



Curriculum Handbook
Key Stage 1 and Key Stage 2
Art

Curriculum Statement

Intent

At Eynsham Community Primary School, we aim for all pupils in Art and Design to produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. They are encouraged to record and reflect on these through the use of a sketchbook.

We value Art and Design as an important part of children's entitlement to a broad and balanced curriculum. Our curriculum is designed to build upon children's prior learning through our progression documents and the use of KCVs. We offer a sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.

Children will be exposed to a range of famous artists, designers and craft makers. They will also develop their interest and curiosity about Art and Design through a series of lessons which will ensure progression of skills and knowledge. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

A high-quality Art lesson should engage, inspire and challenge pupils. This will equip them with the knowledge and skills to experiment, invent and create their own works of art. The aim is that all pupils will be able to think critically and develop a mastered understanding of Art and Design.



Implementation

The teaching and implementation of Art at Eynsham is based on the National Curriculum.

Delivered weekly, Art lessons follow the school's approach to the Rosenshine's Principles where content is regularly revisited and skills and knowledge built upon.

Knowledge organisers have been developed for each unit to support pupils in building secure foundational knowledge and encouraging recall of key concepts and vocabulary. These provide an overview of any associated prior learning or skill, and what new learning will take place.

Each lesson studies the same medium of art during a unit and builds upon these skills to enhance the use of this medium.





Our teachers are aware of the progression of skills and knowledge in each unit and can use the Art and Design curriculum handbook to enhance their knowledge of these. Each Key Stage focuses on different themes built on previous learning to ensure continued interest, as well as acquiring new knowledge. The units that have been chosen are linked with the different mediums of art including: drawing, painting and sculpture. This ensures there is creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Impact

As a result of the Art curriculum at Eynsham, pupils understand that art comes in a range of forms and does not need to just consist of observational drawing or painting. As a community school, the children have strong links with our school community and

as a result can see the place that art holds within the 'real world'.

The school aims for all children to understand that when they leave Eynsham, they should all consider themselves an artist. Someone who can express themselves, their feelings and emotions in a variety of ways.

The arts mark, which the school achieved in 2023, has allowed the children to showcase their own work.



Recording

Children record their thoughts, ideas and opinions in a sketchbook. This allows for evidence of skills which have been built up over time to be shown.

Teachers will take pictures of the children when they are using different tools and exploring different artistic techniques. These will either be stuck into the children's sketchbooks or put onto our school website for parents to see.

Assessment

Teachers reflect on the skills which are documented on the KCVs throughout the topic and how well they have been applied to a final piece of art.

In order to support understanding and allow teachers to make judgements, key concept questions can also be used to further assess the children.

Evaluation of their own work also plays a part in the assessment process, as does critiquing the work of others.

Inclusion

Art at Eynsham is designed so that all learners can achieve what is planned. Ambitious curriculum goals have been broken into small steps to ensure that all pupils meet them. Teachers use these steps to identify children who are stuck or not making adequate progress. Pupils will be given the opportunity to use a range of tools throughout each topic. These will be altered and adapted to enable all children to access each opportunity.

Art lessons are designed to ensure that every child has an equal chance of learning,

regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes the development of each pupils' self-confidence. This allows themselves to see themselves as artists and accept their strengths and weaknesses.



Cultural Capital

Our school aims to engage all pupils in Art. When completing studies of existing artists, the children will be exposed to a range of people from different genders, backgrounds, ages and education or experiences. These will include people from our local community and also those from other countries which link to the units of Art they're studying.

A wide range of techniques and materials will be used to ensure children from all backgrounds have exciting opportunities which they may not have access to outside of the school environment.



Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Drawing-Make your mark</u>		<u>Sculpture and 3D-Paper Play</u>		<u>Painting and Mixed Media: Colour Splash</u>	
Year 2	<u>Craft and Design: Map it out</u>		<u>Painting and Mixed Media: Life in Colour</u>		<u>Sculpture and 3D-Clay Houses</u>	
Year 3	<u>Drawing: Growing Artists</u>		<u>Craft and Design-Fabric of Nature</u>		<u>Sculpture and 3D: Abstract shape and space</u>	
Year 4	<u>Drawing: Power Prints</u>		<u>Craft and Design: Ancient Egyptian Scrolls</u>		<u>Painting and Mixed Media: Light and Dark</u>	
Year 5	<u>Sculpture and 3D: Interactive Installation</u>		<u>Drawing: I need space</u>		<u>Painting and Mixed Media: Portraits</u>	
Year 6	<u>Craft and Design: Photo Opportunity</u>		<u>Drawing: Make my voice heard</u>		<u>Sculpture and 3D: Make my voice heard</u>	

