



Elizabeth Barr

Horsley Primary School

Art Curriculum Overview 2023

Learning in EYFS: What Art Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art			
Three and Four-Year-Olds	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

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.

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Reference: DFE-00170-2013



HORSLEY C of E PRIMARY SCHOOL

Together, we can

Jesus said, 'Love one another as I have loved you' (John, 13)



Our Art Curriculum

RATIONALE

Art is an integral part of school life at Horsley, and pupils and parents alike celebrate its place at the heart of the curriculum.

Each week all pupils have art lessons taught by a specialist teacher and local artist, covering a wide range of skills and techniques.

Art lessons taught at Horsley are always creative and stimulating and range from drawing and painting, to textiles, printmaking, sculpture and ceramics. The standard and range of art activities across the school far surpasses that normally found in primary schools. Children have contributed to many pieces of art work around the school including a Tile Tree and Values Tapestry and were recently involved in an ambitious whole-school sewing project to create a giant mural for the entrance foyer.

There are also popular after school art clubs two days a week and our annual Horsley Art Day, to enrich the pupils' programme of study.

INTENT

Art and all things creative are an integral part of life at Horsley. We are situated within an exceptionally creative community and this flows through into school life. All pupils have a designated art lesson every week, and the Subject Lead is a specialist Art Teacher. This is an indication of the import and support Horsley Primary places on all pupils exploring and developing their artistic creativity and skills. We celebrate the child's artistic voice, which is as individual and unique as they are.

'Creativity is intelligence having fun.' Albert Einstein.

The What? Subject Matter - Cognitive Development

The National Curriculum Art and Design is a broad-brush document enabling schools to develop their own curriculum in light of pupil needs, their materials, resources and environment and teacher expertise.

Horsley School has a comprehensive artistic identity and the tailor made Horsley Art and Design Curriculum has been carefully designed by us, to be ambitious and supportive, interesting and engaging. It fully embraces the unique creativity of our demographic and is fully inclusive of our mixed age mixed ability classes. Art is a magical subject to teach, exposing us to the raw, diverse creativity children have and neurodiversity is at home and can thrive in the art room.

We support all pupils offering a framework for learning, ensuring a positive artistic experience. Helping a child enjoy creating and build self-confidence is as important to us, as developing their artistic abilities. Our curriculum ensures that pupils experience a wide range of skills and techniques, subject matter and artists, craft makers and designers. It also delivers essential Learning Objectives whilst providing space for individual artistic exploration.

The How? Skills And Techniques - Fine Motor And Gross Motor Skills

Children have varying levels of fine and gross motor skills. Paradoxically, structure and support is paramount to pupils developing these skills whilst making individual, exciting art. At Horsley, we provide strategies and instructions to scaffold their creativity around a focus or Learning Objective, then more confident pupils can explore their ideas through more challenging compositions or use of materials and younger/less able pupils can still achieve the essential Learning Objective of the lesson; natural differentiation by outcome, whilst ensuring learning has taken place.

The Why? Differentiated Emotional Access - Social and Emotional Development

It is very important pupils have personal connection and ownership of their work and understand why they are creating. We recognise that what we teach needs to be emotionally approachable and accessible to pupils, whilst allowing for varying degrees of philosophical understanding and artistic interpretation. Horsley Primary School supports and celebrates every child's artistic endeavours and successes on their own timeline of artistic development.

The Where? Learning Support - Speech and Language Development

Art at Horsley is predominantly delivered to the whole class, but also to small groups, one-to-one, collaboratively and independently, either during lessons or for special creative activities. This allows for different types of dialogue.

Art language is used at Horsley from Early Years so it becomes embedded in pupils' knowledge and understanding until they fully understand meaning and are secure with using it. Subject specific words are used with the whole class, but are explained further, to support individual learning at a child's own pace.

IMPLEMENTATION

All classes at Horsley have a weekly Art Lesson with an emphasis on learning the skills, techniques and subject specific language to use a wide variety of different media with knowledge, understanding and confidence. This is done within the National Curriculum framework of looking at Art and Artists and being inspired by the work of others.

Schemes of work are designed to interest, stimulate and engage (crucial to pupils' motivation, perseverance and desire to learn), whilst being accessible and enabling a positive outcome for all pupils. Teaching drawing, painting, printmaking, pottery, sculpture, textiles and art history and appreciation offers lots of different access points for pupils to engage.

Differentiation is by outcome with teacher input and guidance reassuring pupils who need more support, whilst providing **more able** pupils with the opportunity for more independent study – scaffolding with choice.

Creativity, ideas, input and direction from pupils is always encouraged so that they can make their work truly their own. Every child will have their own artistic journey at Horsley as we develop and deliver lessons, which provide all pupils with their individual abilities and needs, with the structure and opportunities to:

- create with confidence
- learn with understanding
- grow as an artist

The Horsley Art Progression of Skills Map is used in conjunction with the Curriculum to make certain of development of knowledge, understanding and technique and along with on-going Art Assessment, guarantees pupil progress.

IMPACT

On-going Art Assessment for pupils takes place throughout the year and the Horsley Art and Design Action Plan monitors our Priorities, Success Criteria and Key Milestones as a subject.

Standards of Art are high at Horsley, with individuals reaching very high standards of attainment or working to the best of their ability.

Pupil and Parental Feedback past and present is very positive and encouraging and the wider school community is happy to support in lessons, on Art Day and other activities.

The Ofsted Report 20-21 November 2019 observed;
'The artwork produced by pupils is of high quality. Teaching helps pupils to develop their knowledge and skills in printing, sculpture and painting. The school makes good use of parents' expertise to support pupils' learning. Pupils study the work of different artists, such as Caravaggio and Andy

Warhol. They learn how to produce work in a similar style. Pupils are fascinated to experiment with different techniques when they create sgraffito designs for Greek pots.'

- Further information and detail can be found in the Art area on our website.



Art and Design Progression of Skills Map

	EYFS (KS1 readiness objectives)	By the end of KS1 children should be able:
Exploring & Developing Ideas (ONGOING)	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their feelings and ideas Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas 	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures
Evaluating & Developing Work (ONGOING)	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Review what they and others have done and say what they think and feel about it Keep a sketchbook (with appropriate annotation) Identify what is successful or what they might change in their work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook Identify what they might change in their current work or develop in their future work Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work Annotate work in sketchbook
Drawing	<ul style="list-style-type: none"> Begin to show accuracy and care when drawing Use a variety of tools including pencils, coloured pencils, felt tips, oil and chalk pastels, chalk and charcoal, ballpoints Begin to explore the use of mark-making, line, shape and colour. 	<ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint Understand the basic use of a sketchbook and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements: line, shape, pattern and colour
Breadth of Study	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills Share their creations, explaining the processes they have used. 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Investigate different kinds of art, craft and design Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Investigate different kinds of art, craft and design

Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes Work on different scales. Match colours to artefacts and objects Mix paint to create new colours. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust Mix a range of secondary colours, shades and tones Experiment with tools and techniques, including layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects
Printing	<ul style="list-style-type: none"> Make marks printing with a variety of objects including natural and manmade e.g. leaves, bubble-wrap Use different printing techniques e.g. handprints (monoprint), potato prints and stamps (relief print) Make rubbings Recognise patterns in the environment and build a pattern. 	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects Carry out different printing techniques e.g. monoprint, block, relief and resist printing Make rubbings Build a repeating pattern and recognise pattern in the environment Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings Design patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques
Textiles/ Collage	<ul style="list-style-type: none"> Use a wide variety of tactile media, including magazines, textured paper, tissue, crepe paper, fabric, felt etc. 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca How to thread a needle, cut, glue and trim material Create images from imagination, experience or observation Use a wide variety of media, including photocopied materials, fabric, plastic, tissue, magazines, crepe, paper, etc Use a variety of techniques, inc. weaving, French knitting, tie-dye in, fabric crayons and wax or oil resins, applique and embroidery Create textured collages from a variety of media Make a simple mosaic Stitch, knot and use other manipulative skills
3D form	<ul style="list-style-type: none"> Manipulate clay/salt dough/plasticine in a variety of ways e.g. rolling, kneading and shaping Explore sculpture with a range of malleable media Experiment with constructing using natural, manmade and recycled materials Explore shape and form 	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping Explore sculpture with a range of malleable media, especially clay Experiment with, construct and join recycled, natural and man-made materials Explore shape and form Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models Build a textured relief tile Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently
Digital Art	<ul style="list-style-type: none"> Use the interactive whiteboard as a teaching and learning tool Use art websites such as www.toytheater.com/category/art/ and www.purplemash.com 	<ul style="list-style-type: none"> Use the interactive whiteboard as a teaching and learning tool Opportunities for digital art should be revisited in light of growing technology in school Use the interactive whiteboard as a teaching and learning tool Opportunities for digital art should be revisited in light of growing technology in school



