

# THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

**CARE**  
courage ambition respect enjoyment



## KNOWLEDGE DEVELOPMENT OVERVIEW: Art

## SUBJECT: ART

### NATIONAL CURRICULUM

#### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### Aims

The national curriculum for art and design aims to ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### INTENT

At Thakeham Primary School we believe that art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures. Our art curriculum stimulates creativity and promotes imagination and provides opportunities for all children to creatively explore a range of materials and to progressively develop techniques and skills. We ensure we provide children with visual, tactile and sensory experiences in order to develop their language and communication skills and gain an insight into the world around them and provide a stimulating learning environment where children's work is celebrated.

### IMPLEMENTATION

Across key stage 1 and 2, we teach one art block each term across a two year rolling programme using a cross curricular approach. The children are given a range of opportunities to explore a wide variety of materials and techniques, developing their skills and thinking as young artists. The curriculum is progressive and so allows the children to build on skills, knowledge and techniques year on year. Throughout each unit, the children build on previous understanding through five areas of content: making skills, generating ideas, formal elements, knowledge of artists and evaluating their work. Various media types are explored within each unit to give the widest possible range of experiences for all children. The materials and media used are revisited throughout units and year groups to ensure progression of skills previously developed. Children are taught key knowledge, language and meanings in order to understand and readily apply new terminology to their work in Art and across the wider curriculum

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

### EYFS

#### Expressive Arts and Design

##### ELG: Creating with Materials

*Children at the expected level of development will:*

- 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;

- Make use of props and materials when role playing characters in narratives and stories.

Through Expressive Arts children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

## IMPACT

At Thakeham Primary School it is expected that teaching and learning will show progression across all key stages in Art. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work, whilst beginning to understand what being in 'artist' means. By the time children leave, we want them to have developed a passion for art and creativity, working both independently and collaboratively. They will have grown in confidence when using a range of tools and techniques, becoming artists that can apply the skills and knowledge that they have developed throughout the years and respond critically to their own and other's work.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence of the pupils' practical learning.
- Foundation Assessments at the end of a unit of work.

# National Curriculum Requirements

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## Early Years Statutory Framework: Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function.
- Share their creations, explaining the process they have used.

### Fine Motor

- Use a range of small tools, including scissors, paintbrushes and cutlery.
  - Begin to show accuracy and care when drawing.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants

## Key Stage 1

### Pupils should be taught:

- ♣ to use a range of materials creatively to design and make products
- ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ about 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.

## Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

### Pupils should be taught:

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history.

## Support

Art is a subject that when taught well can reach every child in the classroom regardless of their ability. It is a subject that needs to be tactile, experimental, engaging and enables children to take ownership over their learning.

To give our SEND children the best chance at success we plan to provide the following:

- We will provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.
- We will provide opportunities to be curious and explore the tools and resources that children will use.
- We will model how to use art tools before setting the work.
- We will understand if the child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed or alternative mediums.
- We will pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.
- We will differentiate the Learning Intention so that the child understands what is being asked of them.

## Challenge

- Children will be set challenges to extend the opportunities to explore an art skill.
- Children will use adventurous and technical vocabulary to evaluate their own pieces.
- Children will gain fluency in practical techniques.
- Children will be encouraged to be reflective, adaptive and creative.
- Children will be provided with more complex themes to explore and are encouraged to develop a wider variety of media and materials.
- Teachers will focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation.
- Opportunities will be sought by the school to provide the children with access to local artists, art projects around the school and learning outside the classroom within units of work.
- We will provide opportunities to study more detailed artists and images to enable them to use finer skills in drawing, media and design work



