



JOURNEY CURRICULUM

Art

Our Ultimate End Goal: What will our artists and designers be able to do when they leave us?

By the end of their time at Sharley Park Community Primary School;

- Our Year 6 artists and designers will engage confidently in the production of creative work.
- They will have explored a wide variety of art, craft and design techniques and they will have had rich opportunities to develop their skills and mastery of a range of materials and processes.
- They will understand the importance of experimenting and feel confident to take risks and make mistakes, secure in the understanding that, when making art, the process is more important than the final product.
- They will feel confident in expressing their individuality through art and understand that creativity will look different in each person.
- They will value the work of artists and designers and have an understanding of its contribution to the world around us.
- They will be familiar with the work of some influential artists and designers including art within our local environment.

Curriculum Coverage (NC) What are the most basic requirements from the National Curriculum?

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Expressive Arts and Design Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used.</p> <p>See also grid Lucy gave you.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn 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>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>

PROCEDURAL KNOWLEDGE –

- What skills do we want our artists and designers to have?
- Analyse, evaluate and solve problems
- How will these skills build on what went before and help prepare our children for what is coming next?

PAINTING		<ul style="list-style-type: none"> -Recognise and name the primary colours. -Mix primary colours to make secondary colours. -Use a range of tools for painting, including brushes of different sizes, sponges, etc. 	<ul style="list-style-type: none"> -Recognise and name secondary colours and mix them. -Use a wider range of paint (e.g. watercolour/poster etc.) and techniques, e.g. layering and scraping through colours. -Develop control over paint through choice of tool, varying thickness of paint and painting within a shape. 	<ul style="list-style-type: none"> -Learn about shades, tints and tones and explore mixing colours to make different effects of each. -Know which colours to use to mix a range of secondary colours. -Develop increasing control over paint by exploring processes and techniques on a range of scales. 	<ul style="list-style-type: none"> -Create tertiary colours by mixing primary and secondary colours. -Make and match colours with increasing accuracy. -Experiment with colour to create abstract colour palettes. 	<ul style="list-style-type: none"> -Develop understanding of watercolour techniques. -Employ a secure knowledge of colour (primary/secondary/warm/cold/complementary etc.) when painting. 	<ul style="list-style-type: none"> -Use specialist paint, e.g. acrylic and explore effects. -Consider composition when planning a painting. -Choose from and use a wide variety of paint techniques, implements and surfaces when painting. -Explore limited colour palettes.

