



JLPS Curriculum Overview for Art & Design

Rationale

'Every child is an artist' – Pablo Picasso

At Joy Lane Primary School, we value the teaching and learning of Art and Design as it stimulates creativity and imagination and promotes awe and wonder. Here, the children relish the opportunity to explore and create with a variety of materials, tools and techniques within teacher-led and child-initiated sessions. Through our whole-school approach to learning, 'Voices for Choices' (which develops metacognitive skills), children regularly refer to themselves as Creative Chameleons and Proud Peacocks within Art lessons and across the curriculum.

We encourage children to make cross-curricular links between Art and other subjects and use it to inspire learning opportunities, such as poetry or story writing. We promote independence and originality in children's artwork and believe in celebrating the achievements of every child through displays, events and whole-school Art projects. Our collaboration with the Coastal Alliance (a local network of schools) is also an important stimulus for the direction of Art in our school.

Opportunities in Art lessons enable our children to advance their creative skills and knowledge. Through careful planning and assessment, pupils' key skills and artistic knowledge are developed in every year group throughout the school in a progressive system, from mark making in Early Years to precise observational drawings in Year 6. Children are provided with opportunities to revisit and build upon previous creative skills and practice.

It is essential that children have the opportunity to learn and enjoy Art and Design from an early age to enrich their lives, develop creativity and inspire future careers in the Arts.

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 my 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 my ideas and recording my experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- to annotate and assess my own work
- 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 my art forms.

Subject Content

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 my 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 my own work.
- begin to express feelings about my own work

Key Stage 2

Pupils should be taught to develop my techniques, including my control and my 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 my observations and use them to review and revisit ideas.
- to evaluate and annotate sketchbooks with personal thought and assessment
- to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.
- to know about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of Year 6:

- produce creative work, exploring my ideas and recording my 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 my art forms.

Reception			
Area of Learning: Expressive Arts and Design			
Birth to three:	3- and 4-year-olds:	Children in Reception:	
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - I can make marks with intention. - I can explore paint using my fingers, other parts of the body, paint brushes and tools. - I can express my emotions and feelings through making marks and can sometimes give meanings to the marks I make. - I can explore different materials, using all my senses to investigate them. - I can manipulate and play with different materials. - I can use my imagination as I consider what I can do with different materials. - I can make simple models which express my ideas.	- I can explore different materials freely, to develop my ideas about how to use them and what to make. - I can develop my own ideas and then decide which materials to use to express them. - I can join different materials and explore different textures. - I can create closed shapes with continuous lines and begin to use these shapes to represent objects. - I can draw with increasing complexity and detail, such as representing a face with a circle and including details. - I can use drawing to represent ideas like movement or loud noises. - I can explore colour and colour mixing.	Early Years Pupils should be taught: - to use a range of materials to create a simple self-portrait - about their class artists and to use their class artists as inspiration whilst they explore colour and shape - to use a range of tools to make patterns, circles, zigzags, ups and downs and spirals - to use joining techniques to create sculptures using junk modelling resources, planning and designing to create a planned outcome - how to manipulate clay using a variety of techniques and basic tools - to know what primary colours are, and how to mix primary colours to make new colours	
Early Learning Goals: Creating with Materials - 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			
Unit - Painting	Unit - Drawing	Unit - Printmaking	Unit - Sculpture and Ceramics
I wonder what colours I can use? Wider Curriculum links: Animals Artist: Henri Rousseau	I wonder how I can use line with a purpose? Wider Curriculum links: All about me Artist: Nathan Wyburn	I wonder how to print using different objects or materials? Wider Curriculum links: Maths Artist: Kandinsky	I wonder what material is best to make a sculpture? Wider Curriculum links: Minibeasts Artist: Kate Kato
Equipment			
Paint Brushes	Food items (skittles, beans, sauces) Pencils Charcoal	Bottle tops Jars/tins Bowls Cups Paint	Air dry clay (coloured) Tissue paper Newspaper Ice cube trays
Aim			
To create a transcription of 'Tiger in a tropical storm'.	To use basic lines and shapes to create a self-portrait.	To create a simple print using circular shapes.	To use coloured clay and paper to make a 3D sculpture of a minibeast.
Skills			
To manipulate tools with increasing control To use a famous painting as inspiration for artwork. Children will know the primary colours and explore mixing using primary colours.	To make marks with purpose, using lines, circles, up and downs, spirals and zig zag motions to create a picture. To make a simple and recognisable representation of a face.	To be able to confidently explore pattern, print and texture using a range of media and tools Children will know what a 'warm' colour is and create a print using natural seasonal resources.	Children will be able to manipulate clay and play dough using a variety of technique Children will be able to plan and create with a desired outcome in mind Children will know what junk modelling is and how they can use different glues and tapes to join and create
Key Vocabulary			
Primary Colours Mixing	Self-Portrait Portrait Line Shape	Printing Shape Warm Colour Autumnal Colours	Sculpture Junk Modelling Planning Designing
Year 1			
Unit - Drawing	Unit - Painting	Unit - Sculpture and Ceramics	Unit - Printmaking
I wonder what a self-portrait is? Wider Curriculum links: My World Artist: Paul Klee	I wonder how I can use line, pattern and colour? Wider Curriculum links: Explorers/animals Artist: Sonia Delaunay	I wonder how I can use recycled materials to make a sculpture. Wider Curriculum links: Animals Artist: Michelle Reader	I wonder how I can use everyday objects to create a print? Wider Curriculum links: History Artist: Eduardo Paolozzi
Equipment			
Printing stamps Paint rollers	Water colours Colour wheels	Junk modelling materials Glue Sellotape Glue stick	Stamps Paint Paint rollers
Aim			

