



EYFS – Y6

- Intent, implementation and impact
- Art@ Nancledra
- Programme of study
- Skills coverage (including by cycle and phase)
- Skills progression Cycle A



Implementation:

Our Art curriculum focus on the different concepts in art and knowledge around different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles.

Children will be taught about the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting). Additionally, the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, printing, textiles, printmaking, photography and mixed media) introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art).

Art tasks are designed with an eye to the importance of learning and practising process. All pupils, from KS1 onwards, demonstrate their art journey in sketchbooks; children in EYFS display artwork in a whole class book. Sketchbooks are promoted as a personal documentation for each individual; children are given time to experiment and practise skills in their sketch book, before applying these to create a final piece of artwork.

Impact:

By the end of each Key Stage, all children can apply and understand the concepts, knowledge and skills they have been taught, so that they are proficient in drawing, painting, sculpture, printing, collage and textiles. Teachers have high expectations and evidence is presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the skills and processes specified. Teachers formatively assess against the National Curriculum expectations. Children will leave Nancledra knowing that mistakes are okay. They will think for themselves and be critical about their own and other's work, showing competences in improving their resilience and perseverance by continually evaluating and improving their work

Intent:

We value the significance of Art and Design and believe it is our children's entitlement to freely share and express their creativity, independence, resilience, and self-reflection, within art and design, as part of a broad and balanced curriculum.

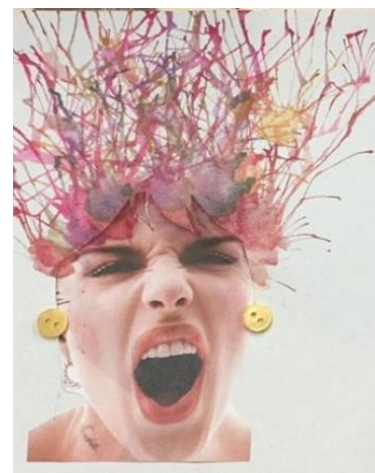
Art and Design provides children with the opportunity to experience the world around them and express themselves in a variety of ways, by widening and deepening their essential knowledge and skills. It is our intent to provide all children with the fundamental skills, techniques and knowledge required to create unique drawings, paintings, sculptures, collages, prints and textiles. We want the children to have a natural sense of wonder and curiosity when experiencing a broad assortment of artwork.

Furthermore, we empower children to discover prominent artists, designers and craft makers that will enable them to explore their own and other's cultural heritages. We give the children the time and space to explore new themes and discover ways to be creative, without the necessity for perfection.

At Nancledra, we believe that the process takes precedence over the product. We want our children to feel enjoyment in the journey of producing art. Our lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. It is through this personalised art experience, that we enable the children to feel safe, proud, and happy, to produce their most creative work.



Art
@Nancedra



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 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.

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



**Art Skills Coverage
CA Year One**

**Art Skills Coverage
CA Year Two**

Drawing

Line
 AUT2: drawing different lines with different materials, drawing lines with a ruler, drawing from the imagination
 SPR1: line drawing (detail)
 SPR2: drawing from the imagination.
 SUM1: observation drawings, creating line patterns, fantasy drawing, choosing and using a range of tools: pencils, black felt pen, white chalk, coloured chalks

AUT1: drawing geometric shapes, using natural objects to draw organic shapes
 AUT2 (media): creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels
 SUM1: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone,

Portrait
 SUM2: Drawing people from life, using charcoal

SPR1: Planning and drawing a face, drawing a profile, drawing with oil pastels

Landscape
 SPR2: detailed drawing

Still Life

Painting
 AUT1: colour mixing, holding and using a brush, using different brushstrokes
 AUT2: painting and colouring neatly inside shapes
 SPR2: painting with dots, using short brushstrokes, colour mixing,

