



## Art Curriculum Guide

*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 and create their own work. 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. Art education should foster an enjoyment and appreciation of the visual arts, and a knowledge of artists.*

### Contents

Knighton Mead Primary Academy Art Intent  
National Curriculum Aims and Outcomes  
Whole School Coverage  
Skills Progression  
Planning, marking and feedback  
Resources  
Enrichment

### Our Intent:

At Knighton Mead, we aim to deliver a curriculum which is accessible to all and allows curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. In creating a wide range of products and artwork, these skills can then transfer to other areas of the curriculum.

We believe art education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. All children from Nursery to Year 6 have the opportunity to learn new art skills and techniques through a creative and exciting art curriculum. By the end of year 6, children will have learnt about the work of at least 12 different famous artists and will have a solid understanding of how art reflects and shapes the world's history and culture.

## National Curriculum 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.

## Outcomes

### Key Stage 1 Subject Content

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.

### 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.
- To create sketch books to record their observations and use them to review and revisit ideas.

### Key stage 2 pupils should be taught:

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.

- 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.

### Whole school Coverage:


At Knighton Mead there is an annual art fortnight. Children learn about a significant artist and their style of art. They then use this knowledge to develop their skills in the artform and create artwork to be displayed around the school. The table below shows a rotating rota of the Artists to study during this time.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sep 23</b>	“we are all artists” Looking at EA&D skills	Jackson Pollock	Antoni Gaudi	Gustav Klimt	Bridget Riley	Andy Warhol	Banksy
<b>July 23</b>	“we are all artists” Looking at EA&D skills	Andy Goldsworthy	Giuseppe Arcrimboldo	David Hockney	Sue Kershaw (mosaic)	Frida Kahlo	Claude Monet
<b>July 24</b>	“we are all artists” Looking at EA&D skills	Wassily Kandinsky	Vincent Van Gogh	Georges Seurat	Henri Rousseau	Piet Mondrian	M.C. Escher
<b>July 25</b>	“we are all artists” Looking at EA&D skills	Edvard Munch	Henri Matisse	Pablo Picasso	Yayoi Kusama	William Morris	Salvador Dalí

Art is also studied throughout the year during our topics. Below is an overview of the coverage for each year group.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art – Landscapes using different media – castle collages	Art – art and design skills – drawing, shading, painting, collage.	Art – sculpture – clay plates	Art – collage and weaving	Art – sculptures – papier mâché death masks (or another media)	Art – sculpture – dragon’s eyes
Art – Printing – repeating patterns	Art – Drawing – landscapes and cityscapes	Art – prehistoric art - painting	Art - art and design skills – drawing, shading, painting with different media	Art – Architectural drawing – famous buildings	Art - art and design skills – drawing, shading, painting with different media

## Skills Progression

 <b>KNIGHTON MEAD</b> <small>PRIMARY ACADEMY</small> <b>Art Skills Progression</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Exploring and developing ideas</b>	<p>Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<b>Evaluating and developing work</b>	<p>Review what they and others have done and say what they think and feel about it</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>

<p><b>Drawing</b></p>	<p>Makes marks on a variety of paper using a variety of tools, inc. pencils, crayons and chalk.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<p><b>Painting</b></p>	<p>Explores making marks on paper.  Uses a variety of tools; straws, matchsticks, brushes to spread paint.  Experiments with and enjoys colour.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades Using different types of paint. Create different textures e.g. use of sawdust.</p>	<p>Mix a range of colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper. Mix and match colours using Artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures Inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white. Choose appropriate resources to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources. Show an awareness of how paintings are created (composition).</p>

<p><b>Printing</b></p>	<p>Random experimental printing with hands, feet and found materials.</p> <p>Uses one colour of paint on a block.</p> <p>Repeating patterns, random or organised, with a range of blocks.</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>Explain a few techniques, ink' the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>
<p><b>Textiles/collage</b></p>	<p>Handles different materials.</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>

<p><b>3 D form</b></p>	<p>Handles, feels and manipulates rigid and malleable materials.</p> <p>Pulls apart and reconstructs basic shapes.</p> <p>Experiments with basic tools</p> <p>Manipulate playdough in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, Inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay Inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>
<p><b>Breadth of study</b></p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT</p> <p>Investigate different kinds of art, craft and design.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT</p> <p>Investigate different kinds of art, craft and design.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate different kinds of art, craft and design.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>



### Planning, marking and feedback

Art plans are completed by class teachers following the school format in the topic planners. Planning should identify objectives, resources, success criteria (LOs), Captain Stretch activity, key vocabulary, key questions and use of adults.

Work is evidenced in the sketchbooks and/or on Tapestry.

Marking and Feedback should be verbally during lessons.

Expectations	
Sketchbooks	Tapestry
<ul style="list-style-type: none"><li>• Title page for each Artist covered</li><li>• Sketching, techniques and artwork prior to a final piece should be recorded in sketchbooks.</li><li>• Work should be dated with a WALT/ WILF (as shown below)</li></ul>	<ul style="list-style-type: none"><li>• For a collaborative piece, physical session or artwork outside of the Art weeks a journal entry saved in the ART folder</li><li>• Written comment explaining what activity has been taking place</li><li>• Relevant skills selected and given a star rating.</li></ul>
<ul style="list-style-type: none"><li>• A final piece or collaborative piece should be backed and use for display – a photo of the display piece or full class display should be added to Tapestry at the end of the Art unit.</li><li>• Include the children’s voice in talking about the artwork – should this be a review of the artists, techniques or talking/writing about their own artwork.</li></ul>	

## Assessment

In Art, a range of formative assessment strategies are used in lessons. Clear objectives and success criteria should be shared with children and they are assessed against these. Tasks should be well matched to learning objectives and success criteria. Attainment is recorded as **working below age related, at age related** or **above age-related** expectations.

Judgements about pupil attainment are formed from:

- Teacher observations
- Contributions to class discussions
- Work in sketchbooks, final pieces of artwork and on Tapestry

Children's attainment is reported twice yearly to parents via their reports.

## Resources

General art resources are stored centrally in the resources room opposite the Year 6 classroom or collage bits are stored in the drawer unit in the KS1 corridor. Prior to an Art week the Art subject lead will email staff for an updated list on any resources they may need ordering. Staff are responsible for informing the Art subject leader when extra resources are needed. If any additional resources are required, staff should speak to the subject leader. Small purchases can be made by teachers. Costs can be claimed by speaking to the Business Manager.

## Enrichment:

At Knighton Mead we aim to provide as much enrichment for the children to enhance their experiences and learning. In Art we aim to do this through:

- Entering art competitions.
- Celebrating work through school displays and across TMET.
- Trips to link Art to other areas of the curriculum.