To consider a range of artists and describe the differences and similarities between different practices	To create cool and warm art inspired by our 'Explorers' unit of learning with a focus on colour collections.	To use a variety of materials and techniques to create a sculpture of an animal.	To make pattern using print and a range of different materials, to create texture when creating a castle print.
Skills			
To name primary colours. To experiment with the mixing of colours. To show feelings in drawings and paintings. To experiment with different mark making tools- paint, pencils, crayon, charcoal, pens etc.	To find colour collections. To experiment with different mark making tools- paint, pencils, crayon, charcoal, pens etc. To express mood through the use of colour. To use tools to create lines of different thickness in drawings. To experiment with the mixing of colours. To name primary colours.	Use a combination of materials that are cut, torn and glued. To be able to cut, roll and coil materials. To create texture. E.g: using sawdust/tissue paper. To make rubbings. To create a repeating pattern in print. To create texture. E.g: using sawdust/tissue paper. To make rubbings.	To create a repeating pattern in print. To make marks in print using a variety of objects including, natural and man-made objects
Key Vocabulary			
Artist Shape Portrait Line Drawing Sketching	Warm Cold Colour Primary Secondary Pattern	Texture 3-Dimensional shape Sculpture	3-Dimensional shape Printing Texture Man-made Natural Repeat
Responding to Art			
- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. - Explain how a piece of art makes them feel - link to emotions. - I can ask questions. - Explore 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.			
Year 2			
Unit - Printmaking	Unit - Drawing	Unit - Ceramics and Sculpture	Unit - Painting
I wonder how I can show the movement of water? Wider curriculum links: Lighthouse Keeper's Lunch. Artist: Susan Leeson	I wonder how I can use colour to change a drawing? Wider curriculum links: History - Queen Elizabeth. Artist: Andy Warhol	I wonder how can I manipulate clay to recreate African patterns? Wider curriculum links: Maths - Patterns shapes, Geography- Africa culture/jobs. Artist: Nancy Mc Croskey	I wonder how I can create tones with paint? Wider curriculum links: Science - growing plants, local tree and plants. Artist: Vincent Van Gogh
Equipment			
String Straws Bubble wrap Lego Variety of lids	Pencils and Pens Examples of Pop Art Collage materials	African resources (pictures, artefacts, musical instruments, fabrics) Pencils Clay tools Clay boards	Art watercolour paper Watercolours Variety of paintbrushes
Aim			
Create a monoprint inspired by water.	To draw a portrait of Queen Elizabeth II, in the style of Andy Warhol.	To design and make a clay tile inspired by African patterns and symbols.	To paint using a variety of tones. To paint plants indoors and outdoors using these tones.
Skills			
Printing by pressing, rolling, rubbing and stamping, a variety of materials and objects.	Create multiple prints of a drawing by copying onto collaged paper. Use pencils and pens to create a line portrait.	Roll, squeeze, pinch, score and join clay using tools. Follow a drawn design to make a final piece.	Colour mixing to make secondary colours. To make as many green tones as possible without using black.
Key Vocabulary			
Artist Pattern Drag Shape Print Press Rub Effect	Line Shape Position Features Portrait	Press Roll Pinch Score, Scratch, Carve. Clay Relief	Tone Light Dark Shadow Primary Secondary Mix Shade
Responding to Art			
- Express thoughts and feelings about a piece of art. - Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. - Reflect and explain the successes and challenges in a piece of art created. - Identify changes they might make or how their work could be developed further			
Year 3			
Unit - Drawing	Unit - Sculpture and Ceramics	Unit - Painting	Unit - Printmaking