Art and Design Progression of Knowledge and Skills Map

	By the end of LKS2 children should be able:
Exploring and Developing Ideas (ONGOING)	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Evaluating and Developing Work (ONGOING)	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook
Drawing	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements Plan, refine and alter their drawings as necessary Use their sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make informed choices in drawing inc. paper and media Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook Use research to inspire drawings from memory and imagination Explore relationships between line and tone, pattern and shape, line and texture
Painting	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures including blocking in colour, washes, thickened paint etc Work confidently on a range of scales e.g. thin brush on small pictures etc Make and match colours with increasing accuracy Use more specific colour language e.g. line, tone, shade, hue Choose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process
Printing	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering Talk about the processes used to produce a simple print Explore pattern and shape, creating designs for printing Research, create and refine a print using a variety of techniques Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold-water paste

Textiles/Collage	<ul style="list-style-type: none"> Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique Name the tools and materials they have used Develop skills in stitching, cutting and joining Experiment with a range of media e.g. overlapping, layering etc Match the tool to the material Combine skills more readily Choose collage or textiles as a means of extending work already achieved Refine and alter ideas and explain choices using an art vocabulary Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements Experiments with paste resist
3D Form	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively Make a simple papier mache object Plan, design and make models Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Plan, design, make and adapt models Talk about their work understanding that it has been sculpted, modelled or constructed Use a variety of materials
Digital Art	<ul style="list-style-type: none"> Use the interactive whiteboard as a teaching and learning tool Opportunities for digital art should be revisited in light of growing technology in school Use the interactive whiteboard as a teaching and learning tool Opportunities for digital art should be revisited in light of growing technology in school
Breadth of Study	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Investigate art, craft and design in the locality and in a variety of genres, styles and traditions Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Investigate art, craft and design in the locality and in a variety of genres, styles and traditions



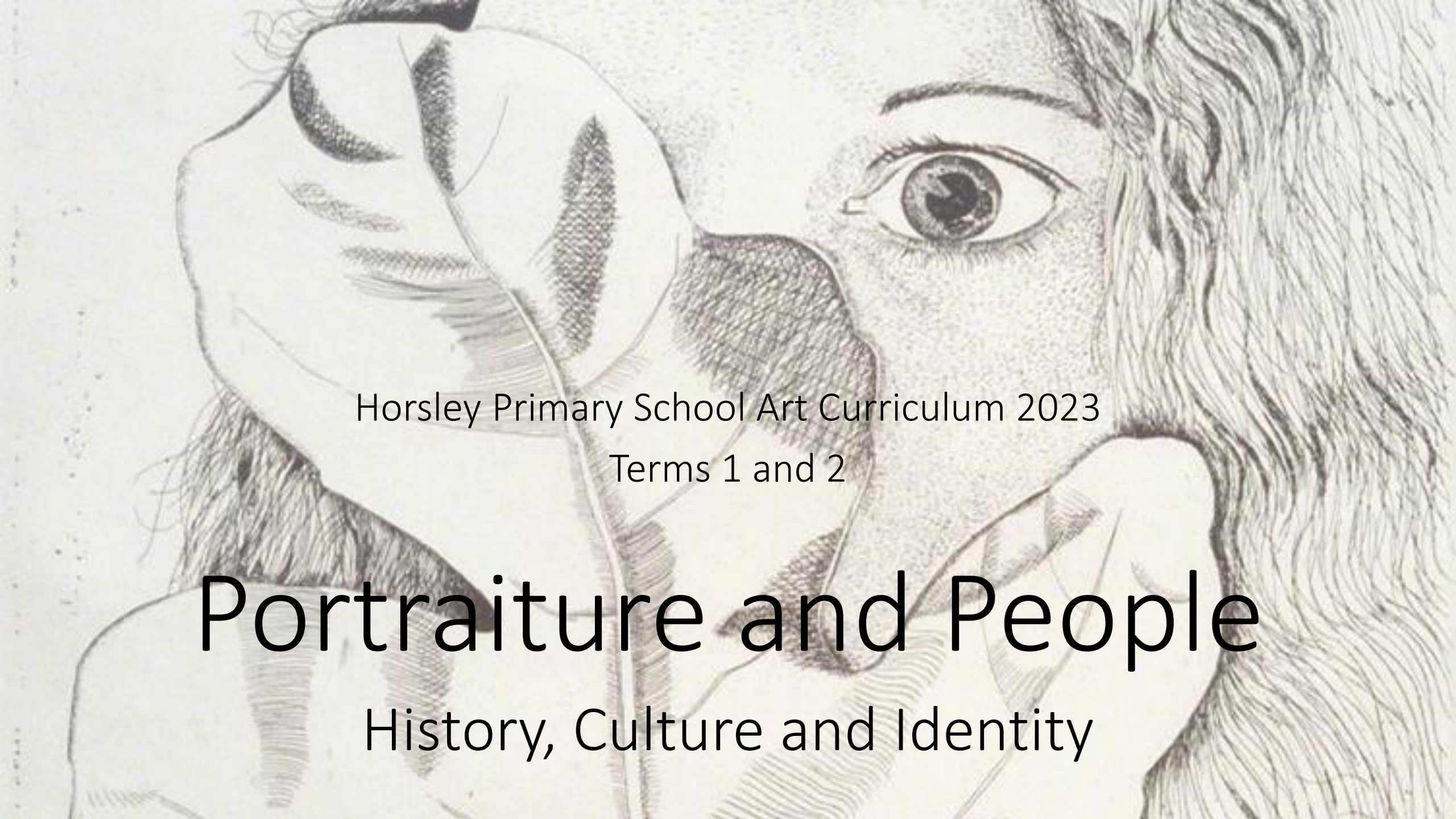
Art and Design Progression of Skills Map

	By the end of Year 5 and 6 children should be able:
Exploring & Developing Ideas (ONGOING)	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Evaluating & Developing Work (ONGOING)	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook
Drawing	<ul style="list-style-type: none"> Use a variety of source material for their work Work in a sustained and independent way from observation, experience and imagination Use a sketchbook to develop ideas Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work Develop ideas using different or mixed media using a sketchbook Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape
Painting	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Work on preliminary studies to test media and materials Create imaginative work from a variety of sources Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources, including those researched independently Show an awareness of how paintings are created (composition)
Printing	<ul style="list-style-type: none"> Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing Choose the printing method appropriate to task Build up layers and colours/textures Organise their work in terms of pattern, repetition, symmetry or random printing styles Choose inks and overlay colours Describe varied techniques Be familiar with layering prints Be confident with printing on paper and fabric Alter and modify work Work relatively independently

Textiles/ Collage	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching Use different grades and uses of threads and needles Extend their work within a specified technique Use a range of media to create collage Awareness of the potential of the uses of material Use different techniques, colours and textures etc. when designing and making pieces of work To be expressive and analytical to adapt, extend and justify their work
3D Form	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction Use recycled, natural and man-made materials to create sculpture Plan a sculpture through drawing and their preparatory work Develop skills in using clay including slabs, coils, slips etc Make a mould and use plaster safely Create sculpture and constructions with increasing independence
Digital Art	<ul style="list-style-type: none"> Use the interactive whiteboard as a teaching and learning tool Work on their own and collectively with others to make short animated films Use the interactive whiteboard as a teaching and learning tool Work on their own and collectively with others to make short animated films
Breadth of Study	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Use IT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Use IT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Horsley Primary School Art Curriculum 2023: Overview of Key Artists

	Portraiture and People: History, Culture and Identity		Still Life: Symbolism		Landscape and Animals: Sustainability and the Environment	
	Term 1/2: Cycle A	Term 1/2: Cycle B	Term 3/4: Cycle A	Term 3/4: Cycle B	Term 5/6: Cycle A	Term 5/6: Cycle B
EYFS	Paul Klee	Cave Art	Paul Cezanne	Yayoi Kusama	Eric Carle	Andy Goldsworthy
KS1	L. S. Lowry	Lucien Freud	Georgia O'Keefe	Henri Matisse	Brian Wildsmith	Franz Marc
LKS2	Gustav Klimt	Frida Kahlo	Vincent Van Gogh	Michael Craig Martin	Hokusai	Mary Sumner
UKS3	Medieval Art	Faith Ringgold	Claes Oldenburg	Pablo Picasso	David Hockney	Hundertwasser

