

Art and Design at Teignmouth Community School



Intent

We provide an art curriculum which immerses children in creative experiences that foster risk-taking, self-expression and resilience. The children reflect on important art and artists from around the world, exposing them to a wider cultural capital that may not be naturally present in their lives, while learning the knowledge and skills needed to work with a variety of mediums. We celebrate and showcase the creativity of all children in order to promote a sense of well-being and build self-esteem. We are committed to providing high-quality arts and cultural provision, whilst following the National Curriculum, including giving children the opportunity to engage with arts organisations in the local community and beyond to empower them to explore their artistic talents.

Implementation

Each year group studies art every other half term and the focus relates directly to our rolling programme of half-termly topics. Each project is linked, to and inspired by, one of a number of significant artists or styles, representing a rich variety of demographics and cultures. Children are taught to follow an artistic process, which starts with the observation and evaluation of existing art, moves through the learning of skills required to replicate or innovate from this, and ends in the creation of an inspired piece of artwork. In Early Years, art has a scope far beyond the timetabled curriculum, with continual expressive opportunities across all strands of learning. As the children progress through the school, sketchbooks become an embedded part of the creative journey, a place where children can hone their skills in a non-threatening environment. Art lessons at Teignmouth Primary School provide our children with the opportunities to be self-reflective and creative, following structure yet taking risks and, above all, enjoying and expressing themselves as artists.

EYFS

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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.

Key stage 2

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.

Pupils should be taught:

- 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.



Curriculum Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who Am I? Explore colour mixing to create self portraits Medium: Paint	Walking in a Winter Wonderland Create Christmas cards. Medium: Collage	On the Move Experiment with pastels and explore colours to create a picture that reflects what they would see out of a train window. Medium: Oil Pastels	How Does Your Garden Grow? Create props (flowers and pea pods for example) for their poetry recital. Paint sunflowers. Medium: Sculpture/Paint		There's a Commotion in the Ocean Collect and create objects from the beach to create own artwork Medium: Mixed Media
Year 1/2 A	Where do we Live? Create landscapes based on work by local artist Laura Wall using a variety of media (newspapers, magazines, crepe paper, fabric) Medium: Collage			Towers, Tunnels and Turrets Use Antoni Gaudi's work as inspiration to make textured relief tiles and simple models of castle turrets in clay. Medium: Clay	Coastlines Use local artist Jane Hodgson as inspiration for block-colour abstract coastline paintings Medium: Painting	
Year 1/2 B		Splendid Skies Explore the different brush strokes in the skies of the landscape paintings of Vincent Van Gogh Medium: Painting	Paws, Claws and Tails Explore the work of Yayoi Kusama and use as inspiration for animal patterns. Create repeating patterns using a range of materials for printing Medium: Printing			Explorers and Adventurers Use artists Georgia O'Keeffe (shells) and Giorgio Morandi (boats) to make observational drawings. Explore objects from different angles and explore tone. Medium: Drawing
Year 3/4 A	Gods and Mortals Look at the significance of design on Ancient Greek Vases. Explore the colour and pattern and create their own designs Medium: Oil Pastels			Predator Explore Tingatinga art by Edward Saidi and use as inspiration to create their own versions focussing on pattern and colour Medium: Painting		Misty Mountain, Winding River Explore perspective and 3 dimensionality in landscape drawing. Look at the work of David Hockney as inspiration for own artwork. Medium: Drawing
Year 3/4 B	Through the Ages Using cave paintings through stone, bronze and iron ages as inspiration for own art. Explore natural dyes and mediums including charcoal. Medium: Painting/Charcoal			Rocks, Relics and Rumbles Look at the artwork inspired by volcanoes from a variety of artists to compare and contrast. Observe, evaluate, practise skills and produce their own art work. Medium: Digital/Collage	Urban Innovators Explore urban art like the graffiti of Banksy. Design and create their own. Medium: Drawing and Felt Tips	

