 **Weaver Primary School** Deep Learning Curriculum: **Art**

|  |
| --- |
| **EARLY LEARNING GOALS** |
| * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Create simple representations of events, people and objects * Chooses particular colours to use for a purpose * Children use what they have earnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. |
| **KEY STAGE ONE** |
| 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 TWO** |
| 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. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **DRAWING** | Generating Ideas | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research.  Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Use sketchbooks to explore ideas in an open ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas, and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research testing materials, and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making Skills  (Including formal elements) | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.  Develop observational skills to look closely and reflect surface texture through mark making.  To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. | Further develop mark making within a greater range of media, demonstrating increased control.  Develop observational skills to look closely and reflect surface texture through mark making.  Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | Confidently use a range of materials, selecting and using these appropriately with more independence.  Draw with expression and begin to experiment with gestural and quick sketching.  Develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.  Use growing knowledge of different drawing materials combining media for effect.  Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. | To use a broader range of stimulus to draw from, such as architecture, culture and photography, begin to develop drawn ideas as part of an exploratory journey.  Apply known techniques with a range of media, selecting these independently in response to a stimulus.  Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line colour and form. | Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.  Apply new drawing techniques to improve their mastery of materials and techniques.  Push the boundaries of Mark making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| Knowledge of artists | Describe similarities and differences between practices in art and design, e.g. between painting and sculpture and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how artworks may have been made. | Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how artworks may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines.  Being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines. Being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and Analysing | Describe and compare features of their own and other’s art work. | Explain their ideas and opinions about their own and other’s art work, giving reasons.  Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and others artwork giving reasons.  Use sketchbooks as part of the problem solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists and describe the particular outcome achieved.  Use their knowledge of tools, materials, and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work, which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Art – Progression of Knowledge and Skills** | | | | | | | |
|  | | | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **PAINTING AND MIXED MEDIA** | | Generating Ideas | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  . | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research.  Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Use sketchbooks to explore ideas in an open-ended way. | Sketchbooks using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next | Use sketchbooks for a wider range of purposes. For example, recording things using drawing and annotations, planning, and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research testing materials, and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making Skills (Including formal elements) | Experiment with paint using a wide variety of tools, e.g. brushes, sponges, fingers to apply paint to a range of different surfaces.  Play with combinations of materials to create simple collage effects, e.g. shiny soft. | Begin to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.  Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.  Make choices about which materials to use for collage based on colour texture shape and pattern.  Experiment with overlapping and overlaying materials to create interesting effects. | Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing, and making choices about suitable tools for a task e.g. Choosing a fine paintbrush for making detailed marks.  Mix colours with greater accuracy and begin to consider how colours can be used expressively.  Explore contrasting and complementary colours.  Modify chosen collage materials in a range of ways, e.g. By cutting, tearing, resizing or overlapping.  In sketchbooks use collage as a means of collecting ideas. | Explore the way paint can be used in different ways to create a variety of effects e.g. Creating a range of Marks and textures in paint  Develop greater skills and control when using paint to depict forms e.g. Beginning to use tone to create 3D effects.  Work selectively choosing and adapting collage materials to create contrast and considering overall composition. | Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks, e.g. making choices about painting surfaces or mixing paint with other materials.  Develop a painting from a drawing or other initial stimulus.  Add collage to their painted, printed or drawn background for effect.  Explore how collage can extend original ideas.  Combine digital effects with other media. | Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.  Work in a sustained way over several sessions to complete a piece.  Analyse and describe how colour is used in other artists’ work.  Consider materials scale and techniques when creating collage and other mixed media pieces.  Create collage in response to a stimulus and work collaboratively on a larger scale. |
| Knowledge of artists | Describe similarities and differences between practices in art and design, e.g. Between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary.  Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how artworks may have been made. | Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how artworks may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and Analysing | Describe and compare features of their own and other’s artwork. | Explain their ideas and opinions about their own and others artwork giving reasons.  Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and others artwork giving reasons.  Use sketchbooks as part of the problem solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the process is used by themselves and by other artists and describe the particular outcome achieved.  Use their knowledge of tools, materials, and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work, which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Art – Progression of Knowledge and Skills** | | | | | | | |