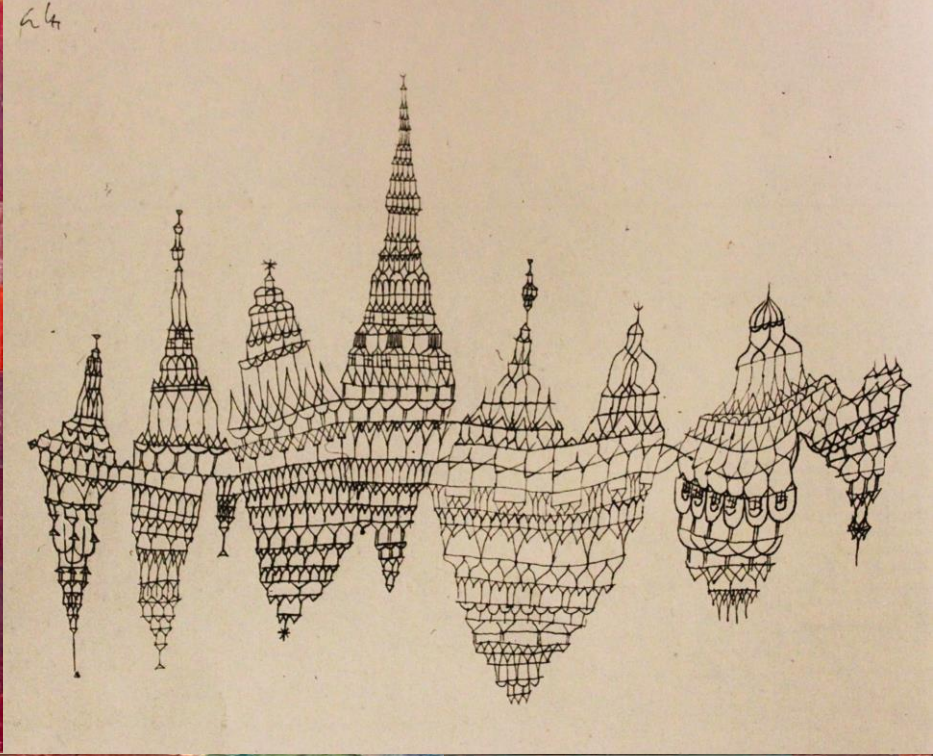
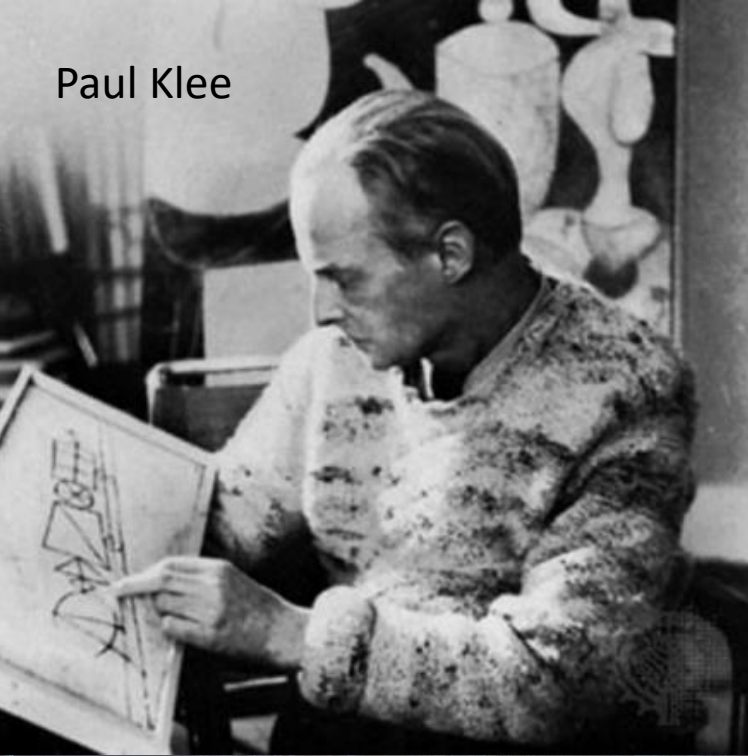


