

# ART

## Knowledge and Skill Sequencing Document

Art National Curriculum Aims	
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art form</li> </ul>	
Intent	Art
	<p><b>To expose children to the world of art, enabling them to express themselves through creating their own art, craft and design.</b></p> <p>Children will develop an appreciation of art, craft and design and know how they reflect and shape our history and culture. From Nursery to year 6, children will study a range of artists, craft makers, designers and architects along with exploring a variety of media, materials, tools and techniques.</p>




## Art Timeline




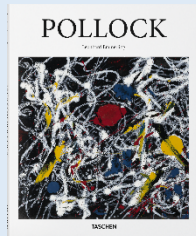





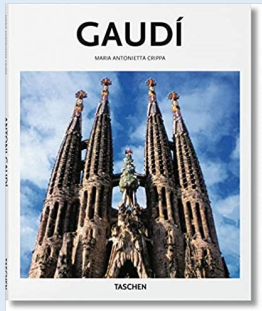
<b>Curriculum Driver</b>	Force for Positive Change					
<b>Knowledge Thread</b>	The areas of learning in Art are sequenced and linked through the study of: <b>artists, craft makers, designers and architects and any area of child initiated interest.</b>					
<b>Year Group</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>All About Me Harvest Festival</b>	<b>In the Woods Christmas</b>	<b>People Who Help Us Chinese New Year</b>	<b>At the Farm</b>	<b>In the Garden</b>	<b>Journeys and Transport</b>
	Art opportunity: Drawing - self portraits	Art opportunity: Collage - natural material to make woodland creatures	Art Opportunity: <b>Painting</b> - Chinese New year picture	<b>Art Study:</b> Printing- Judith Braun- finger print farm animals/scene	<b>Art Study:</b> Collage - Henri Matisse	Art opportunity: Sculpture – junk modelling transport
<b>Reception</b>	<b>My Family</b>	<b>Winter Diwali</b>	<b>Amazing people</b>	<b>Growing Easter</b>	<b>Tales from around the world</b>	<b>Under the Sea and at the Seaside</b>
	<b>Art Study:</b> <b>Painting</b> - Wassily Kandinsky	Art Opportunity: Drawing - henna patterns	Art Opportunity: Textiles - Quilt	<b>Art Study:</b> Collage - Eric Carle	<b>Art Study:</b> Painting - Aboriginal Art	Art Opportunity: Printing - under the water/ bubbles
<b>Y1</b>	<b>What's that weather?</b>	<b>Toy Story: to Infinity and Beyond</b>	<b>London's Burning</b>	<b>Animal Kingdom</b>	<b>Secret Garden</b>	<b>There's No Place Like Home</b>
	<b>Art Study:</b> <b>Painting</b> - colour mixing	Art Opportunity: digital media - copying/ pasting/filters - Andy Warhol	Art Opportunity: Collage – flames/fire	Art Opportunity: Drawing - Animals	<b>Art study:</b> Sculpture - Andy Goldsworthy	<b>Art study:</b> Printing - William Morris wallpaper designs
<b>Y2</b>	<b>Who are we?</b>	<b>Gunpowder, Treason and Plot</b>	<b>Kings and Queens</b>	<b>Spring has Sprung</b>	<b>Reduce, Reuse, Recycle</b>	<b>A Pirate's Life for Me</b>
	Art opportunity: Textiles: Weaving (linked to nest)	<b>Art Study:</b> <b>Painting</b> - Jackson Pollock Firework	Art opportunity: Digital Media- selfies	<b>Art Study:</b> Decoupage/Collage - Carl Faberge Faberge eggs	<b>Art Study:</b> Sculpture-(use broken school equipment)	Art Opportunity: Drawing - Claude Monet - fruit
<b>Y3</b>	<b>Let There Be Light</b>	<b>Stones and Bones</b>	<b>May The Force Be With You</b>	<b>Extreme Earth</b>	<b>Let It Grow</b>	<b>Groovy Greeks</b>