Wider Curriculum Links: Geography- place knowledge Artist: Catman	Wider Curriculum Links: History - Anglo Saxons Artist: Anglo Saxons	Wider Curriculum Links: Geography- Extreme Earth/volcanoes. Artist: Andy Warhol	Wider Curriculum Links: English- Nature poetry Artist: Kara Walker
Equipment			
Variety of pencils, different grades Variety of brushes Card	Clay Modelling tools Clay boards Variety of brushes	Acrylic paint Variety of brushes	Layers of card Pencils Paint Scissors
Aim			
Catman inspired piece of work	To make an Anglo-Saxon clay pot	Andy Warhol inspired volcano painting	Kara Walker inspired botanical relief print
Skills			
To apply colour using dotting, scratching and splashing To identify techniques used by local artists To use line, colour and tone to show facial expressions and body language To represent figures and forms in movement	To use modelling tools to shape and join clay To cut make and combine clay shapes.	To use a range of brushes to create different effects in painting To select appropriate brushes and paint colours to create a background To experiment with 'extreme' contrasting colours	Cutting Mono printing Sketching Relief printing Creating silhouettes
Key Vocabulary			
Line Colour Expression Body language Dotting	Scratching Splashing Modelling Roll Scrape Score Texture Coil	Contrast Symbol Acrylic Composition	Silhouette block print mono print sketch design
Responding to Art			
- Continue to explore 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. - Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - Respond to art from other cultures and other periods of time			
Year 4			
Unit - Drawing	Unit - Painting	Unit - Printmaking	Unit - Sculpture and Ceramics
Wider Curriculum Links: PSHE Artist: Picasso	Wider Curriculum Links: N/A Artist: Charles Burnes	Wider Curriculum Links: History: Hieroglyphics - Egyptians. Artist: Elizabeth Catlett	Wider Curriculum Links: Geography Artist: Hepworth
Equipment			
Coloured pencils Sketching pencils	Watercolours Sugar paper	Polystyrene tiles Rollers Acrylic paint	Clay
Aim			
To create an expressive portrait using a range of materials.	To use a variety of brush techniques and shades to create a winter inspired landscape.	To be able carve meaningful marks to make a print.	To be able to join clay in a variety of ways to make a model of an American landmark
Skills			
To use mood, feeling and movement through facial expressions. To use tone, line, shading and colour to create/show facial expression. To use a range of materials such as pastels, chalk, felt tips.	To use different tools to develop and improve painting techniques and include blending and texture within my art. To use varied brush techniques to create shapes, textures, patterns and lines. To use specific colour language; hue, shade, tone.	To research artists who use print making techniques. To design a hieroglyph-print-block. To carve and create a print on a polystyrene tile, knowing how to reverse the image.	To create a 3D model using a range of modelling materials. To use clay and other malleable materials and practise joining techniques. To add materials to the sculpture to create detail.
Key Vocabulary			
Mood Tone Line Sketching Shading Blend Expression	Colour Hue Shade Tone	Carving Mark making Layering Printing Rolling	Sculpture Malleable material Detail
Responding to Art			
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. - Begin to explore a range of great artists, architects and designers in history.			
Year 5			
Unit - Drawing	Unit - Painting	Unit - Printmaking	Unit - Sculpture and Ceramics
Wider Curriculum Links: History - Tudors	Wider Curriculum Links: Geography - tourism	Wider Curriculum Links: RE - Islam	Wider Curriculum Links: History - Ancient Greeks