Horsley Primary School Art Curriculum 2023
Terms 1 and 2

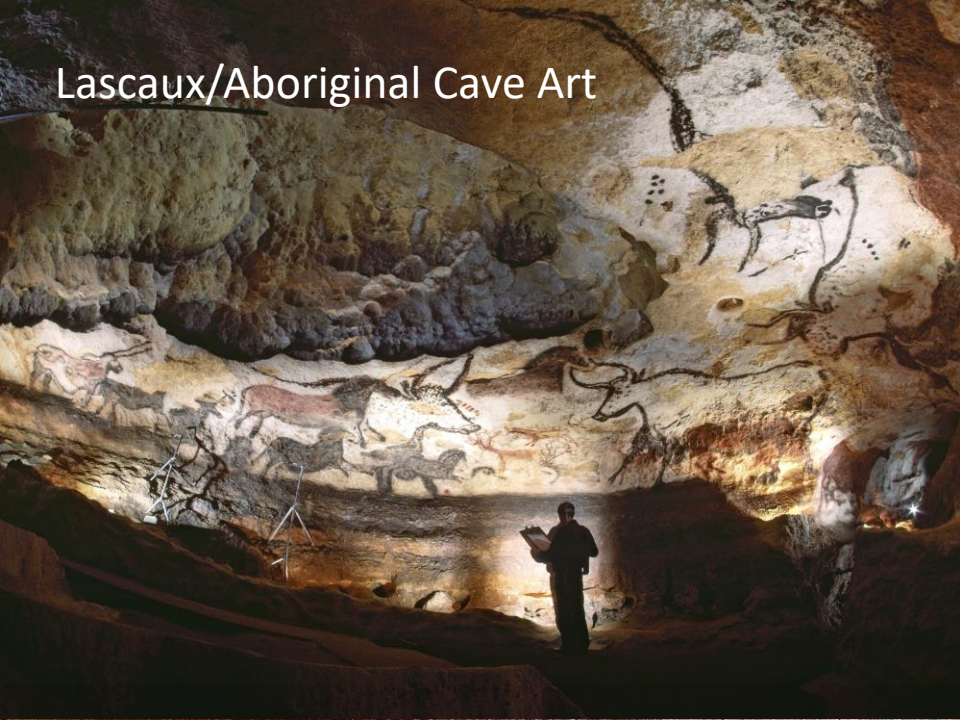
Portraiture and People

History, Culture and Identity

Paul Klee

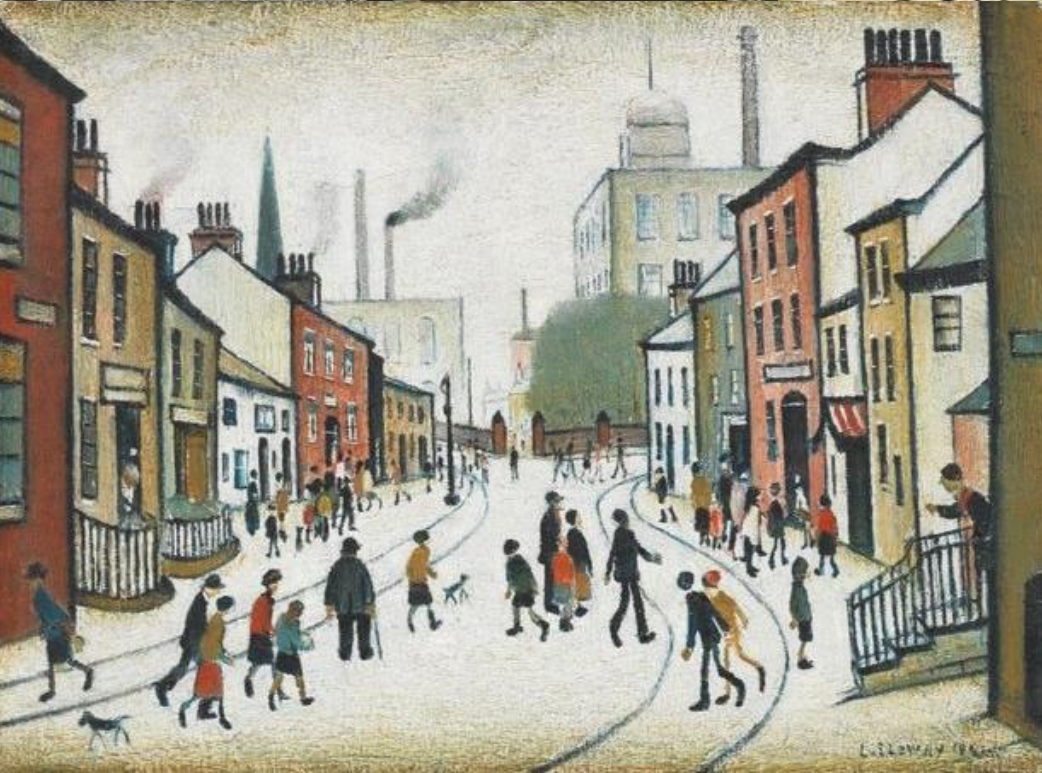


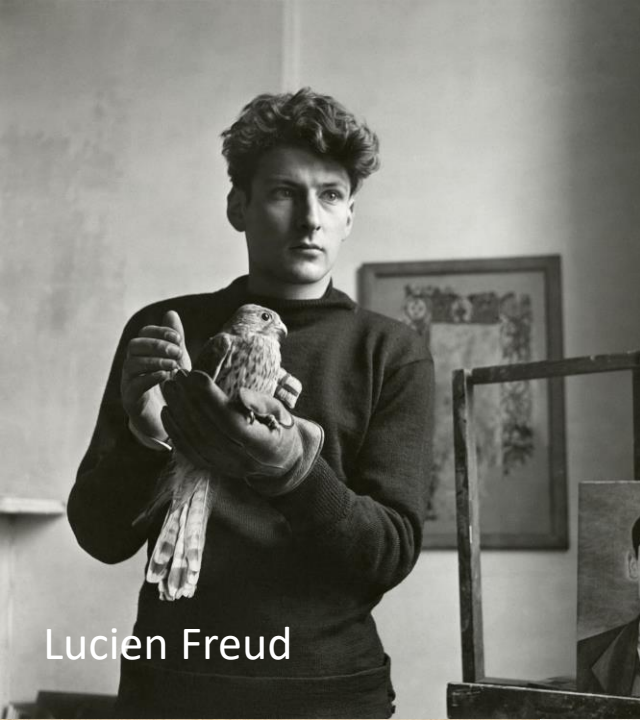
Lascaux/Aboriginal Cave Art



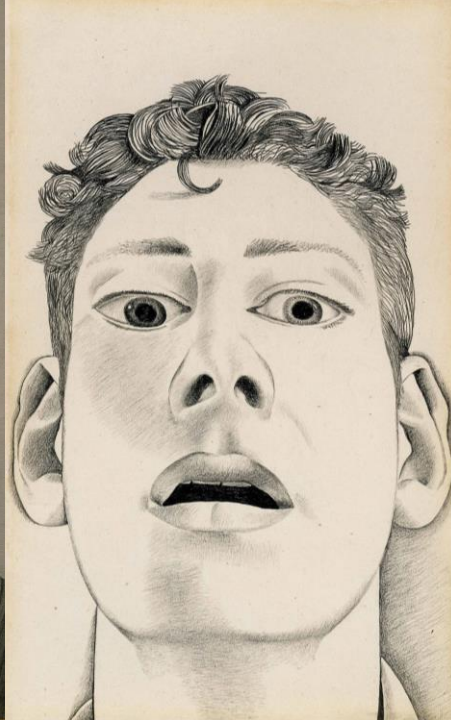


L. S. Lowry





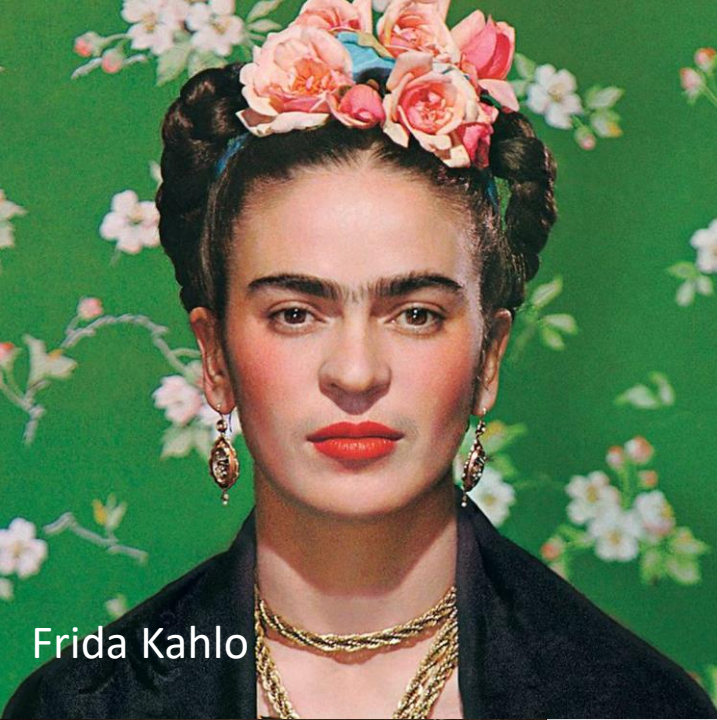
Lucien Freud



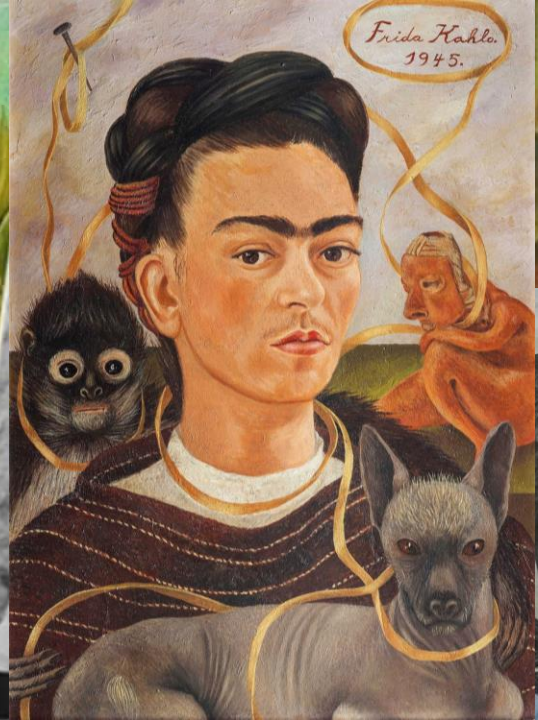
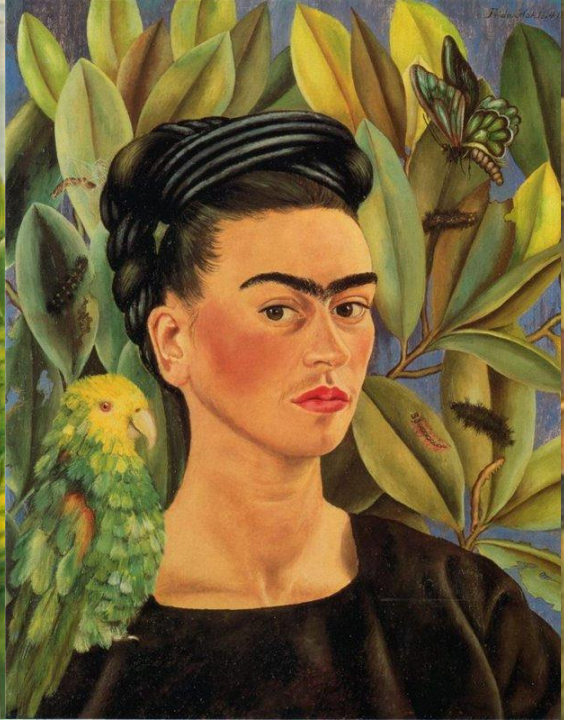