<p>Spring 1</p> <p>PRINTING</p>	<p>Printing:</p> <ul style="list-style-type: none"> - Make printed marks with sponges, eg numbers and letters. 	<p>Printing:</p> <ul style="list-style-type: none"> -Use a variety of found materials to make printed marks. -Understand the basic principle that the printing block does not move when they are printing. -Experiment with combining colours (e.g. on 	<p>Printing:</p> <ul style="list-style-type: none"> -Create simple repeating patterns with ready-made/ found materials when printing. -Explore making prints through marbling. 	<p>Printing:</p> <ul style="list-style-type: none"> -Explore monoprinting -Create simple prints with 2 colours and further develop repeating patterns. -Create their own printing blocks (e.g. potato/string etc.) 	<p>Printing:</p> <ul style="list-style-type: none"> -Create printing blocks through using poly-blocks and print using inks and rollers. -Use 2 colours and understand how to remove parts of the block to overprint in a second colour. -Develop designs using repeating patterns from their printing blocks. 	<p>Printing:</p> <ul style="list-style-type: none"> -Plan and create a finished piece of work to show a range of the printed techniques they have learnt so far (marbling/block-printing/junk printing/poly-block/ mono-printing etc.) -Further explore ways to overprint colours by changing their printing block. -Explore different surfaces to print on to. 	<p>Printing:</p> <ul style="list-style-type: none"> -Explore screen-printing techniques. Overprint using more than 2 colours. -Print on to different materials, e.g. fabric. -Design, print and finish a product (e.g. a design for a bag/t-shirt/ wrapping paper etc.)
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		<p>a sponge) to create interesting effects.</p>					
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<p>Spring 2</p> <p>COLLAGE & TEXTILES</p>	<p>Collage and textiles:</p> <ul style="list-style-type: none"> -Explore the creative properties of a range of materials (found/natural/different paper and card etc.) and have opportunities to combine them and talk about different effects. 	<p>Collage and Textiles:</p> <ul style="list-style-type: none"> -Combine different types of painted paper to make a collage (for example, an underwater scene based on Eric Carle's "A House for Hermit Crab") -Make simple paper weaves. -Investigate textures through making rubbings. 	<p>Collage and Textiles:</p> <ul style="list-style-type: none"> -Explore the effects of cutting, tearing and layering paper to create different effects. - Explore ways to colour fabrics with natural dyes, eg tea, onion, etc. 	<p>Collage and Textiles:</p> <ul style="list-style-type: none"> -Learn to make simple stitches using a variety of wool or threads. -Learn to think about the best order in which to layer work and how to join their materials effectively. - Explore tying. 	<p>Collage and textiles:</p> <ul style="list-style-type: none"> -Work collaboratively to produce largerscale collage pieces. -Make collage work from a wider range of materials, including fabric, wool etc. -Create weaving from a variety of materials. 	<p>Collage and Textiles:</p> <ul style="list-style-type: none"> -Use a range of stimulus for collage work and investigate abstract forms. -Combine techniques for patterning fabric, e.g. tie-dying then printing. -Explore different effects using fabric, e.g. sewing, ironing, creasing, knotting etc. 	<p>Collage and Textiles:</p> <ul style="list-style-type: none"> -Create a collage piece in response to a theme or a painting. -Extend knowledge and skill of using stitching both decoratively and to join materials. -Select processes, tools and materials and combine processes when making collage work.
<p>Sum 1</p> <p>SCULPTURE</p>	<p>Sculpture:</p> <ul style="list-style-type: none"> -Investigate a range of 3d materials and explore joining them to build simple structures and 3d work. 	<p>Sculpture:</p> <ul style="list-style-type: none"> -Investigate clay and make simple forms through pinching, rolling, twisting, scratching and coiling. 	<p>Sculpture:</p> <ul style="list-style-type: none"> -Change the surface of clay by scratching, adding details and using tools. -Make simple human forms from pipe cleaners and wire. 	<p>Sculpture:</p> <ul style="list-style-type: none"> -Make increasingly complex structures from clay and learn to join pieces effectively through scratching surfaces and using slip. 	<p>Sculpture:</p> <ul style="list-style-type: none"> -Add colour to clay by using glaze. -Explore papermache 	<p>Sculpture</p> <ul style="list-style-type: none"> -Use clay to express an abstract idea. -Explore a wider range of materials to make sculpture, for example Modroc, plaster of Paris, etc. 	<p>Sculpture:</p> <ul style="list-style-type: none"> -Design, create and complete a finished clay piece including glazing. -Use wire to create structures which can be covered with other materials.

		<p>-Make simple 3d work from natural objects and materials</p>		<p>-Learn to create 3D structures from a range of found materials and join them using appropriate techniques and materials.</p>			
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PROPOSITIONAL KNOWLEDGE –

- What key concepts or knowledge will our artists and designers have?
- What knowledge do we want to emphasise?
- How will knowledge be built on what went before and prepare our children for what is coming next?
- As there is such a wealth of artists and artworks to choose to study, it is essential that teachers choose work which will interest and inspire their particular group of children. The most important thing is that children have opportunities to express their ideas about art freely and that they understand that there are no right or wrong answers when talking about art.
- It is also important that children access work from a range of disciplines, not just painting.
- There are some suggested artists for each year group but teachers should feel free to use any art work that fits, especially if there are opportunities to see real work in a gallery.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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<p>Have opportunities to look at and discuss pictures which are linked to other areas of learning</p>	<p>Have opportunities to look at works on themes which are relevant to them, e.g. children, families, toys etc. Explore art in children's books.</p> <p>Suggested artists/works: -Sophy Henn -Eric Carle -Pieter Bruegel's "Children's Games"</p>	<p>Have opportunities to look at different portraits and selfportraits. Have opportunities to discuss and express their ideas and understand that there are no right or wrong answers when discussing ideas about art.</p> <p>Suggested artists/works: -- Modigliani's portraits - Lucien Freud's portraits (there is an excellent example at PHG) - Vermeer's work David Hockney's portraits</p>	<p>Have opportunities to look at the ways in which artists have portrayed still-life and familiar objects in a range of media which could include painting, sculpture, photography or collage.</p> <p>Suggested artists/works: -Georgia O'Keefe's flower paintings - Cezanne's "Curtain, Fruit and Jug" George Braque's "Violin and Candlestick" -Frida Karlo</p>	<p>Have opportunities to look at the ways in which artists have portrayed landscapes and seascapes (including imaginary) in a range of media which could include painting, sculpture, photography or collage.</p> <p>Suggested artists/works: -Van Gogh's "Starry Night" -Cezanne's landscapes -Monet's waterlilies -Turner's seascapes -Andy Goldsworthy – Hokusai - Alma Thomas</p>	<p>Understand what abstract art is and have the opportunity to look at abstract art work in a range of media which could include painting, sculpture, photography or collage.</p> <p>Suggested artists/works: -Joan Miro -Wassily Kandinsky -Mondrian -Christo and Jeanne Claude - Yayoi Kusama</p>	<p>Have opportunities to look at the work of contemporary artists and visit a gallery or exhibition. Explore a particular artistic movement (e.g. cubism, surrealism, etc.) in more detail.</p> <p>Suggested artists/works: -Picasso -Salvador Dali -Marcel Duchamp -Jackson Pollack -Jean Michel-Basquit</p>
		<p>-Grant Wood's "American Gothic"</p>				

