

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				<p>Record, collect and store visual information using digital cameras etc.          Understand that a digital image is created by layering          Be able to Import an image (scanned, retrieved, taken) into a graphics package          Create layered images from original ideas          Linked artist – Christine Stanford/River stimulus</p>
UKS2	2	Painting	WW2	<p><b>Painting –</b>          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  <b>Colour:</b>          Mix and match colours to create atmosphere and light effects          Be able to identify and work with complementary and contrasting colours          Linked artist – Henry Moore</p>
UKS2	2	Collage and 3d	The Americas	<p><b>Collage –</b>          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  <b>3D –</b>          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 – Henri Rousseau</p>
<b>Implementation</b>	<p><b>Whole school-</b>  <b>Skills Walls:</b> 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.  <b>Subject specific vocabulary:</b> 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.  <b>Consistent teaching sequence:</b> Art lessons will follow a clear and consistent teaching sequence allowing children to develop their skills in art throughout the unit.  <b>Learning environment:</b> 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.  <b>KS1 –</b>          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.  <b>LKS2-</b>          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.  <b>UKS2 –</b>          There are lessons included in all units taught specifically dedicated to developing children’s drawing skills.</p>			



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<b>Impact</b>	<p>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.</p> <p>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.</p> <p>They will have built upon the skills taught throughout their time at primary school and continue to develop those skills in KS3 and beyond.</p>
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