Gustav Klimt





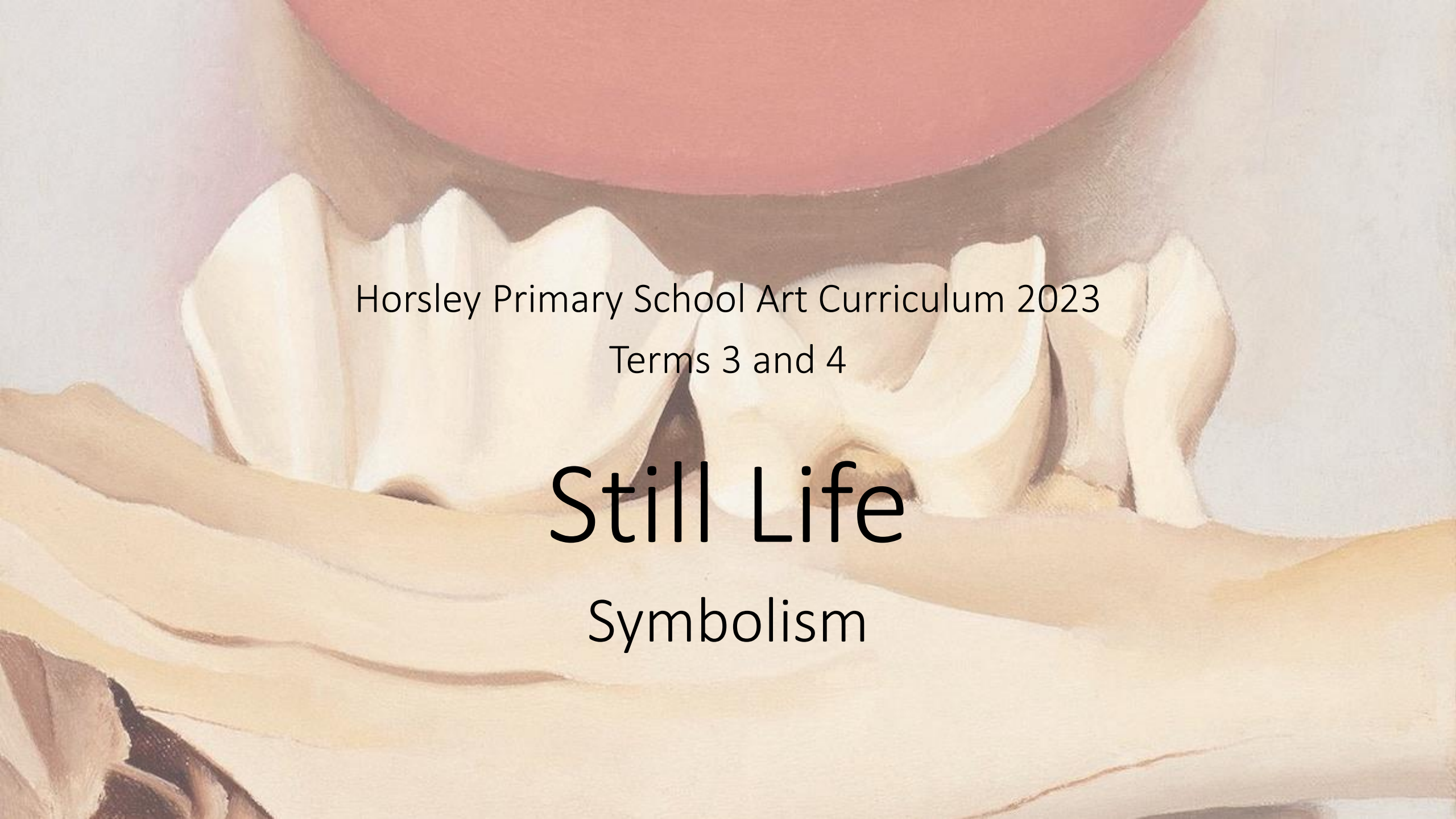
Frida Kahlo





Medieval Art





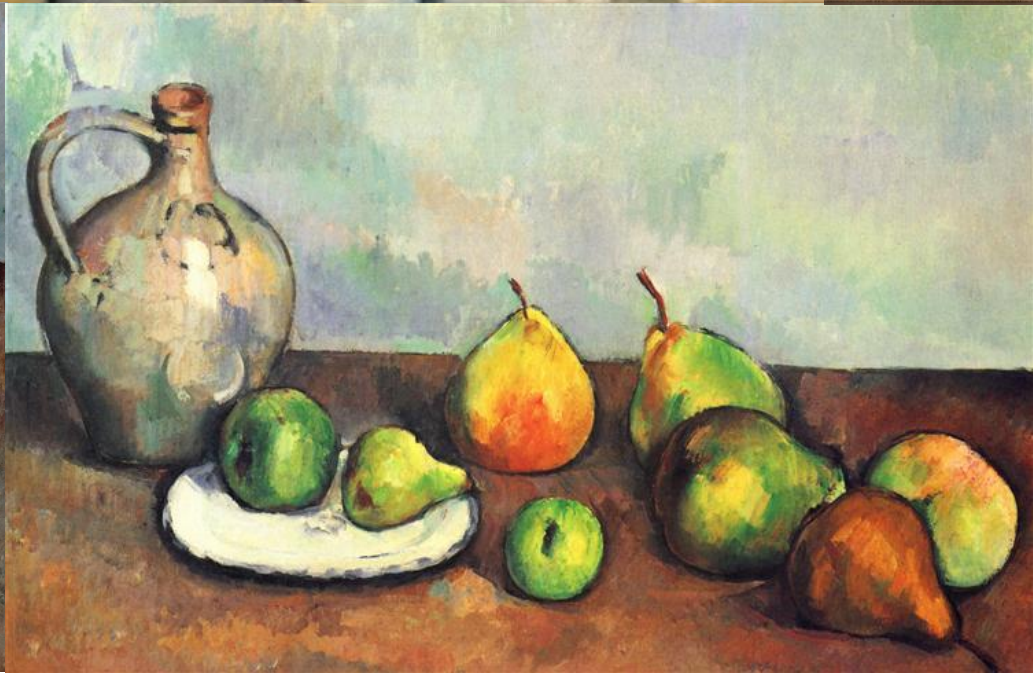
Horsley Primary School Art Curriculum 2023
Terms 3 and 4

Still Life

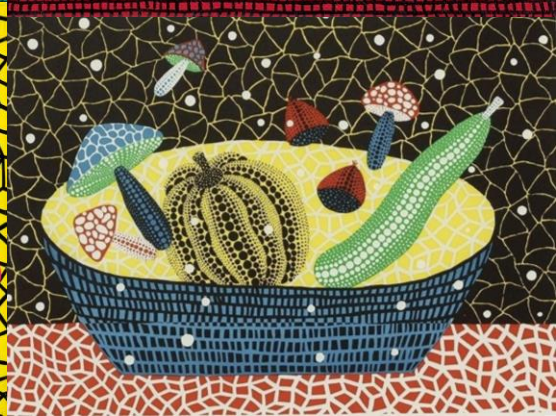
Symbolism

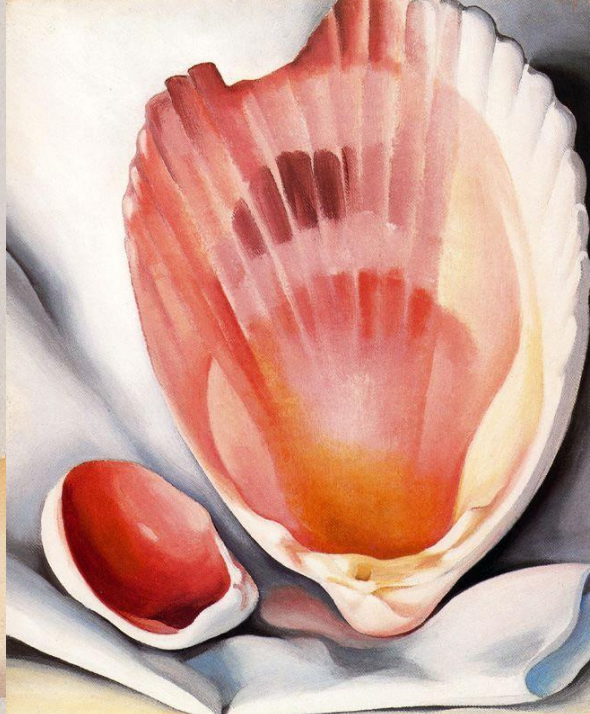
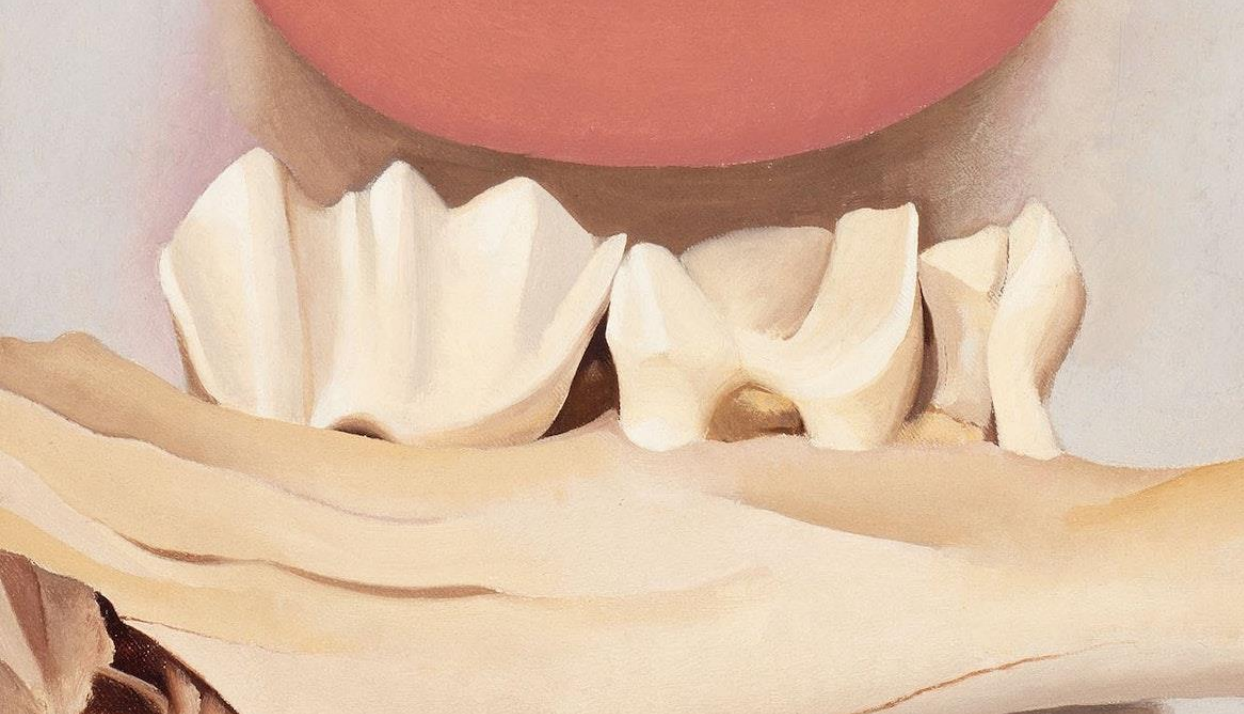