Year 5/6 A		Frozen Kingdoms Look at a variety of traditional Inuit artwork including the drawings, carvings and Inuksuks. Look at the work of Kenojuak Ashevak. Use this as inspiration for their own sculptures. Medium: Clay		Awesome Amazon Look at work by Henri Rousseau exploring his use of fore-, middle- and background. Consider the use of colour and form. Use as inspiration to create rainforest paintings using oil paint on tiles Medium: Painting		Stargazers Explore mathematical art and optical illusion using tessellation, rotation and further perspective. Explore the art of M.C. Escher as inspiration for their own space-themed art. Medium: Drawing
Year 5/6 B		Revolution Learn about the art work of William Morris and recreate wallpaper designs inspired by his work using print techniques. Medium: Printing	Darwin's Discoveries Look at animal and plant drawings by Darwin and DaVinci. Make accurate drawings of animals, birds and plants. Explore still-life iPad photography of shells, plants or fruit. Combine these to create sketchbook pages. Medium: Drawing/Photography		Maravilloso Mexico! Look at the art of Frida Kahlo. Develop use of proportion when creating our own self-portraits. Medium: Oil/Chalk Pastels	

Progression of Skills and Knowledge

	Nursery & Reception	Year 1/2	Year 3/4	Year 5/6
Developing ideas	<p>Notice patterns and arrange things in patterns. (M: birth-3)</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc (M: 3-4)</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (EAD: 3-4)</p> <p>Use their imagination as they consider what they can do with different materials. (EAD: 3-4)</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD: 3-4)</p> <p>Develop their own ideas and then decide which materials to use to express them (EAD: 3-4)</p>	<p>Start to record simple media explorations.</p> <p>Plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</p>	<p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p> <p>Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketchbook to adapt and improve original ideas. Make notes to indicate their intentions/purpose of a piece of work.</p>	<p>Keep notes which consider how a piece of work may be developed further.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD: Rec)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD: Rec)</p> <p>Create collaboratively, sharing ideas, resources and skills. (EAD: Rec)</p>			
Drawing	<p>Develop manipulation and control. (PD: birth-3)</p> <p>Enjoy drawing freely (L: birth-3)</p> <p>Experiment with their own symbols and marks as well as numerals (M: 3-4)</p> <p>Use a comfortable grip with good control when holding pens and pencils (PD: 3-4)</p> <p>Show a preference for a dominant hand. (PD: 3-4)</p> <p>Start to make marks intentionally (EAD: 3-4)</p> <p>Create closed shapes with continuous lines and begin to use</p>	<p>Experiment with a range of media: pencils, crayons, pastels, chalks.</p> <p>Draw lines, marks and shapes from observation.</p> <p>Draw on different surfaces with a range of media</p> <p>Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively</p> <p>Make large- and small-scale observational drawings</p> <p>Look at objects from different angles</p>	<p>Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil</p> <p>Experiment with ways in which surface detail can be added to drawings</p> <p>Apply simple use of pattern and texture in a drawing</p> <p>Begin to show in their drawings that objects have a third dimension</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different grades of pencils and other drawing implements to achieve variation in tone</p>	<p>Work from a range of sources including observation and photographs</p> <p>Work in a sustained and independent way to create detailed drawings</p> <p>Develop close observational skills using a variety of view finders</p> <p>Use different techniques for different purposes e.g. shading, hatching etc</p> <p>Begin to develop an awareness of scale and proportion in their drawings e.g. foreground, middle ground and background</p> <p>Use perspective and shading to give drawings a sense of depth</p>

	<p>these shapes to represent objects. (EAD: 3-4)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD: 3-4)</p> <p>Use drawing to represent ideas like movement or loud noises. (EAD: 3-4)</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc. (EAD: 3-4)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (PD: Rec)</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Experiment with different grades of pencils to draw different forms and shapes</p> <p>Explore shading with different media to achieve a range of light and dark tones, black to white</p> <p>Experiment with different shading techniques of hatching and cross hatching</p> <p>Plan, refine and alter their drawings as necessary</p>	<p>Explore colour mixing and blending techniques</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</p>
Painting	<p>Use large-muscle movements to wave flags and streamers, paint and make marks (PD: 3-4)</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (EAD: 3-4)</p> <p>Show different emotions in their drawings and paintings, like</p>	<p>Experiment with painting with different brush sizes and types.</p> <p>Use a brush to produce marks appropriate to work e.g. small brush for small marks</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture.</p>	<p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects</p> <p>Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing</p> <p>Use light and dark when painting, mixing shades and tints with</p>	<p>Confidently control types of marks made and experiment with different effects and textures</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours, shades, tones and tints with confidence.</p> <p>Start to develop a painting from a drawing.</p>