|  | | | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Sculpture and 3D** | | Generating Ideas | Explore their own ideas using a range of media | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research.  Explore and record their plans, ideas, and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas, and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials, and working towards an outcome or independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making Skills (including formal elements) | Use their hands to manipulate a range of modelling materials.  Create 3D forms to make things from their imagination or recreate things they have seen. | Develop understanding of 3D forms to construct and model simple forms using a range of materials.  Use hands and tools with confidence when cutting, shaping, and joining paper, card and malleable materials.  Develop basic Skills for shaping and joining clay, including exploring surface texture. | Be able to plan and think through the making process to create 3D forms using a range of materials.  Shape materials for a purpose, positioning and joining materials in new ways.  (Tie bind, stick, fold.)  Experiment with combining found objects and recyclable material to create sculpture. | Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.  Show an understanding of appropriate finish and present work to a good standard.  Respond to a stimulus and begin to make choices about materials used to work in 3D. | Investigate scale when creating forms in three dimensions.  Explore a greater range of materials to create 3D forms e.g. Wire and found materials.  Plan a sculpture developing an idea in 2D into a 3 dimensional piece.  Persevere when constructions are challenging and work to problem solve more independently. | Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.  Combined materials and techniques appropriately to fit with ideas.  Confidently problem solve, edit and refine to create desired effects and end results. |
| Knowledge of artists | Describe similarities and differences between practices in art and design e.g. between painting and sculpture, and link these to their own work. | Talk about art. They have Seen using some appropriate subject vocabulary.  Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how artworks may have been made. | Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how artworks may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines. Being able to describe how the cultural and historical context may have influenced their creative work. | Describe and interpret and evaluate the work ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating and Analysing | Describe and compare features of their own and others’ artwork. | Explain their ideas and opinions about their own and others artwork giving reasons.  Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and others’ artwork giving reasons.  Use sketchbooks as part of the problem solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the process is used by themselves and by other artists and describe the particular outcome achieved.  Use the knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work, which takes account of context and intention.  Independently use their knowledge of tools, materials, and processes to try alternative solutions are make improvements to their work. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Art – Progression of Knowledge and Skills** | | | | | | |
|  | | | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| Craft and Design | Generating Ideas | | Explore their own ideas using range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Develop ideas more independently from their own research.  Explore and record their plans, ideas, and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks using drawing to record ideas.  Use sketchbooks to help make decisions about what to try out next | Use sketchbooks purposefully to improve understanding, develop ideas, and plan for an outcome. | Use sketchbooks for a wider range of purposes. For example, recording things using drawing and annotations, planning, and taking next steps into making process. | Confidently use sketchbooks for purposes including recording observations and research, testing materials, and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making Skills (including formal elements) | | Select colours, shapes, and materials to suit ideas and purposes.  Design and make something that is imagined or invented.  Begin to develop skills such as measuring materials, cutting and adding decoration. | Respond to a simple design brief with a range of ideas.  Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.  Experiment with techniques when trying out design ideas.  Follow a plan for a making process modifying and correcting things and knowing when to seek advice. | Learn new techniques comparing these and making decisions about which method to use to achieve a particular outcome.  Design and make art for different purposes and begin to consider how this works in creative industries. | Learn a new making technique, (paper making) and apply it as part of their own project.  Investigate the history of a craft technique and share that knowledge in a personal way.  Design and make creative work for different purposes, evaluating the success of the techniques used. | Design and make art for different purposes and begin to consider how this works in creative industries, e.g. in architecture, magazines, logos, digital media and interior design.  Extend ideas for designs through sketchbook use and research justifying choices made during the design process. | Develop personal, imaginative responses to a design brief using sketchbooks and independent research.  Justify choices made during a design process explaining how the work of creative practitioners have influenced their final outcome. |
| Knowledge of Artists | | Describe similarities and differences between practices in art and design e.g. between painting and sculpture, and link these to their own work. | Talk about art. They have seen using some appropriate subject vocabulary.  Be able to make links between pieces of art. | Use subject vocab confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how artworks may have been made. | Use subject vocabulary to describe and compare creative works.  Use their own experiences to explain how artworks may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work ideas and processes used by artists across a variety of disciplines. Being able to describe how the cultural and historical context may have influenced their creative work. |
| *Evaluating and Analysing* | | Describe and compare features of their own and other’s artwork. | Explain their ideas and opinions about their own and others artwork giving reasons.  Begin to talk about how they could improve their own work. | Build a more complex vocabulary when discussing their own and others art.  Evaluate their work more regularly and independently during the planning and making process. | Confidently explain their ideas and opinions about their own and others artwork giving reasons.  Use sketchbooks as part of the problem solving process and make changes to improve their work. | Discuss the processes used by themselves and by other artists and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work, which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Art – Progression of Knowledge and Skills** | | | | | | | |