## Cycle A

		EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn		<p><b>Drawing / Painting / Printing</b></p> <p>Drawing faces with features self/friends portraits</p> <p>Drawing simple things from memory, favourite toys family and friends</p> <p>Sketching vegetables with pastels / Vegetable printing</p> <p>Using pre-made paints and are able to name colours. Holding a paintbrush in the palm</p> <p>Firework pictures / Rangoli patterns / Poppy printing</p> <p>Focus artist – Kandinsky</p> <p>Mixing primary colours to appropriate consistency. Mixing primary colours to make secondary colours</p> <p>Making collages of Elmer/ own patch work quilt</p> <p>Christmas cards / Hand printing for wreaths</p>	<p><b>Collage</b></p> <p>Colour, pattern, texture, line, shape, form and space</p> <p>Focused artist: Paul Klee</p>	<p><b>Drawing</b></p> <p>Developing line, shape, form and space</p> <p>portrait drawing</p> <p>Focus artist – Andy Warhol</p>	<p><b>Painting</b></p> <p>Watercolour</p> <p>Focus Artist: Albrecht Dürerl, Georgia O’Keefe</p>
	Spring	<p><b>Drawing / Painting / Printing / Sculpture</b></p> <p>Draw observations / animals with charcoal and chalks</p> <p>Animal printing / Weaving from recycled bags</p> <p>Making valentines cards</p> <p>Chinese Cherry blossom painting</p> <p>Drawing bodies of an appropriate size for what they’re drawing</p> <p>Drawing landscapes and buildings/cityscapes castles/towns/vehicles</p>	<p><b>Sketching / Sculpture</b></p> <p>Drawing and making from clay</p> <p>penguins focusing on the work of an illustrator.</p>	<p><b>Pattern 3D</b></p> <p>Mosaic Tiles</p> <p><b>Sculpture</b></p> <p>Cay pot</p>	<p><b>Sewing</b></p> <p>Running stitch, back stitch and cross stitch.</p> <p>Creating designs.</p>
	Summer	<p><b>Drawing / Painting / Printing</b></p> <p>Father’s Day cards</p> <p>Drawing daffodils / Designing own gardens</p> <p>Mother’s Day cards</p> <p>Drawing with detail – minibeasts/plants</p> <p>Printing to make symmetrical butterfly</p>	<p><b>Printing / Stencils</b></p> <p>Printing parts of birds using a range of textured materials. African art designs through Colour, pattern, texture, line, shape, form and space</p> <p>Focused artist: Claire Coles</p>	<p><b>Painting</b></p> <p>Painted different media – hieroglyphics (cartouche designs)</p> <p>Focus artist – Alaa Awad</p>	<p><b>Printing</b></p> <p>Propaganda posters from WWII</p> <p>Focus Artist: Abram Games</p>

## Cycle B

Autumn	<p><b>Drawing / Painting / Printing</b></p> <p>Drawing faces with features self/friends portraits</p> <p>Drawing simple things from memory, favourite toys family and friends</p> <p>Sketching vegetables with pastels / Vegetable printing</p> <p>Using pre-made paints and are able to name colours. Holding a paintbrush in the palm</p> <p>Firework pictures / Rangoli patterns / Poppy printing</p> <p>Focus artist – Kandinsky</p> <p>Mixing primary colours to appropriate consistency. Mixing primary colours to make secondary colours</p> <p>Making collages of Elmer/ own patch work quilt</p> <p>Christmas cards / Hand printing for wreaths</p>	tbc	tbc	<p><b>Drawing/sketching</b></p> <p>Sketch pencil</p> <p>Focus Artist: Vincent Van Gogh</p>
Spring	<p><b>Drawing / Painting / Printing / Sculpture</b></p> <p>Draw observations / animals with charcoal and chalks</p> <p>Animal printing / Weaving from recycled bags</p> <p>Making valentines cards</p> <p>Chinese Cherry blossom painting</p> <p>Drawing bodies of an appropriate size for what they're drawing</p> <p>Drawing landscapes and buildings/cityscapes castles/towns/vehicles</p>	tbc	tbc	<p><b>3d sculpture</b></p> <p>Wire/paper mache</p> <p>Focus Artist: Henry Moore</p>
Summer	<p><b>Drawing / Painting / Printing</b></p> <p>Father's Day cards</p> <p>Drawing daffodils / Designing own gardens</p> <p>Mother's Day cards</p> <p>Drawing with detail – minibeasts/plants</p> <p>Printing to make symmetrical butterfly</p>	tbc	tbc	<p><b>Acrylic/texture painting</b></p> <p>Forests, volcanoes</p> <p>Focus Artist: Deborah Leonard</p>