Artist: Hans Holbein the Younger	Artist: David Shutt	Artist: Kate Farley Printmaker	
Equipment			
Pencils Pastels	Watercolour paints	Lino print Sculpting Tool	Clay Plastic Knife Water
Aim			
To sketch a Tudor portrait	Landscape painting of Greece and the UK	Create a lino cut print inspired by Islamic patterns	To make a Greek vase using clay and sculpting tools attaching a useable handle
Skills			
Mood Representation Form Movement Portrait Smudge Blend Mark	Contrasting Experimentation	Effect Purpose Repetition	Carve Shape Texture Wire Coil Slab Slip
Key Vocabulary			
Line Texture Proportion Composition Contrast Portrait Expression	Landscape Foreground Middle ground Horizon Blending Tone Horizon	Lino Carve Print Impression Transfer Symmetry Geometric	Sculpt Coil Slab Score Pottery Pattern Mould
Responding to Art			
- Recognise the art of key artists and begin to place them in key movements or historical events. - Discuss and review own and others work, expressing thoughts and feelings explaining their views. - Identify artists who have worked in a similar way to their own work. - Explore a range of great artists, architects and designers in history. - Compare the style of different styles and approaches.			
Year 6			
Unit – Printmaking	Unit – Drawing	Unit – Painting	Unit – Sculpture and Ceramics
Wider Curriculum Links: English: Kensuke's Kingdom Geography: Mountains Artist: Hokusai and Kitazawa Rakuten	How does art speak to an audience if there are no words? Artist: William Blake	I wonder how I can use reflection and transparency to create effect. Wider Curriculum Links: Science: Light and English: Titanic Artist: Joaquim Sorolla	I wonder who was Henry Moore? Wider Curriculum Links: History: WWII Artist: Henry Moore Option also to explore Henry Moore's wax resist as a VfC activity
Equipment			
Printing blocks Water colour Coloured pencils inks	HB pencils Charcoal pencils	Acrylic paint watercolour Variety of brushes	Clay Chicken wire Transparent coloured plastic sheets Option also to explore Henry Moore's wax resist: Wax candles Pencils Charcoal
Aim			
To create artwork inspired by Hokusai	To create emotion in my Art, building upon skills and techniques I have learnt.	To create artwork focussing on introducing light and reflection.	To create a sculpture inspired by nature.
Skills			
Using observation to replicate and recreate an artistic style. Using blocks to create print art, based on the traditional printing technique.	I can use colour to convey mood and character. Introduction of shade and texture Conveying symbolism.	Introduction of tint and tone. Perspective	Using observation to replicate and recreate an artistic style. Using mixed media to create 3d models.
Key Vocabulary			
Hokusai The Great Wave Foreground Background Tones Hues Reverse Etching Debussy Block Printing	Character Shading Tone Texture Depth Mood Imagery Symbolism Contrast Intensity Tint Monochromatic	Reflection Luminosity Transparent Vibrant Contrast 'en plein air' Seascape Abstract Acrylic Primary colour Effect	Henry Moore World War 2 Wax Resist Form Mixed Media Observe Nature Portray Perspective Texture 3-dimensional
Responding to Art			

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great Artists, architects and designers