	<p>happiness, sadness, fear, etc. (EAD: 3-4)</p> <p>Explore colour and colour mixing. (EAD: 3-4)</p>	<p>Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines</p> <p>Mix primary colours to make secondary colours, predicting resulting colours.</p> <p>Find collections of colours.</p> <p>Explore adding white to a colour to make tints</p> <p>Explore adding black to a colour to make shades</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Experiment with different types of paint – powder, ready mix.</p> <p>Create textured paint by adding sand, plaster etc</p> <p>Work on different scales.</p>	<p>increasing confidence and for particular effects</p> <p>Build on understanding of the colour wheel, storing information through investigation on a colour spectrum</p> <p>Explore complementary colours – colours opposite each other on the colour wheel</p> <p>Work on different scales, selecting suitable brush size and type</p> <p>Experiment with different types of paint and making own paint</p> <p>Create different effects and textures with paint according to what they need for a task.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix tints and shades with increasing confidence.</p> <p>Experiment with creating tones – adding grey to a colour</p> <p>Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades</p>	<p>Use watercolour paints and small brushes to develop detail.</p> <p>Compose using fore, middle and background.</p> <p>Work with sustained independence and confidence to develop their own style of painting.</p> <p>Use a range of effects to convey mood/feeling in their work.</p> <p>Mix colour, shades, tints and tones with confidence and to achieve an intended effect</p> <p>Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint</p> <p>Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits</p>
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Sculpture	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. (M: birth-3)</p> <p>Build with a range of resources (M: birth-3)</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc (M: 3-4)</p> <p>Make simple models which express their ideas. (EAD: 3-4)</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD: 3-4)</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. (M: Rec)</p>	<p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.</p> <p>Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, model.</p> <p>Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile.</p>		<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Manipulate materials to make a new 3D form e.g. human figure.</p> <p>Develop skills in using clay including slabs, coils, slips.</p> <p>Add final finishes to models using paint/glazing techniques.</p>

Printing	<p>Explore different materials and tools (PD: birth-3)</p> <p>Continue, copy and create repeating patterns (M: Rec)</p>	<p>Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges</p> <p>Take rubbings to understand and inform their own textured prints and patterns.</p> <p>Mono-print by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure</p> <p>Create repeating patterns</p> <p>Make simple monochrome prints</p> <p>Experiment with overprinting motifs and colour</p>		<p>Use two colour overlays when relief printing</p> <p>Explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles)</p> <p>Work in greater detail when relief printing - making printing blocks</p> <p>Create designs for prints by simplifying initial drawings/sketches</p> <p>Extend printing methods such as using Collagraph (on card/lino)</p>
Collage	<p>Explore materials with different properties. (UW: birth-3)</p> <p>Talk about the differences between materials and changes they notice. (UW: 3-4)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD: 3-4)</p> <p>Explore different materials, using all their senses to investigate</p>	<p>Create images from a variety of media e.g. magazines, fabric, crepe paper.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials by properties e.g. colour and textures.</p> <p>Create and arrange shapes appropriately.</p>	<p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	

	<p>them. Manipulate and play with different materials. (EAD: 3-4)</p> <p>Join different materials and explore different textures. (EAD: 3-4)</p>	<p>Fold, crumble, tear and overlap papers and other materials.</p>		
Responding to Art	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (EAD: 3-4)</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore 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> <p>Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions.</p>	<p>Continue to explore 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> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and periods of time.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare different styles and approaches.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>