|  | | | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Formal**  **Elements** | | **Colour** | Know that the primary colours are red, yellow and blue.  Know that primary colors can be mixed to make secondary colors.  Red + yellow = orange  Yellow + blue = green  Blue + red = purple | Know that different amounts of paint and water can be used to mix hues of secondary colours.  Know that colours can be mixed to match real life objects or to create things from your imagination.  Know that colour can be used to show how it feels to be in a particular place, e.g. the seaside. | Know that complementary colours appear opposite each other on the colour wheel and when placed next to each other. A strong contrast or clash is created.  Know that paint colours can be mixed using natural substances, and that prehistoric peoples use these paints. | To know that adding black to a colour creates a shade.  To know that adding white to colour creates a tint. | To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. | To know that a monochromatic artwork uses tints and shades of just one colour.  To know that colours can be symbolic and have meanings that vary according to your culture or background. e.g. red for danger or for celebration. |
| **Form** | Know that we can change paper from 2D to 3D by folding, rolling and scrunching  To know that three-dimensional art is called sculpture. | Know that composition means how things are arranged on the page.  see you  Know that pieces of clay can  be joined using the scratch and slip technique.  Know that a clay surface can be decorated by pressing into it or by joining pieces on. | To know that 3 dimensional forms are either organic (natural) or geometric. (Mathematical shapes like a cube).  To know that organic forms can be abstract. | To know that using lighter and darker tints and shades of a colour can create a 3D effect.  To know that simple structures can be made stronger by adding layers, folding and rolling. | To know that an art installation is often a room or environment in which the viewer experiences the art all around them.  To know that the size and scale of three-dimensional artwork changes the effect of the piece. | To know that the surface textures created by different materials can help suggest form in 2D artwork. |
| **Shape** | Know a range of 2D shapes and confidently draw these.  Know that paper can be shaped by cutting and folding it. | Know that collage materials can be shaped to represent shapes in an image.  Know that shapes can be organic (natural) and irregular.  Know that shapes can be geometric if they have mostly straight lines and angles.  Know that patterns can be made using shapes. | To know  that negative shapes show the space around and between objects. | To know how to use basic shapes to form more complex shapes and patterns. | To know.that a silhouette is a shape filled with a solid, flat colour that represents an object. | Know how an understanding of shape and space can support creating effective composition. |
| **Line** | Know that drawing tools can be used in a variety of ways to create different lines.  Know that lines can represent movement in drawings. | Know that lines can be used to fill shapes to make outlines and to add detail or pattern. | To know that different drawing tools can create different types of lines. | To know that lines can be lighter or darker or thicker or thinner and that this can add expression or movement to a drawing. | To know that lines can be used by artists to control what the viewer looks at within a composition e.g. By using diagonal lines to draw your eye into the centre of a drawing. | To know how line is used beyond drawing and can be applied to other art forms. |
| **Pattern** | Know that a pattern is a design in which shapes, colours or lines are repeated. | Know that surface rubbings can be used to add and make patterns.  Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns.  Know that patterns can be used to add detail to an artwork. | To know that pattern can be man-made like a printed wallpaper or natural like a giraffe skin.  To know that a starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. | To know that symmetry can be used to create repeating patterns.  To know that patterns can be irregular and change in ways you wouldn't expect. | To know that artists create pattern to add expressive detail to artworks. For example, Chila Kumari Singh Berman using small everyday objects to add detail to sculptures. | To know that pattern can be created in many different ways, egg in the rhythm of brush strokes in a painting like the work of Van Gogh, or in repeated shapes within a composition. |
| **Texture** | Know that texture means what something feels like.  Know that different marks can be used to represent the textures of objects.  Know that different drawing tools make different marks. | Know that collage materials can be chosen to represent real life textures.  Know that collage materials can be overlapped and overlaid to add texture.  Know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture. | To know that texture in an artwork can be real (what the surface actually feels like), or a surface can be made to appear textured as in a drawing using shading to recreate a fluffy object. | To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. | To know how to create texture on different materials. | To know that applying thick layers of paint to a surface is called **impasto** and is used by artists such as Claude Monet to describe texture. |
| **Tone** | Know that tone in art means light and dark.  Know that we can add tone to drawing by shading and filling a shape. | Know that shading helps make drawn objects look more 3 dimensional.  Know that different pencil grades make different tones. | To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.  To know that shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling and stippling. | To know that using lighter and darker tints and shades of a colour can create a 3D effect.  To know that tone can be used to create contrast in artwork. | To know that tone can help show the foreground and background in an artwork. | To know that chiaroscuro means light and dark and is a term used to describe high contrast images. |
|  | *Topic Ideas – white materials and papers for Polar Bear Pictures.*  *(Link to textiles)* | *Topic Ideas – Recycled materials collaborative*  ***Tess Felix***  ***John Dahlsen*** | *Topic Ideas – Link to Mosaics.* | *Topic Ideas – Repeat pattern and tessellation using Egyptian Art* | *Topic Ideas – Include collage within* ***Peter Thorpe*** *paintings but show collage technique within your sketchbooks using different materials including tin foil etc/textures.* | *Topic Ideas – Use collage to explore perspective within the street scenes VE Day?*  *but show collage technique within your sketchbooks using different materials including tin foil etetc/textures.* |