

ART Curriculum Intent

Children at Woodside will: know about a range of famous artists within a range of styles, genres and cultures; be able to sketch, develop and refine their artwork. They will know how to control and manipulate a range of materials and tools for effect, as well as reflect on the detail, accuracy and effectiveness of their work. These skills will provide children with an awareness and appreciation of art within the local community and worldwide.

ART National Curriculum

EYFS - ELG	<p>Expressive arts and design: Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Expressive arts and design: Exploring and using media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

Woodside Primary School – ART –Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Media	<p>Expressive arts and design: Exploring and using media and materials</p> <p>DM 30-50 months</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>To use a simple painting program to create a picture.</p> <p>To use tools like fill and brushes in a painting package.</p> <p>To go back and change my picture.</p>	<p>To create a picture independently.</p> <p>To use simple IT mark-making tools, e.g. brush and pen tools.</p> <p>To edit my own work.</p> <p>To change my photographic images on a computer.</p>	<p>To use the printed images I take with a digital camera and combine them with other media to produce art work.</p> <p>To use IT programs to create a piece of work that includes my own work and that of others (using web).</p> <p>To use the web to research an artists, architects or designers style of art.</p>	<p>To present a collection of my work on a slide show.</p> <p>To create a piece of art work which includes the integration of digital images I have taken.</p> <p>To combine graphics and text based on my research.</p>	<p>To create a piece of art work which combines graphics and text based on my research.</p> <p>To scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>To create digital images with animation, video and sound to communicate my ideas.</p>	<p>To use software packages to create pieces of digital art I design.</p> <p>To create a piece of art which can be used as part of a wider presentation.</p>
Painting	<p>Beginning to be interested in and describe the texture of things.</p> <p>DM 40-60 months</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To communicate something about myself in my painting.</p> <p>To choose to use thick and thin brushes as appropriate.</p> <p>To paint a picture of something I see.</p> <p>To name the primary and secondary colours.</p>	<p>To mix paint to create all the secondary colours.</p> <p>To mix and match colours, predict outcomes.</p> <p>To mix my own tertiary colour (shades of brown).</p> <p>To make tints by adding white.</p> <p>To make tones by adding black.</p>	<p>To predict with accuracy the colours that I mix.</p> <p>Do I know where each of the primary and secondary colours sits on the colour wheel.</p> <p>To create a background using a wash.</p> <p>To use a range of brushes to create different effects.</p>	<p>To create all the colours I need.</p> <p>To create mood in my paintings.</p> <p>To successfully use shading to create mood and feeling.</p>	<p>To create all the colours I need.</p> <p>To depict emotion accurately through my painting and sketches and justify choices.</p>	<p>To explain what my own style is.</p> <p>To use a wide range of techniques in my work.</p> <p>To explain why I have chosen specific painting techniques.</p>
Printing	<p>ELG</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To print with sponges, vegetables and fruit.</p> <p>To print onto paper.</p> <p>To create a repeating pattern.</p>	<p>To design my own printing block.</p> <p>To create a print like a designer on textile.</p> <p>To create a print using pressing, rolling, rubbing and stamping.</p>		<p>To print using a number of colours.</p> <p>To create an accurate print design.</p> <p>To print onto different materials.</p>		<p>To overprint using different colours.</p> <p>I look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.</p>
Textiles	<p>Expressive arts and design: Being Imaginative</p> <p>DM 30-50 months</p> <p>Developing preferences for forms of expression.</p> <p>Captures experiences and responses with a range of media, such as paint and other materials or words.</p> <p>DM 40-60 months</p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p> <p>ELG</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology and art.</p>	<p>To sort threads and fabrics.</p> <p>To group fabrics and threads by colour and texture.</p> <p>To weave with different materials</p> <p>To begin to sew (running stitch)</p>		<p>To use more than one type of stitch.</p> <p>To use sewing to add detail to a piece of work to add texture</p>		<p>To use textile and sewing skills as part of a project, e.g. hanging, textile book, etc..</p> <p>This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p>	
Drawing		<p>To communicate something about myself in my drawing.</p> <p>To draw using pencil and crayons.</p> <p>To draw lines of different shapes and thickness, using different grades of pencil.</p>	<p>To use different grades of pencil in my drawing (e.g. 4B, 8B, HB, 3H).</p> <p>To use charcoal, pencil and pastels.</p> <p>To create different tones using light and dark.</p> <p>To show patterns and texture in my drawings.</p>	<p>To show facial expressions in my drawings.</p> <p>To use my sketches to produce a final piece of work.</p> <p>To write an explanation of my sketch in notes.</p> <p>To use different grades of pencil shade, show different tones, show tone and texture.</p> <p>To use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>To show facial expressions and body language in my sketches.</p> <p>To identify and draw simple objects, and use marks and lines to produce texture.</p> <p>To organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>To depict reflections including shadow (e.g. water).</p> <p>To explain why I have chosen specific materials to draw with.</p>	<p>My sketches to communicate emotions and a sense of self with accuracy and imagination.</p> <p>To explain why I have chosen specific drawing tools and techniques.</p>	
3D		<p>To add texture by using tools.</p> <p>To make different kinds of shapes.</p> <p>To cut, roll and coil materials such as clay, dough or plasticine.</p> <p>To join materials (e.g. junk modelling)</p>	<p>To add texture using materials (e.g. sand)</p> <p>To make a clay pot.</p> <p>To join to finger pots together.</p> <p>To add line and shape to my work.</p>	<p>To add onto my work to create texture and shape.</p> <p>To work with life size materials.</p> <p>To create pop-ups.</p>	<p>I experiment with and combine materials and processes to design and make 3D form.</p> <p>To sculpt clay and other mouldable materials.</p>	<p>I experiment with and combine materials and processes to design and make 3D form.</p> <p>To sculpt mod roc and other mouldable materials.</p>	<p>To create work which is open to interpretation by the audience.</p>
Collage		<p>To cut, tear and fold paper and card for my collages.</p> <p>To use scissors effectively.</p> <p>To gather and sort the materials I will need.</p>	<p>To work collaboratively.</p> <p>To use different kind of materials on my collage and explain why I have chosen them.</p>	<p>To cut very accurately.</p> <p>To overlap materials.</p> <p>To experiment using different colours.</p>	<p>To combine visual and tactile qualities.</p> <p>To use mosaic.</p> <p>To use montage.</p>	<p>To combine visual and tactile qualities.</p> <p>To create a fabric collage.</p>	<p>To justify the materials I have chosen.</p> <p>To combine pattern, tone and shape.</p>
Knowledge about artists		<p>To describe what I see and like in the work of another artist or craft maker.</p> <p>To ask sensible questions about a piece of art or craft.</p>	<p>To say how other artists or craft makers have used colour, pattern and shape.</p> <p>To create a piece of work in response to another artist's or craft maker's work.</p> <p>Guiseppe Arcimboldo (1527-1593)</p>	<p>To compare the work of different artists, architects and designers.</p> <p>To explore work from other periods of time.</p> <p>Are I beginning to understand the viewpoints of others by looking at images, people and understand how I are feeling and what the artist, architect or designer is trying to express in my work.</p> <p>Henri Rousseau</p>	<p>To experiment with different styles which artists, architects and designers have used.</p> <p>To explain art and architecture from other periods of history.</p> <p>To explore work from other cultures.</p>	<p>To experiment with different styles which artists, architects and designers have used.</p> <p>To learn about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information.</p> <p>Edward Belbruno</p>	<p>To say what my work is influenced by.</p> <p>To include technical aspects in my work, e.g. architectural.</p> <p>Hans Holbein</p> <p>Laurence Stephen Lowry</p>