Key Artists	<p>Vincent Van Gogh (1853 – 1890, Dutch, Post-Impressionist)</p> <p>Wassily Kandinsky (1866 – 1944, Russian, Abstract)</p> <p>Andy Goldsworthy (1956 – present, British, Sculpture/Photography/Environmental)</p>	<p>Antoni Gaudi (1852 – 1926, Spanish, Architect and Designer)</p> <p>Vincent Van Gogh (1853 – 1890, Dutch, Post-Impressionist)</p> <p>Georgia O’Keeffe (1887 – 1986, American, Modernist)</p> <p>Giorgio Morandi (1890 – 1964, Italian, Minimalist Painter and Print Maker)</p> <p>Yayoi Kusama (1929 – present, Japanese, Contemporary/Pop Art)</p> <p>Jane Hodgson (1957 – present, Local Artist, Abstract Expressionist)</p> <p>Laura Wall (c.1985 – present, Local Artist, Illustrator)</p>	<p>Early Cave Paintings (c.38,000 BCE, Prehistoric)</p> <p>Ancient Greek Vases (c.700 – 323 BCE)</p> <p>Volcano artwork: Joseph Wright (1734 – 1797, British, Romanticism) J.M.W Turner (1775 – 1851, British, Romanticism) Clarkson Frederic Stanfield (1793 – 1867, British, Romanticism) Andy Warhol (1928 – 1987, American, Pop Art)</p> <p>Edward Saidi Tingatinga (1932 – 1972, Tanzania, Tingatinga Art)</p> <p>David Hockney (1937 – present, British, Modern/Pop Art)</p> <p>Banksy (DOB unknown – present, British, Street Art/Graffiti)</p>	<p>Animal and Plant Sketches: Leonardo Davinci (1452 – 1519, Italian, Renaissance) Charles Darwin (1809 – 1882, British, Naturalist/Geologist)</p> <p>William Morris (1834 – 1896, British, Arts and Crafts/Textiles)</p> <p>Henri Rousseau (1844 – 1910, French, Post-Impressionist)</p> <p>M.C. Escher (1898 – 1972, Dutch, Modern Art)</p> <p>Frida Kahlo (1907 – 1954, Mexican, Surrealism)</p> <p>Kenojuak Ashevak (1927 – 2013, Canada, Inuit Art)</p>
Key vocabulary	<p>notice</p> <p>patterns</p> <p>thick</p> <p>thin</p> <p>design</p> <p>pointy</p> <p>spotty</p> <p>blocks</p> <p>mark</p> <p>imagination</p> <p>material</p>	<p>media</p> <p>primary colours</p> <p>secondary colours</p> <p>tints</p> <p>shades</p> <p>light</p> <p>dark</p> <p>tone</p> <p>observation</p> <p>build</p> <p>colour wheel</p>	<p>identify</p> <p>sketch</p> <p>feelings</p> <p>techniques</p> <p>collect</p> <p>record</p> <p>visual</p> <p>material</p> <p>express</p> <p>annotate</p> <p>adapt</p>	<p>self-portrait</p> <p>slip</p> <p>coil</p> <p>slab</p> <p>consider</p> <p>develop</p> <p>adapt</p> <p>explain</p> <p>sculpture</p> <p>prepare</p> <p>material</p>

	<p> explore ideas draw paint symbol grip hold pencil pen hand tools shapes lines objects face brush colour mixing stack flat build snips paper scissors explore variety effect develop share create resources skills range tools drawing </p>	<p> spectrum texture pattern pencils crayons pastels felt tip charcoal chalks lines marks shapes range imagination represent objects express observe angle control grades layering thick technique powder sculpture material natural construct join rolling pinching kneading model slab </p>	<p> improve original purpose implement detail apply texture dimension perspective focal point horizon variation experiment form hatching cross-hatching alter blocking dotting stippling scratching splashing tints shades effects investigation spectrum complementary foreground background overlap overlay collage mood culture </p>	<p> technique record visual describe tonal contrast mixed media observation detailed variety purpose scale proportion foreground middle-ground background perspective shading depth blending texture control experiment effects atmosphere convey washes manipulate glazing relief mono-printing polystyrene sketches collagraph modification </p>
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	writing paintbrushes fast accurate rotate shape repeat	surface rubblings prints mono-print pressure motif fabric properties arrange fold crumble tear overlap designers emotion	success	architects
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