Paul Cezanne



Yayoi Kusama



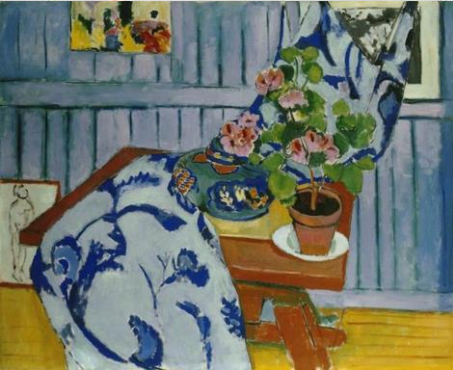


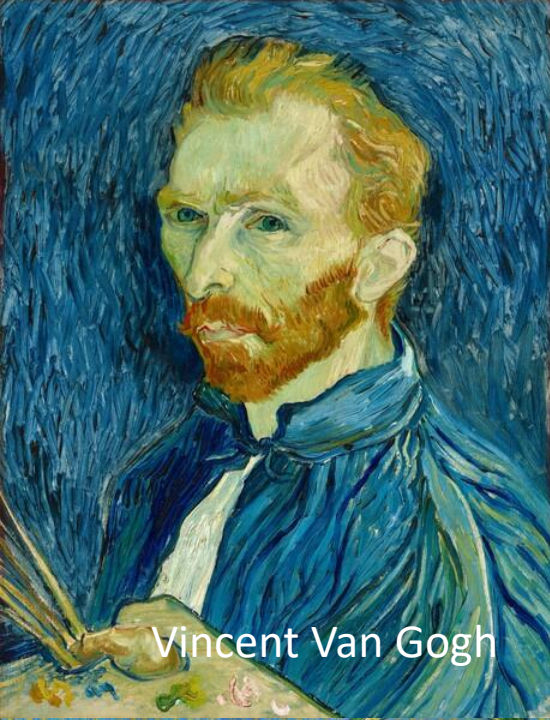
Georgia O'Keeffe





Henri Matisse



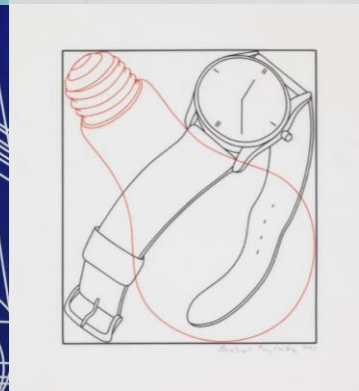
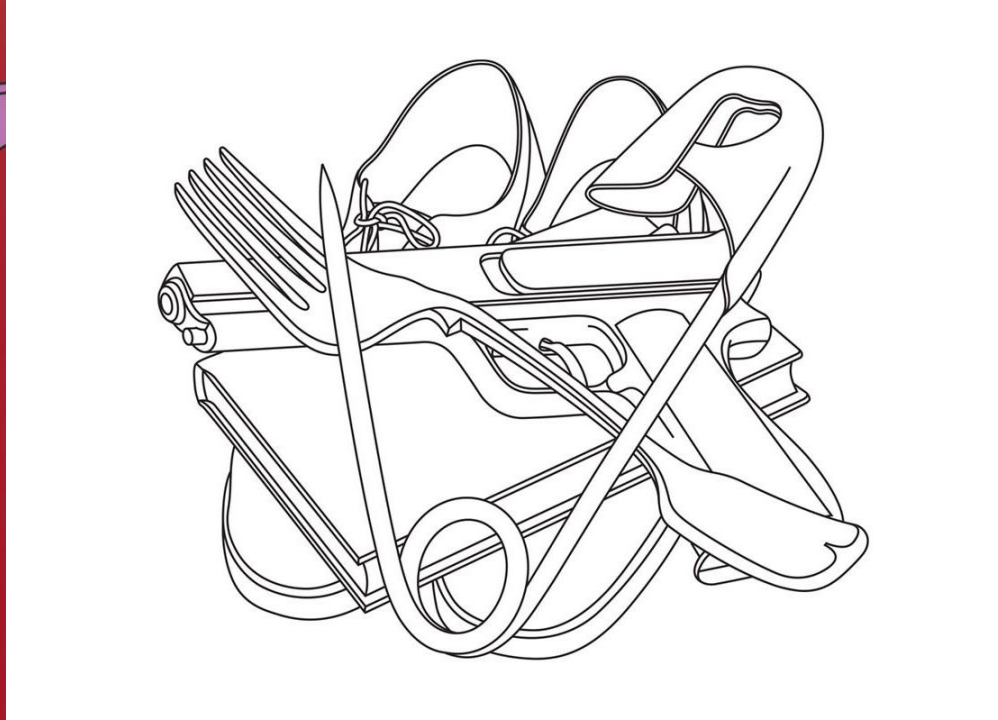
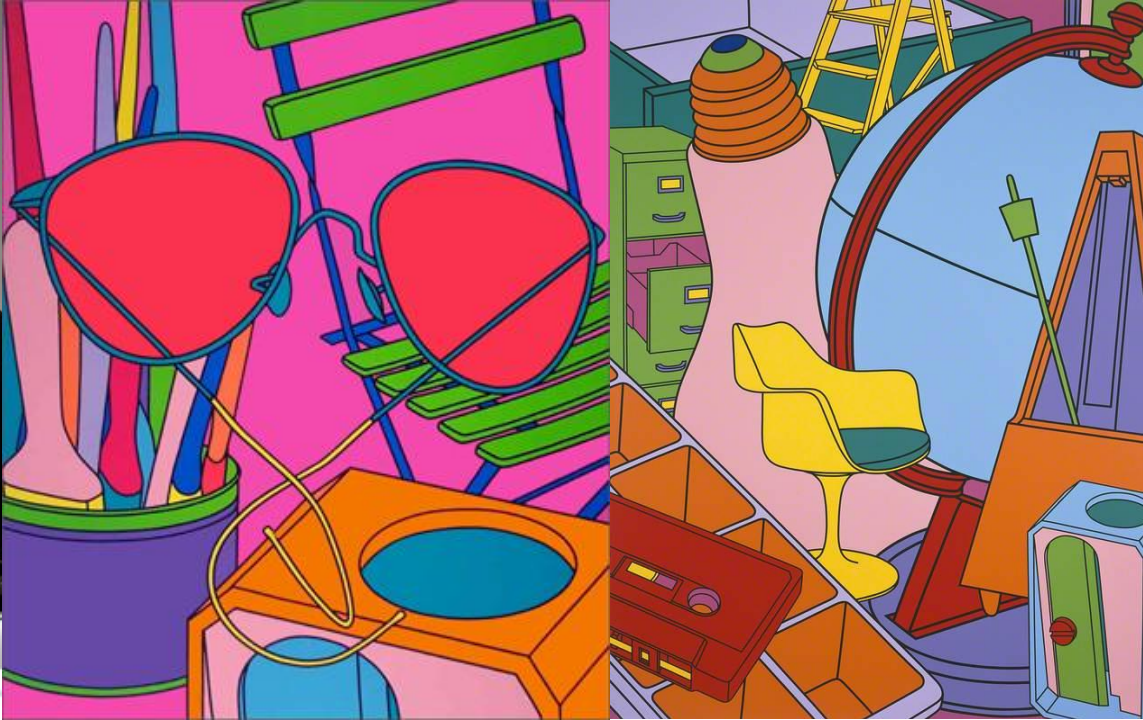