What key vocabulary will our artists need? Vocabulary is important because it embodies and communicates concepts.

Area	EYFS	YEAR 1/2	YEAR 3/4	YEAR 5/6
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Drawing	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright.	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression	observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background
Painting	Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills	Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster	Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination
Sculpture	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor	Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile	Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures

Collage	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.
Textiles	Practise, threading skills, basic running stitches, understand, join, fabric, decorate	Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, platting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc Create cords and plats for decoration. Colour Apply colour with printing, dipping, fabric crayons. Create and use dyes ie onion skins, tea, coffee. Texture Create fabrics by weaving materials ie grass through twigs.	Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.	Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Printing	Experiment, printing, media, understand, techniques	Print with a range of hard and soft materials eg corks, pen barrels, sponge. Make simple marks on rollers and printing pallets. Take simple prints ie mono printing. Roll printing ink over found objects to create patterns eg plastic mesh, stencils.	Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays.	Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.

		<p>Build repeating patters and recognise patters in the environment. Create simple printing blocks with press print. Design more repetitive patterns.</p> <p>Colour Experiment with over printing motifs and colour.</p> <p>Texture Make rubbings to collect textures and patterns.</p>		
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Experiences and Local Links:

- What experiences do we want our artists and designers to have had? (Local Links)
- What opportunities will our artists and designers have had to ‘make the world a better place’?
- Children should have regular opportunities to look at real works of art in galleries and in their local environment and to consider the role that the arts have to play in shaping the world around us and helping us all to make it a better place.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Recycled models – How can we use materials again to make 3D objects? Impact on environment.</p>	<p>House of Hermit Crab – How can we protect our local water based wildlife? Collage and Textiles work to reflect key themes. Using the local environment such as trees to create texture in drawings (tree rubbings) as well as to make collages and clay models (tree boggarts). Young artists (Junction arts) to come in and inspire children to create real life artwork using varying skills and</p>	<p>Seaside Trip: Stilllife work could also come from collections of litter found on the beach to help highlight the problem of sea pollution. The outdoor environment/ objects to draw from observations. Artwork to be displayed in St Barnabus Centre for the local community to see.</p>	<p>Children make their own still life work based on local flora, which will help them to learn about the importance of our local biodiversity. Create own clothing preferences thinking about their designs (tie-dye t shirts) natural dyes using food and objects.</p>	<p>Links made to how we can better look after our environment.</p> <p>Local artist to come into school to deliver bespoke workshops</p>	<p>Links made between art/creativity and mental health.</p> <p>Local artist to come into school to deliver bespoke workshops</p>	<p>Consider arguments for/against street art and think about how we look after our urban landscape.</p> <p>Consider how art can be used to protest or send a message.</p> <p>Local links: to explore street art in local area. Explore sculptures and structures in the local areas.</p>

	techniques to be displayed at Chesterfield Children's festival.					
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Whole school art competitions:
Children in need art competition to be sent home.
Easter Bonnet competition at home.
Whole School:
artwork to be displayed in the local community (Clay Cross Parish Council)
Whole school: Changing lives art competition.
Artwork to be displayed on Clay Cross Town Centre hoardings.