Skill Progression

National Curriculum Objectives			
EYFS	KS1	Lower Key Stage 2	Upper Key Stage 2
<p>Expressive Arts and Design (Exploring and Using Media and Materials)</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative)</p> <p>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>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>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 	

Skills Progression

Drawing						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to use mark making to replicate texture.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to look carefully to make an observational drawing.</p> <p>How to complete a continuous line</p>		<p>Pupils should be taught:</p> <p>How to use shapes identified within in objects as a method to draw.</p> <p>How to create tone by shading.</p> <p>How to achieve even tones when shading.</p> <p>How to make texture rubbings.</p> <p>How to create art from textured paper.</p> <p>How to hold and use a pencil to shade.</p> <p>How to tear and shape paper.</p> <p>How to use paper shapes to create a drawing.</p> <p>How to use drawing tools to take a rubbing.</p> <p>How to make careful observations to accurately draw an object.</p>	<p>Pupils should be taught:</p> <p>How to use pencils of different grades to shade and add tone.</p> <p>How to hold a pencil with varying pressure to create different marks.</p> <p>How to use observation and sketch objects quickly.</p> <p>How to draw objects in proportion to each other.</p> <p>How to use charcoal and a rubber to draw tone.</p> <p>How to use scissors and paper as a method to 'draw'.</p> <p>How to make choices about arranging cut elements to create a composition.</p> <p>How to create a wax resist background.</p> <p>How to use different tools to scratch into a painted surface to add contrast and pattern.</p>	<p>Pupils should be taught:</p> <p>To know what print effects different materials make.</p> <p>How to analyse an image that considers impact, audience and purpose.</p> <p>How to draw the same image in different ways with different materials and techniques.</p> <p>How to make a collagraph plate.</p> <p>How to make a collagraph print.</p> <p>How to develop drawn ideas for a print.</p> <p>How to combine techniques to create a final composition.</p> <p>How to decide what materials and tools to use based on experience and knowledge.</p>	<p>Pupils should be taught to:</p> <p>How to use symbolism as a way to create imagery.</p> <p>How to combine imagery into unique compositions.</p> <p>How to achieve the tonal technique called chiaroscuro.</p> <p>How to make handmade tools to draw with.</p> <p>How to use charcoal to create chiaroscuro effects.</p>

Skills Progression

Sculpture and 3D						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Creating with materials: Share their creations, explaining the process they have used.</p>	<p>Pupils should be taught:</p> <p>How to roll and fold paper</p> <p>How to cut shapes from paper and card.</p> <p>How to cut and glue paper to make 3D structures.</p> <p>How to decide the best way to glue something.</p> <p>How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>How to make larger structures using newspaper rolls.</p>	<p>Pupils should be taught to:</p> <p>How to draw a map to illustrate a journey.</p> <p>How to separate wool fibres ready to make felt.</p> <p>How to lay wool fibres in opposite directions to make felt.</p> <p>How to roll and squeeze the felt to make the fibres stick together.</p> <p>How to add details to felt by twisting small amounts of wool.</p> <p>How to choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>How to overlap</p> <p>How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>How to apply paint or ink using a printing roller.</p> <p>How to smooth a printing tile evenly to transfer an image.</p>	<p>Pupils should be taught to:</p> <p>How to join 2D shapes to make a 3D form.</p> <p>How to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>How to identify and draw negative spaces.</p> <p>How to plan a sculpture by drawing.</p> <p>How to choose materials to scale up an idea.</p>		<p>Pupils should be taught to:</p> <p>How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>How to try out ideas on a small scale to assess their effect.</p> <p>How to use everyday objects to form a sculpture.</p> <p>How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p>	<p>Pupils should be taught to:</p> <p>How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p> <p>How to translate ideas into sculptural forms.</p>

