




Art Intent

At Nunthorpe Primary, we teach a high-quality art and design curriculum which engages, inspires and challenges 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. Our art curriculum is linked, where possible, to local artists or to art that complements the themes within our curriculum.

EYFS Statement relating to Art

Being creative, imaginative and expressive is a key part of our Early Years curriculum and setting. Children explore painting, printing, collage and experiment with colours and shade. Building and construction areas allow them to use a variety of media and resources for their models and creations. They are taught to use the correct resources within the setting and they are encouraged and supported to make crafts for a purpose. Our craft areas allow children to also cut and join a variety of materials independently and they are encouraged to revisit and adapt their work overtime, in collaboration with peers, and also to talk about what they see and what they have created. Immersed in a range of creative and artistic resources, inside and outside of the classroom, our EYFS setting allows our budding artists to experiment and explore.

	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Progression and themes	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
	Sketch plants from seed to shoot Children will draw lines of different shapes and thickness, using 2 different grades of pencil. Show different tones using pencils and crayons.	Observational drawings of Fruit Pupils will use three different grades of pencil in their drawing (2B, 4B & 6B). Create different tones, using light and dark. Show patterns and texture in	Observational Drawing of Greek Vases Begin to annotate sketches to explain and elaborate ideas. Create different tones using light and dark. Use pencils or	Portraits Write explanations of sketches in notes. Use hatching and cross hatching to show tone and texture. Identify and draw simple objects and use marks and	Shadows and light, natural forms Organise line, tone, shape and colour to represent figures and forms of movement, shadow and reflection. Identify and draw simple	Soldier portraits Organise line, tone, shape and colour to represent figures and forms of movement and/or perspective. Use lines to represent movements. Create sketches to

		their drawings, using different media.	coloured pencils. Show patterns and texture in drawings using different surfaces.	lines to produce texture.	objects, and use marks and lines to produce texture. Successfully use shading to create mood and feeling.	communicate emotions and a sense of self with accuracy and imagination (realistic/ impressionistic). Pupils explain why they have combined different tools to create drawings.
	Painting	Painting	Painting	Painting	Painting	Painting
	<p>Mark making and colour exploration to paint natural forms (Van Gough's sunflowers)</p> <p>Pupils communicate something about themselves in their painting or something they see.</p> <p>Name and use primary and secondary colours. Create colour wheels using their mixed paints. Use different sized brushes.</p>	<p>Makenzie Thorpe and Aboriginal art</p> <p>Mix paint to create all the secondary colours. Mix and match colours and predict outcomes. Choose to use thick and thin brushes appropriately. Mix colours to create a shade of brown. Make tints by adding white and make tones by adding black.</p>	<p>Impressionist painting Monet</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes and lines. Mix colours effectively and predict outcomes. Use watercolour paints to produce washes for backgrounds. Use thin brushes to add detail. Experiment with creating mood with colour- red angry, blue sad/cold etc.</p>	<p>LS Lowry</p> <p>Use a number of brush techniques, using thick and thin brushes to produce pattern and texture. Mix colours effectively and use watercolour paints to produce washes for backgrounds and add detail to build up the whole picture. Create mood, using knowledge of colour mixing.</p>	<p>Peter Thorpe, Great Wave</p> <p>Sketch lightly with a B pencil before painting. Combine colour and line. Create a colour palette using natural or man-made objects. Include a variety of tones. Use acrylics to produce visually interesting pieces. Combine colours to enhance the mood of a piece. Use brush techniques to create texture. Develop a personal style of painting from ideas of other artists.</p>	<p>David Hockney</p> <p>Sketch lightly with a B pencil before painting. Combine colour and line. Create a colour palette using natural or man-made objects. Include a variety of tones. Use acrylics to produce visually interesting pieces.</p>

	Printing	Printing	Printing	Printing	Printing	Printing
	<p>Use natural forms e.g. leaves to create a print Show patterns and texture using objects to create prints.</p>	<p>Use fruit and vegetables to create a print Mimic print from the environment. Use objects to create prints. They will rub and roll to make prints.</p>	<p>To use objects to print a repetitive pattern Make precise repeating patterns including those observed in the natural environment. Make own printing blocks or objects.</p>	<p>Print blocks linked to Andy Warhol Pop Art Make printing blocks from coiled string glued to block. Use layers of 2 and 3 colours.</p>	<p>William Morris Build up layers of colours. Create an accurate pattern. Begin to add detail.</p>	<p>Banksy (graffiti printing) Build up layers of colours. Create an accurate pattern. Begin to add detail.</p>
	Collage	Collage	Collage	Collage	Collage	Collage
	<p>Building silhouettes (Houses and Homes topic) Cut, tear and glue paper and card for collages. Gather and sort materials. Begin mixing materials to create texture.</p>	<p>Picasso Portraits Create individual and/or group collages. Use different kinds of materials on their collage and explain why they have chosen them.</p>	<p>River Tees collage Select materials to create a striking effect. Use coiling and overlapping.</p>	<p>Roman mosaics Select and arrange the materials to create a striking effect. Ensure work is precise. Use tessellation, mosaic and montage.</p>	<p>Tudor Rose Arrange materials to create an effect. Think about textures like rough/ smooth. Combine visual and tactile qualities.</p>	<p>Anderson shelters Mix textures (rough, smooth, plain and patterned) and combine the visual and tactile qualities. Use ceramic mosaic materials and techniques for positioning, attaching etc.</p>
	3D	3D	3D	3D	3D	3D
		<p>Clay fruit Use techniques such as rolling, cutting, moulding and carving-clay. Add line and texture to work. Combine shapes.</p>	<p>Egyptian canopic jars Create and combine shapes to make recognisable forms such as nets or solid materials. Use clay or other mouldable materials.</p>	<p>Viking jewellery and long boats Include texture that conveys movement, feelings or expression. Use clay or other mouldable materials and begin to add</p>	<p>Volcano Show life-like qualities and real-life proportions. Use tools to carve, add shape, texture and pattern.</p>	<p>Gargoyles Use frameworks such as wires and moulds to provide stability and form. Use tools to carve, add shape, texture and pattern.</p>

			Begin to experiment with ways of presenting it.	detail such as handles. Use correct methods of fixing separate parts.		
	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results
	Pupils begin to talk about their own work and the work of others (peers and other artists).	Begin to talk about aspects of work: favourite aspects, challenges etc. Talk about how their work links to that of a 'focus' artist.	Begin to evaluate work in terms of original intention. Engage in peer reviews of work to support the development of own work.	Begin to evaluate their work in terms of original intention. Engage in peer reviews to support the development of pupils' own work.	Engage in self, peer and teacher reviews to support the development of their work, setting personal targets. Critically evaluate and analyse works of art: composition, artistic style, and artistic period.	Engage in self, peer and teacher reviews to support the development of their work, setting personal targets. Critically evaluate and analyse works of art: composition, artistic style, and artistic period.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Focus Artists	Jackson Pollock	Van Gough	Pablo Picasso	Claude Monet	Andy Warhol	William Morris	Banksy
	Matisse Mondrain Kandinsky	Joan Miro	Makenzie Thorpe	Keith Haring	LS Lowry	Hokusai	David Hockney

Subject content	<p>Key stage 1</p> <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. 	<p>Key stage 2</p> <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.
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