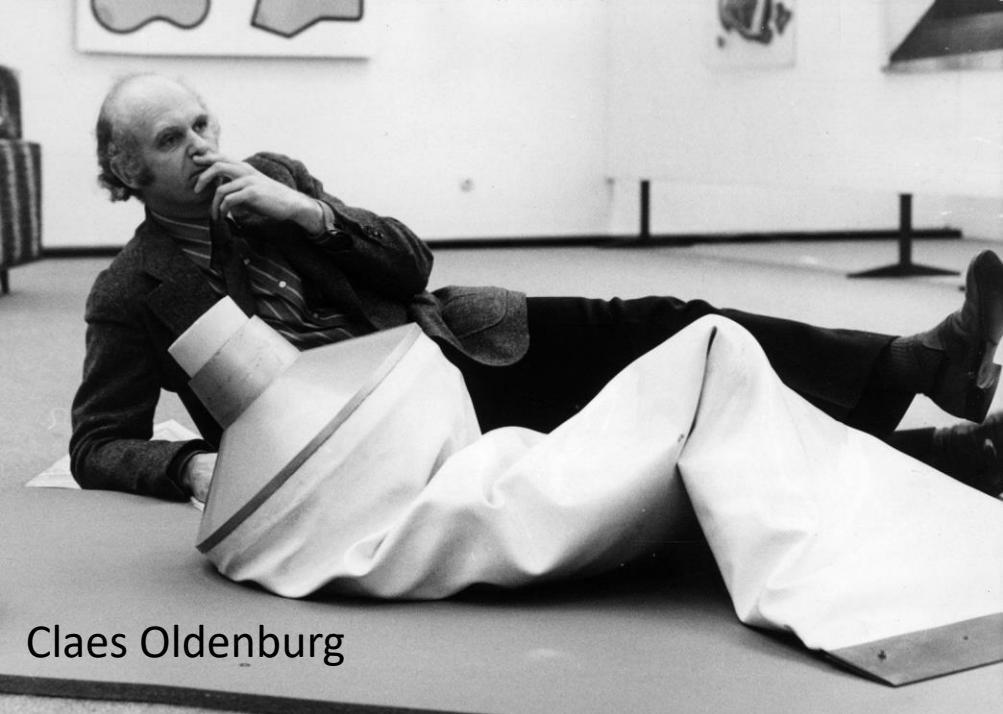
Vincent Van Gogh



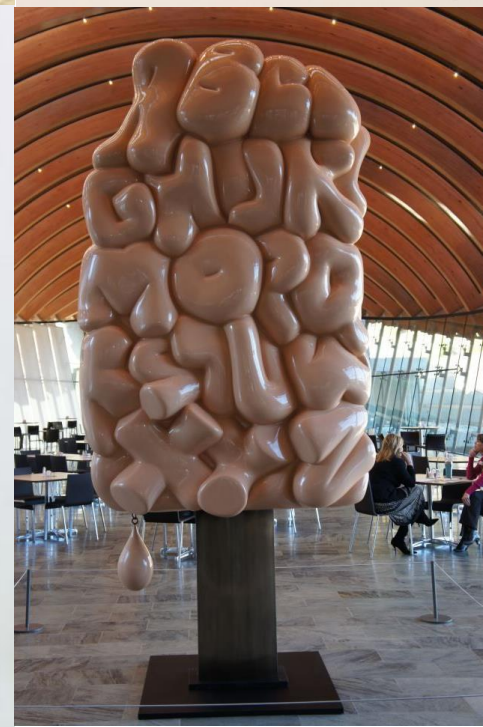


Michael Craig Martin





Claes Oldenburg



Pablo Picasso



The background is a vibrant, textured painting. In the foreground, three birds with blue heads, red chests, and white and brown wings are perched on branches. The branches are adorned with small white flowers and red berries. The background features a soft, hazy landscape with a hare visible in the distance. The overall style is painterly and expressive, with visible brushstrokes and a rich color palette.

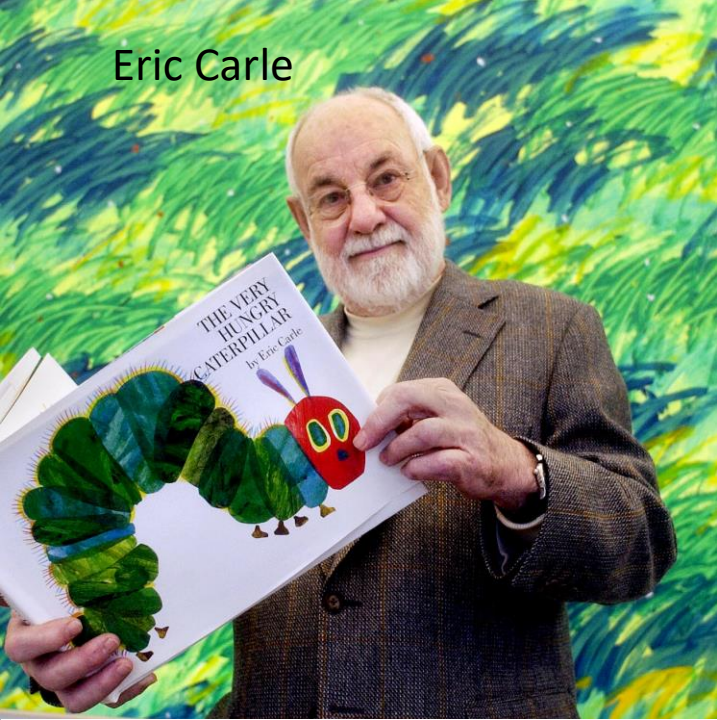
Horsley Primary School Art Curriculum 2023