Skills Progression

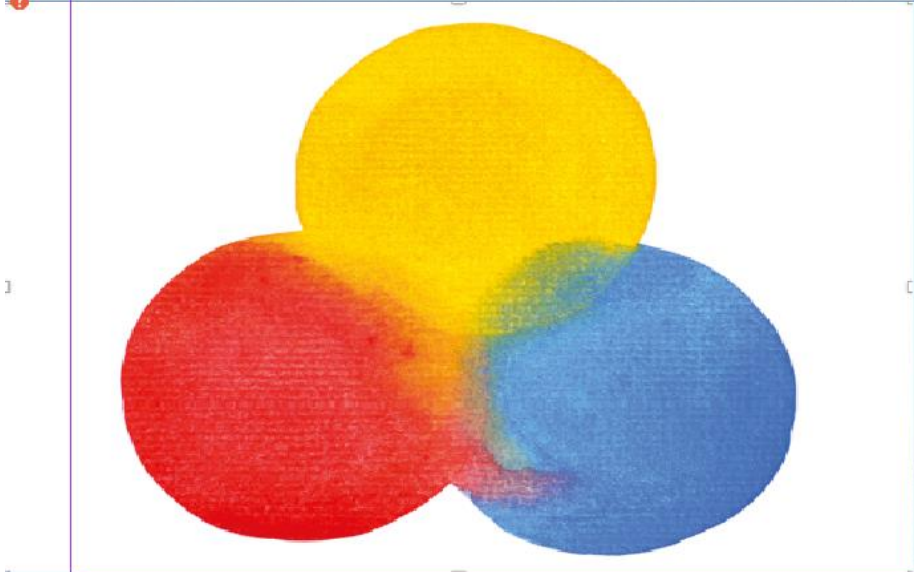
Painting and mixed media						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pupils should be taught to:</p> <p>How to combine primary coloured materials to make secondary colours.</p> <p>How to mix secondary colours in paint.</p> <p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours</p> <p>How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p> <p>How to use blowing to create a paint effect.</p> <p>How to make a paint colour darker or lighter</p>	<p>Pupils should be taught to:</p> <p>How to mix a variety of shades of a secondary colour.</p> <p>How to make choices about amounts of paint to use when mixing a particular colour.</p> <p>How to match colours seen around them.</p> <p>How to create texture using different painting tools.</p> <p>How to make textured paper to use in a collage.</p> <p>How to choose and shape collage materials eg cutting, tearing.</p>		<p>Pupils should be taught to:</p> <p>How to mix a tint and a shade by adding black or white.</p> <p>How to use tints and shades of a colour to create a 3D effect when painting.</p> <p>How to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>How to choose suitable painting tools.</p> <p>How to arrange objects to create a still-life composition.</p> <p>How to plan a painting by drawing first.</p>	<p>Pupils should be taught to:</p> <p>How to develop a drawing into a painting.</p> <p>How to create a drawing using text as lines and tone.</p> <p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a starting point for a mixed-media artwork.</p> <p>How to take an interesting portrait photograph, exploring different angles.</p> <p>How to adapt an image to create a new one.</p>	

Skills Progression

Craft and Design						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		<p>Pupils should be taught to:</p> <p>How to draw a map to illustrate a journey.</p> <p>How to separate wool fibres ready to make felt.</p> <p>How to lay wool fibres in opposite directions to make felt.</p> <p>How to roll and squeeze the felt to make the fibres stick together.</p> <p>How to add details to felt by twisting small amounts of wool.</p> <p>How to choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>How to overlap cellophane/tissue to create new colours.</p> <p>How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p>	<p>Pupils should be taught to:</p> <p>How to select imagery and use it as inspiration for a design project.</p> <p>How to make a mood board.</p> <p>How to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>How to draw small sections of one image to docs on colours and texture.</p> <p>How to develop observational drawings into shapes and patterns for design.</p> <p>How to transfer a design using a tracing method.</p>	<p>Pupils should be taught to:</p> <p>How to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>How to construct a new paper material using paper, water and glue</p> <p>How to use symbols to reflect both literal and figurative ideas.</p> <p>How to produce and select an effective final design.</p> <p>How to make a scroll.</p> <p>How to make a zine.</p>		<p>Pupils should be taught to:</p> <p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography. How to identify the parts of a camera.</p> <p>How to take a macro photo, choosing an interesting composition.</p> <p>How to manipulate a photograph using photo editing tools</p>

Craft and Design

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Creating with materials: Share their creations, explaining the process they have used.</p>		<p>How to apply paint or ink using a printing roller.</p> <p>How to smooth a printing tile evenly to transfer an image.</p> <p>How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>How to make a repeating pattern tile using cut and torn paper shapes.</p> <p>How to use glue as an alternative batik technique to create patterns on fabric.</p> <p>How to use materials, like glue, in different ways depending on the desired effect.</p> <p>How to paint on fabric.</p> <p>How to wash fabric to remove glue to finish a decorative fabric piece.</p>			<p>How to use drama and props to recreate imagery.</p> <p>How to take a portrait photograph.</p> <p>How to use a grid method to copy a photograph into a drawing.</p>



Key Knowledge of Art

Year 1

By the end of the year children will have gained the following knowledge and skills:

Drawing: Make your mark

Formal elements:

Shape: Know a range of 2D shapes and confidently draw these

Line: Know lines can represent movement in drawings

Texture: Know different marks can be used to represent the textures of objects.