AUT1: colour mixing
 SPR1: mixing skin tones

3D
 SPR1: modelling with clay, designing for a purpose
 SUM2: modelling with clay (building on skills from Architecture)

AUT1: creating sculptures with paper and wire
 SPR2: creating sculptures with found objects

Collage
 SPR1: collage with tissue paper

AUT2: cutting organic shapes

Printing
 SPR1: cardboard printing
 SUM1: developing control through outlined printing by using “press and stamp” to create prints, use repeating or overlapping shapes

SUM1?
 SUM2: mono-printing

Textiles
 SUM2: weaving, creating a composition

Other



**Art Skills Coverage
CA LKS2**

**Art Skills Coverage
CA UKS2**

Drawing	Line	AUT1: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, SPR2: Drawing fine detail, creating patterns SUM1: Using lines to create a design SUM2: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing	AUT1 (media): Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing AUT2: Using rulers and compasses to draw geometric patterns SPR1?
	Portrait	SPR1: drawing in profile	
	Landscape		
	Still Life	AUT2: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels	
	Painting	SPR2: using different grade brushes, painting with watercolours	AUT1: painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic AUT2: paintings with inks SPR2: Using Chinese painting materials and Chinese painting style – emphasis on brush use
	3D	SPR1: modelling in clay SUM1: working with clay to create a relief, building up and carving away SUM2 model making	AUT2: working with clay – carving and building up, painting clay ? SPR1: Using 3d mixed media to design and create relief sculptures
	Collage	SPR2: collage SUM1: collage	SUM2: Collage - photos
	Printing	AUT1: printing to create lines	SUM1: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils
	Textiles		
	Other		SUM2: photography: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.

Year One	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Colour	Line	Architecture	Style in Art/ Narrative Art	Printing	Sculpture
<p>Summary</p> <p>Concepts in Art: Colour, Line, Style</p> <p>Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism</p> <p>Skills: Painting, Drawing, 3D form, Collage</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour</p> <p>Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc</p> <p>Collage Collage with tissue paper - tearing</p>	<p>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</p> <p>Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes</p> <p>Skills: colour mixing, holding and using a brush, using different brushstrokes</p> <p>Local: Use local beaches for inspiration, Kurt Jackson, St Just artist</p> <p>PAINTING MIXED MEDIA</p>	<p>Artists: Rembrandt, Miro, Klee</p> <p>Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things</p> <p>Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination, inspired with music</p> <p>DRAWING MIXED MEDIA</p>	<p>Buildings: Westminster Abbey, Truro Cathedral, Local Church, St Paul’s Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p> <p>Concepts: Defining architecture, purpose, features, design process.</p> <p>Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose (cardboard printing), model making with mixed media</p> <p>DRAWING 3D FORM CLAY COLLAGE</p>	<p>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</p> <p>Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings</p> <p>Skills: painting with dots, using short brushstrokes, colour mixing, drawing from the imagination. (Builds on AUT1)</p> <p>PAINTING DRAWING</p>	<p>Artists: Illustrators e.g. Quentin Blake</p> <p>Concepts: visual texture and tone, line</p> <p>Skills: observation drawings, creating line patterns, fantasy drawing, choosing and using a range of tools: pencils, black felt pen, white chalk, coloured chinks, developing control through outlined printing by using “press and stamp” to create prints, use repeating or overlapping shapes</p> <p>DRAWING PRINTING</p>	<p>Artists: Degas, Gormley, Hepworth, Moore, Giacometti, Henry Moore</p> <p>Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale</p> <p>Skills: Drawing people from life, using charcoal, modelling with clay (building on skills from Architecture), casting in plaster, painting plaster and painting detail, sculpting with wire and other materials such as newspaper, foil, soap.</p> <p>DRAWING 3D FORM WIRE</p>