## Knowledge Development

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	SUGGESTED ARTISTS
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<ul style="list-style-type: none"> <li>– Begin to use a variety of drawing tools</li> <li>– Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>– Explore different textures</li> <li>- Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>– Extend the variety of drawings tools</li> <li>– Explore different textures</li> <li>– Observe and draw landscapes</li> <li>– Observe patterns</li> <li>– Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with tools and surfaces – Draw a way of recording experiences and feelings</li> <li>– Discuss use of shadows, use of light and dark</li> <li>– Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>–Experiment with the potential of various pencils</li> <li>– close observation</li> <li>– Draw both the positive and negative shapes</li> <li>– initial sketches as a preparation for painting</li> <li>– accurate drawings of people particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>– Identify and draw the effect of light</li> <li>– scale and proportion</li> <li>– accurate drawings of whole people including proportion and placement</li> <li>– Work on a variety of scales</li> <li>– computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>– effect of light on objects and people from different directions</li> <li>– interpret the texture of a surface</li> <li>– produce increasingly accurate drawings of people</li> <li>– concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>– effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective</li> </ul>	Leonardo Da Vinci, Vincent Van Gogh,
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	<ul style="list-style-type: none"> <li>Experimenting with and using primary colours</li> <li>– Naming</li> <li>– mixing (not formal)</li> <li>– Learn the names of different tools that bring colour</li> <li>– Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>name all the colours</li> <li>– mixing of colours</li> <li>– Find collections of colour</li> <li>– applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe colours by objects</li> <li>– Make as many tones of one colour as possible (using white)</li> <li>– Darken colours without using black – using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>– colour mixing</li> <li>– Make colour wheels</li> <li>– Introduce different types of brushes techniques</li> <li>- apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>- colour mixing and matching; tint, tone, shade</li> <li>– observe colours</li> <li>- suitable equipment for the task - colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>-hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> <li>– colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>hue, tint, tone, shades and mood explore the use of texture in colour</li> <li>– colour for purposes</li> <li>– colour to express feelings</li> </ul>	Mondrian – Kandinsky
<b>Texture (textiles, clay, sand, plaster, stone)</b>	<ul style="list-style-type: none"> <li>– Handling, manipulating and enjoying using materials</li> <li>– Sensory experience</li> <li>– Simple collages</li> <li>– simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>– weaving</li> <li>– collage</li> <li>– Sort according to specific qualities</li> <li>– how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>–overlapping and overlaying to create effects</li> <li>– Use large eyed needles</li> <li>– running stitches</li> <li>– Simple appliqué work</li> <li>– Start to explore other simple stitches</li> </ul>	<ul style="list-style-type: none"> <li>– collage</li> <li>– Use smaller eyed needles and finer threads</li> <li>– weaving</li> </ul>	<ul style="list-style-type: none"> <li>– Tie dying, -batik</li> <li>– Use a wider variety of stitches</li> <li>– observation and design of textural art</li> <li>– experiment with creating mood, feeling, movement</li> </ul>	<ul style="list-style-type: none"> <li>– compare different fabrics</li> <li>– use stories, music, poems as stimuli</li> <li>– Select and use materials</li> <li>– embellish work</li> <li>– fabric making</li> <li>– artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>- Develops experience in embellishing</li> <li>– Applies knowledge of different techniques to express feelings</li> <li>– Work collaboratively on a larger scale</li> </ul>	Linda Caverley, Molly Williams, William Morris, Gustav Klimt Eric Carle
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b>	<ul style="list-style-type: none"> <li>– Handling, feeling, enjoying and manipulating materials</li> <li>– Constructing – Building and destroying</li> <li>– Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>– Construct – Use materials to make known objects for a purpose</li> <li>– Carve</li> <li>– Pinch and roll coils and slabs using a modelling media.</li> <li>– Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of natural and man-made forms</li> <li>– Expression of personal experiences and ideas</li> <li>– to shape and form from direct observation (malleable and rigid materials)</li> <li>– decorative techniques</li> <li>– Replicate patterns and textures in a 3-D form</li> <li>– work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>– Shape, form, model and construct ( malleable and rigid materials)</li> <li>– Plan and develop</li> <li>– understand different adhesives and methods of construction – aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>– Plan and develop – Experience surface patterns / textures</li> <li>– Discuss own work and work of other sculptors</li> <li>– analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>– plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination – properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>– plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– observation or imagination – properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	Henry Moore, Barbara Hepworth, Andy Goldsworthy,

<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	<ul style="list-style-type: none"> <li>– Rubbings – Print with variety of objects – Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>– Create patterns – Develop impressed images</li> <li>– Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>– Print with a growing range of objects – Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>– relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints</li> </ul>	<ul style="list-style-type: none"> <li>– Use sketchbook for recording textures/patterns</li> <li>– Interpret environmental and manmade patterns – modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>– combining prints – design prints – make connections</li> <li>– discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>– Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists</li> </ul>	Picasso, Dan Mather, Andy Warhol
<b>Pattern (paint, pencil, textiles, clay, printing)</b>	<ul style="list-style-type: none"> <li>– repeating patterns</li> <li>– irregular painting patterns</li> <li>– Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>–awareness and discussion of patterns – repeating patterns</li> <li>– symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>– natural and manmade patterns</li> <li>– Discuss regular and irregular</li> </ul>	<ul style="list-style-type: none"> <li>– pattern in the environment</li> <li>– design</li> <li>– using ICT</li> <li>– make patterns on a range of surfaces</li> <li>– symmetry</li> </ul>	<ul style="list-style-type: none"> <li>– Explore environmental and manmade patterns – tessellation</li> </ul>	<ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>	Joan Miro, Bridget Riley, Escher, Paul Klee,

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