Line: Know that drawing tools can be used in a variety of ways to create different lines.

Texture: Know that texture means 'what something feels like'.

Texture: Know different drawing tools make different marks.

Sculpture and 3D: Paper Play

Formal Elements:

Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it

Shape: Know paper can be shaped by cutting and folding it.

Form: Know that three dimensional art is called sculpture.

Painting and Mixed Media: Colour Splash

Formal Elements:

Colour: Know that the primary colours are red, yellow and blue.

Colour: Know primary colours can be mixed to make secondary colours:

Red + yellow = orange

Yellow + blue = green

Blue + red = purple

Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.

Tone: Know that there are many different shades (or 'hues') of the same colour.

Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

Key Knowledge of Art

Year 2

By the end of the year children will have gained the following knowledge and skills:

Craft and Design: Map it out

Formal elements:

Form: That 'composition' means how things are arranged on the page.

Shape: Shapes can be organic (natural) and irregular.

Painting and Mixed Media: Life in colour

Colour: Different amounts of paint and water can be used to mix hues of secondary colours.

Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form: That 'composition' means how things are arranged on the page.

Shape: Collage materials can be shaped to represent shapes in an image.

Pattern: Patterns can be used to add detail to an artwork.

Texture: Collage materials can be chosen to represent real-life textures.

Texture: Collage materials can be overlapped and overlaid to add texture.

Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Texture: Painting tools can create varied textures in paint.

Tone: Different amounts of paint and water can be used to mix hues of secondary colours.

Sculpture and 3D: Clay houses

Formal elements:

Form: Pieces of clay can be joined using the 'scratch and slip' technique.

Form: A clay surface can be decorated by pressing into it or by joining pieces on.

Shape: Patterns can be made using shapes.

Key Knowledge of Art

Year 3

By the end of the year children will have gained the following knowledge and skills:

Drawing: Growing Artists

Formal elements:

Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).

Line: Using different tools or using the same tool in different ways can create different types of lines.

Pattern: Surface rubbings can be used to add or make patterns.

Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Tone: That 'tone' in art means 'light and dark'.

Tone: Shading helps make drawn objects look realistic.

Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.

Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Craft and Design: Fabric of Nature

Formal Elements:

Shape: How to use basic shapes to form more complex shapes and patterns.

Pattern: Patterns can be irregular and change in ways you wouldn't expect.

Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.

Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.

Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.

Sculpture and 3D: Abstract shape and space

Formal elements:

Colour: Using light and dark colours next to each other creates contrast.

Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).

Form: Organic forms can be abstract.

Shape: Negative shapes show the space around and between objects.

Shape: Artists can focus on shapes when making abstract art.

Key Knowledge of Art

Year 4

By the end of the year children will have gained the following knowledge and skills:

Drawing: Power prints

Formal elements:

Shape: How to use basic shapes to form more complex shapes and patterns.

Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.

Pattern: Patterns can be irregular and change in ways you wouldn't expect.

Painting and Mixed Media: Light and Dark

Formal elements:

Colour: Adding black to a colour creates a shade.

Colour: Adding white to a colour creates a tint.

Form: Using lighter and darker tints and shades of a colour can create a 3D effect.

Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.

Tone: Tone can be used to create contrast in an artwork.

Craft and Design: Ancient Egyptian Scrolls

Formal elements:

Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin)

Key Knowledge of Art

Year 5

By the end of the year children will have gained the following knowledge and skills:

Sculpture and 3D: Interactive Installation

Formal elements:

Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.

Form: The size and scale of three-dimensional artwork change the effect of the piece.

Drawing: I need space

Formal elements:

Shape: Shapes can be used to place the key elements in a composition.

Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.

Texture: How to create texture on different materials.

Painting and Mixed Media: Portraits

Formal elements:

Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.

Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.

Tone: Tone can help show the foreground and background in an artwork.

Key Knowledge of Art

Year 6

By the end of the year children will have gained the following knowledge and skills:

Craft and Design: Photo Opportunity

Formal elements:

Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Shape: How an understanding of shape and space can support creating effective composition.

Line: How line is used beyond drawing and can be applied to other art forms.

Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

Drawing: Make my voice heard

Formal elements:

Colour: A 'monochromatic' artwork uses tints and shades of just one colour.

Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Form: The surface textures created by different materials can help suggest form in two-dimensional art work.

Shape: How an understanding of shape and space can support creating effective composition.

Line: How line is used beyond drawing and can be applied to other art forms.

Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Sculpture and 3D: Making Memories

Formal elements:

Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Form: The surface textures created by different materials can help suggest form in two-dimensional art work.

Shape: How an understanding of shape and space can support creating effective composition.

Line: How line is used beyond drawing and can be applied to other art forms.

Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