	Art opportunity: Multimedia - Rangoli patterns and Diva lamps	<b>Art Study:</b> <b>Painting</b> - Cave paintings	Art Opportunity: Drawing - Magnetic patterns made from iron fillings	<b>Art Study:</b> Multimedia - Art from above	Art opportunity: <b>Painting</b> - Mixing colours for painting flowers	<b>Art Study:</b> Sculpture-Greek clay pots
Y4	<b>Invaders and Settlers: Romans</b>	<b>Our Changing world</b>	<b>Invaders and Settlers: Anglo Saxons/Vikings</b>	<b>Buzzers, Bulbs and Batteries</b>	<b>Dem Bones Dem Bones</b>	<b>Viva Espana</b>
	<b>Art study:</b> Collage-mosaic Antony Gaudi	Art opportunity: Collage- recycled material project	Art Opportunity: drawing Anglo Saxon/Viking shields/ tribe patterns	<b>Art Study:</b> Antony Gormley- sculpture	Art Opportunity: Printing-unique finger print image	<b>Art Study:</b> Textiles Paco Rabanne
Y5	<b>Food Glorious Food</b>	<b>Early Civilisations</b>	<b>The Rainforest</b>	<b>Earth and Space</b>	<b>African Kingdom: Benin</b>	<b>African Kingdom: Ancient Egypt</b>
	<b>Art Study:</b> Drawing/street art - Bansky	Art opportunities: Multimedia - involving creating Mayan masks	<b>Art study:</b> <b>Painting</b> - Henri Rousseau	Art opportunity: Printing - Marbelling inks for planets	<b>Art study:</b> Textiles: felted, stitching, applique	Art Opportunity: Sculptures - Clay cartouches
Y6	<b>Evolution and Inheritance</b>	<b>CSEye Investigates</b>	<b>World War 2</b>	<b>World War 2</b>	<b>Empire and Enfield</b>	<b>Fit and Fabulous</b>
	<b>Art study:</b> Claire Murthy – sketching wildlife	<b>Art study:</b> Collage – creating a human eye	Art opportunity: <b>Painting</b> propaganda posters	<b>Art study</b> – Digital Media –linked to propaganda	Art opportunity – sketching local building- Hazel Williams	Art opportunity – Sculpture and printing - props/back drops for year 6 production

## Art and Design: Key Knowledge and Skills

Reception		Timeline: Georgia O’Keefe-Abstract Artist		
Learning Journey My Family		Key Knowledge	Key Vocabulary	
Art Media		<p>Take inspiration from: Artists, craft makers, designers and architects</p> <ul style="list-style-type: none"><li>Wassily Kandinsky - Russian painter, 1866, abstract art.</li><li>Abstract art has no subject or images that you can recognise. It uses colours and shapes that make you feel a certain way. Kandinsky felt that he could express feelings and music through colours and shapes.</li><li>Take inspiration from ‘Squares with concentric circles.’ 1913</li><li>Children create their own abstract art linked their feelings and emotions.</li></ul> <div></div>	paint, brush, colour, shape, marks, yellow, blue, red, green, orange, purple, square, circles, round, same, pattern, concentric, colour mixing, Wassily Kandinsky, abstract feelings, emotions.	
EYFS Framework Content	<p>Painting</p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>Share their creations, explaining the process they have used;</li><li>Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"><li>Use a range of small tools, including scissors, paint brushes and cutlery</li></ul>		<p>Suggested Book: Wassily Kandinsky: 295 Plates (Colour Plates)</p> <div></div>	
Year Group Links:				
• YN: Chinese new year (AO)				
Art Skills		Assessment		
Develop and explore ideas		<ul style="list-style-type: none"><li>Explore artist’s work. Do they like it? What do they notice? Does it remind them of anything that they have seen before?</li><li>Explore making marks using a variety of paint and tools- E.G. what is the effect of different thicknesses of brush?</li><li>Explore colour linked to feelings / emotions.</li><li>Explore different types of paint: water colour, oil, acrylic.</li><li>Explore colour mixing (primary colours: red, blue, yellow and Secondary colours: purple, green, orange)</li></ul>		
Painting		<ul style="list-style-type: none"><li>To know painting as a type of media.</li><li>To begin to know what abstract art is.</li><li>To know that there are a variety of painting tools such as brushes, sticks, cotton buds, toothbrushes, fingers...</li><li>Begin to know about colour mixing.</li></ul>		
Evaluate		<ul style="list-style-type: none"><li>Answer enquiry question: I think that ... makes me feel...</li><li>I used yellow because...</li></ul>		
Enquiry Question: Do colours make you feel happy or sad?				