Year Two	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Colour & shape	Colour, Shape and Texture	Portraits and Self-Portraits	Landscape and Symmetry	Printing? History Painting	Murals and Tapestries
<p><u>Summary</u></p> <p>Concepts in Art: Colour, Shape, Texture, Pattern, Symmetry</p> <p>Types of Art: Portraits, Landscapes, AngloSaxon Art, Murals, Tapestries</p> <p>Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects</p> <p>Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching</p> <p>Textiles Weaving</p>	<p>Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder</p> <p>Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes</p> <p>Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p> <p>3D FORM WIRE & PAPER PAINTING DRAWING</p>	<p>Artists: Matisse, Durer, Jan van Eyck</p> <p>Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture</p> <p>Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p> <p>COLLAGE DRAWING</p>	<p>Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi</p> <p>Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism</p> <p>Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels</p> <p>DRAWING PAINTING</p>	<p>Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy</p> <p>Concepts: What is a landscape, different methods to paint landscapes, Turner’s style, symmetry in nature and art, temporary art</p> <p>Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects</p> <p>MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE</p>	<p>Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann</p> <p>Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told</p> <p>Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage</p> <p>DRAWING MIXED MEDIA (DRAWING/COLLA GE)</p>	<p>Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy</p> <p>Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition</p> <p>Skills: mono-printing, weaving, creating a composition</p> <p>PRINTING TEXTILES</p>

LKS2 CA (Y3)	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Line	Still Life and Form	Art of Ancient Egypt	Anglo Saxon Art	Architecture	Modern Architecture
<p><u>Summary</u></p> <p>Concepts in Art: Line, Form, Pattern, Symmetry</p> <p>Types of Art: Still life, History painting, Ancient Egypt, Architecture</p> <p>Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light</p> <p>3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media</p> <p>Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene</p>	<p>Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai</p> <p>Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines</p> <p>Skills: continuous line drawing, line weight, drawing contour lines, monoprinting</p> <p>DRAWING PRINTING</p>	<p>Artists: Warhol, Morandi, Stubbs, Cezanne, Moser</p> <p>Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form</p> <p>Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels</p> <p>DRAWING</p>	<p>Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun’s death mask, Book of the Dead</p> <p>Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods</p> <p>Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile</p> <p>3D FORM CLAY DRAWING</p>	<p>Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry</p> <p>Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery</p> <p>Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage</p> <p>DRAWING PAINTING COLLAGE</p>	<p>Architecture/Architects: Parthenon , Callicrates), St Paul’s Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa</p> <p>Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi’s use of curved lines, nature, mosaics and stained glass</p> <p>Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage</p> <p>DRAWING 3D FORM CLAY COLLAGE</p>	<p>Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)</p> <p>Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers</p> <p>Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team</p> <p>DRAWING 3D FORM</p>

UKS2 CA (Y5)	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese Painting and Ceramics	Print Making	History of Photography Or Take One Picture
<p><u>Summary</u></p> <p>Concepts in Art: Style, Colour, Pattern, Abstract</p> <p>Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking</p> <p>Skills: Painting, Drawing, 3D form, Printing, Mixed media</p> <p>Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.</p>	<p>Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use</p> <p>Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs, Printing Mono-printing with Perspex, screen-printing</p>	<p>Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</p> <p>Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art</p> <p>Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p> <p>DRAWING PAINTING</p>	<p>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <p>Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.</p> <p>Skills: Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p> <p>DRAWING PAINTING 3D FORM CLAY</p>	<p>Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p> <p>Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art.</p> <p>Skills: Using 3d mixed media to design and create relief sculptures.</p> <p>3D FORM DRAWING</p>	<p>Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p>Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.</p> <p>Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.</p> <p>PAINTING</p>	<p>Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol</p> <p>Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.</p> <p>Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.</p> <p>PRINTING</p>	<p>The artist(s), concepts and skills covered in this unit will depend upon the focus picture chosen by the National Gallery Take One Picture scheme.</p> <p>Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind</p> <p>Concepts: The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography.</p> <p>Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.</p> <p>PHOTOGRAPHY COLLAGE</p>