Year 2		Timeline: Georgia O’Keefe abstract art	
Learning Journey Gunpowder, Treason and Plot		Key Knowledge	Key Vocabulary
Art Media		Painting	
National Curriculum Content	<ul style="list-style-type: none"><li>To use a range of materials creatively to design and make products</li><li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>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.</li></ul>	<ul style="list-style-type: none"><li><b>Take inspiration from:</b> Artists, craft makers, designers and architects</li><li><b>Jackson Pollock</b>, 1912, was an American abstract painter.</li><li><b>‘The She-wolf’</b> 1943, <b>‘Shimmering Substance’</b> 1946, <b>‘Number 14, Gray’</b> 1951</li><li>He poured or splashed paint on to horizontal surfaces. He called it the ‘Drip technique.’</li><li>He also used knives, trowels, or sticks to add ‘depth’ to the painting.</li><li>It shows how the artist was feeling at the time of the painting.</li></ul> <div></div>	<p><b>Thin brush, Jackson Pollock, drip painting, fireworks, thick brush, tones, tints, primary colours, secondary colours, colour wheel.</b></p> <p><b>Suggested book:</b> Pollock Taschen</p> <div></div>
Year Group Links <ul style="list-style-type: none"><li>YN: Chinese new year (AO)</li><li>YR: Wassily Kandinsky (My Family)</li><li>YR: Aboriginal Art (Tales from around the world)</li><li>Y1: Colour mixing (What’s the weather?)</li></ul>			
Art Skills		Assessment	
Develop and explore ideas		<ul style="list-style-type: none"><li>Explore artist’s work. Do they like it? What do they notice? Does it remind them of anything that they have seen before?</li><li>To explore printing with different materials.</li><li>To explore printing with different types and colours of paint on different backgrounds.</li><li>To plan and design a print.</li><li>To roll, rub and stamp to create a repeating patterns.</li></ul>	
Painting		<ul style="list-style-type: none"><li>Use thick and thin brushes.</li><li>Mix primary colours to make secondary colours.</li><li>Add white paint to make tints and black paint to make tones.</li><li>Create colour wheels.</li></ul>	
Evaluate		<ul style="list-style-type: none"><li><b>Answer enquiry question:</b> I think my painting is art because...</li><li>My painting is like Jackson Pollock because...</li><li>I felt... when I was painting.</li></ul>	
Enquiry Question: If my painting doesn’t look like anything I know, is it still art?			

Year 4			Timeline: Cubism Fauvism				
Learning Journey		Key Knowledge		Key Vocabulary			
Invaders and Settlers: Romans		<ul style="list-style-type: none"><li>Select and arrange materials for a striking effect</li><li>Ensure work is precise</li><li>Use coiling, overlapping, tessellation, mosaic and montage</li><li>Produce more intricate surface patterns/textures and to use them when appropriate.</li></ul> <div></div>		Tear, overlap, weave, combine, rip, cut, attach  Suggested book:    Gaudi-Maria Antionette Crippa			
Art Media						Collage	
National Curriculum Content	<ul style="list-style-type: none"><li>To create sketch books to record their observations and use them to review and revisit ideas</li><li>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</li><li>To learn about great artists, architects and designers in history</li></ul>						
Year Group Links YN: In the woods (AO) YN: Henri Matisse (In the Garden) YR: Eric Carle (Growing, Easter) Y1: Flames/fire (London’s burning AO) Y2: Decoupage (Spring has sprung) Y3: Collage/multimedia (Extreme Earth)							
Take inspiration from: Artists, craft makers, designers and architects		<ul style="list-style-type: none"><li>Antoni Gaudí Mosaic designs (1852-1926)</li><li>Born in Barcelona, Gaudí pioneered a special mosaic design technique called Trencar that is still in vogue and used by a lot of artists today.</li><li>Gaudi used broken tiles and ceramics in his mosaics</li></ul>					
Art Skills		Skill Assessment					
Develop and explore ideas		<ul style="list-style-type: none"><li>Explore artist’s work. Do they like it? What do they notice? Does it remind them of anything that they have seen before?</li><li>Plan and develop mosaic designs</li><li>Combine materials precisely</li><li>Think about placement and size of pieces to create a mosaic inspired by Gaudi</li></ul>					
Evaluate		<ul style="list-style-type: none"><li>Answer enquiry question:</li><li>I know that not all mosaics were designed by the Romans as Gaudi used Mosaics in his artwork in modern day</li><li>Have I combined colours and materials to the desired effect?</li></ul>					
Enquiry Question: Mosaics were only used by the Romans							