Terms 5 and 6

Landscape and Animals

Sustainability and the Environment

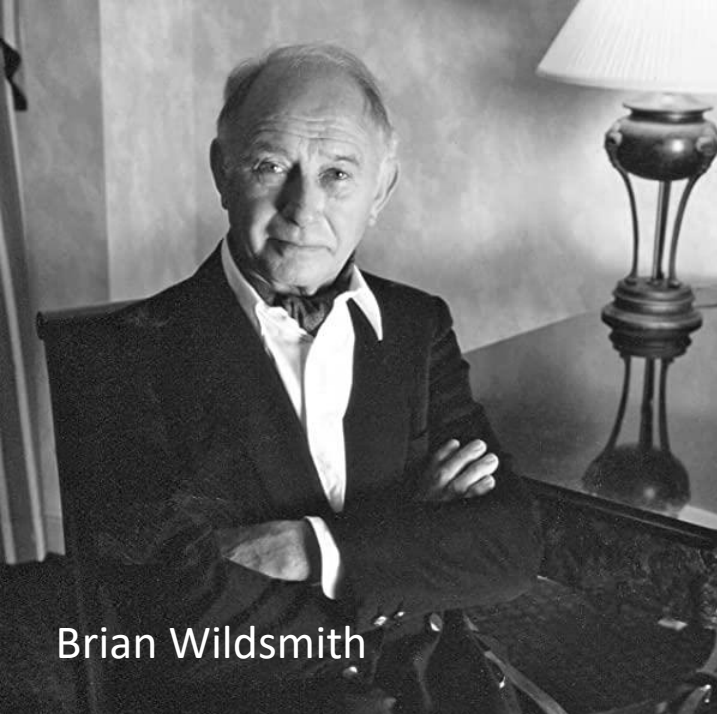
Eric Carle



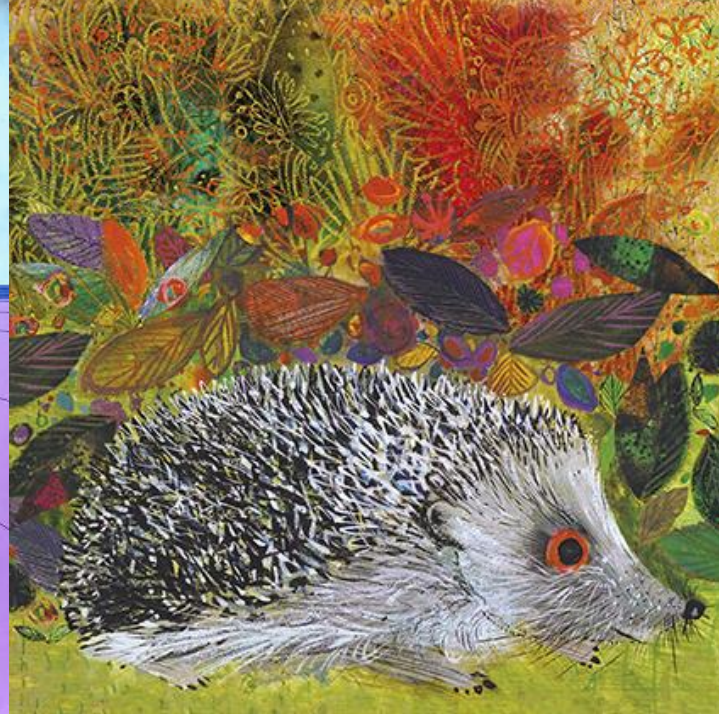
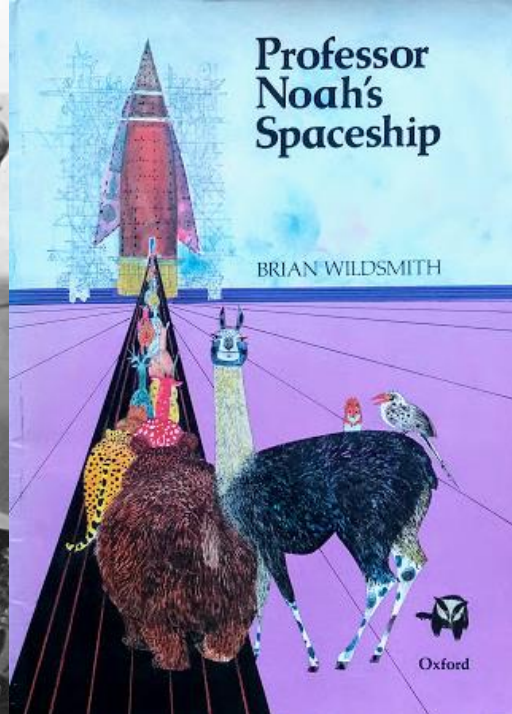


Andy Goldsworthy





Brian Wildsmith

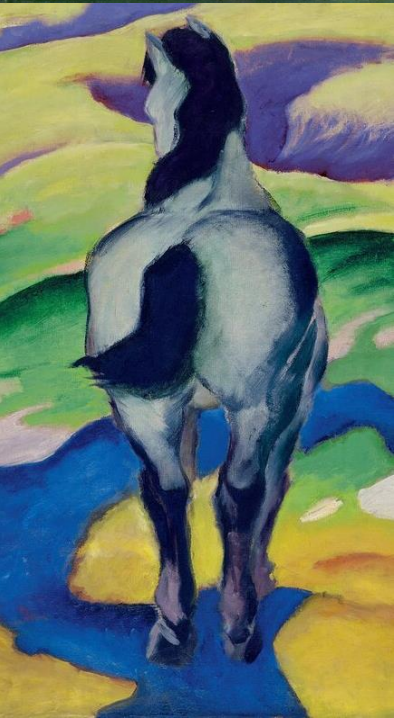


Once upon a time there was a huge forest,

and all kinds of animals and birds lived happily there.



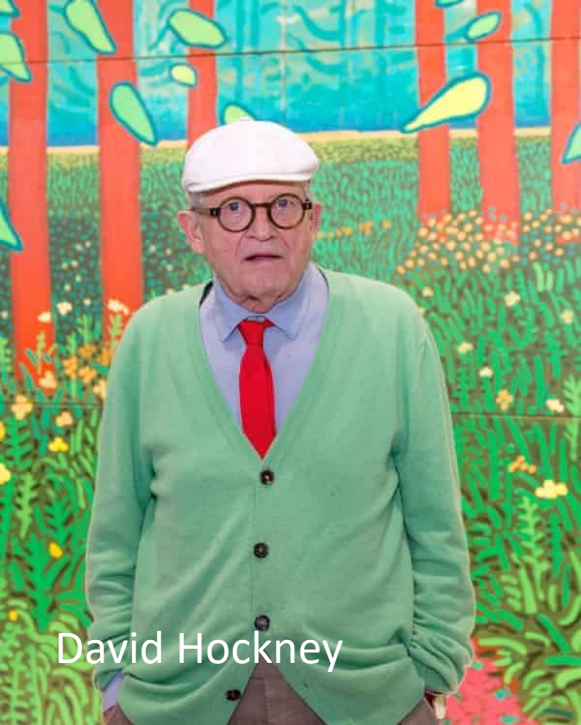
Franz Marc



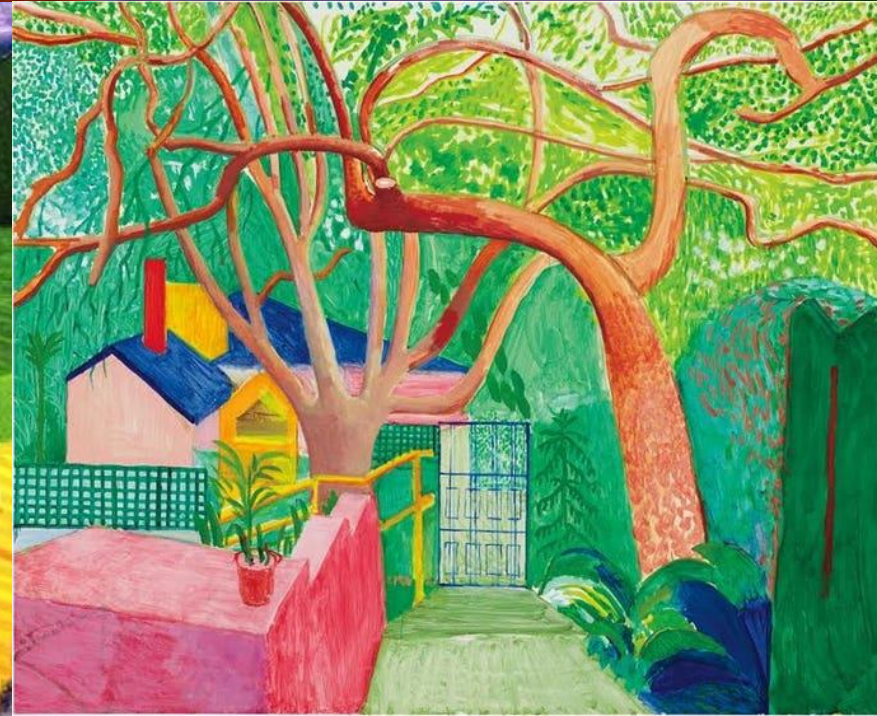


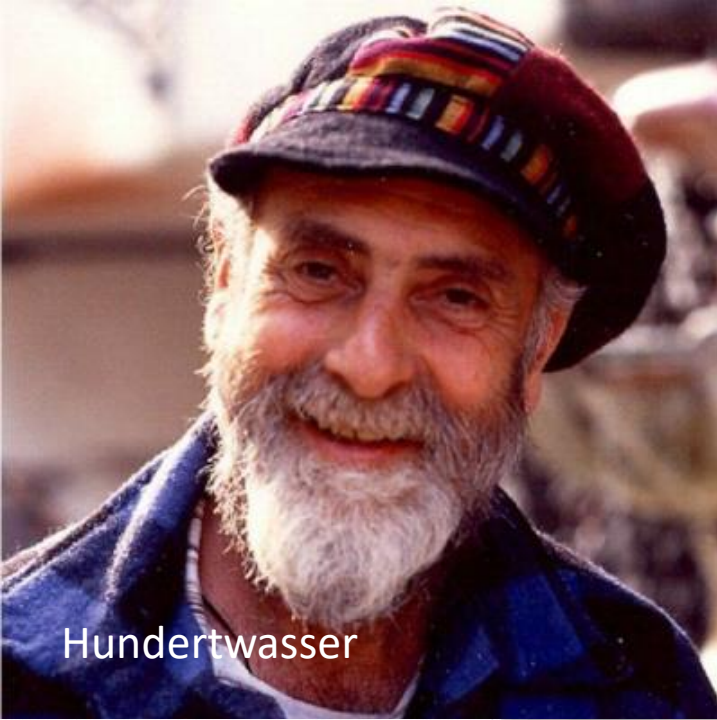
Mary Sumner



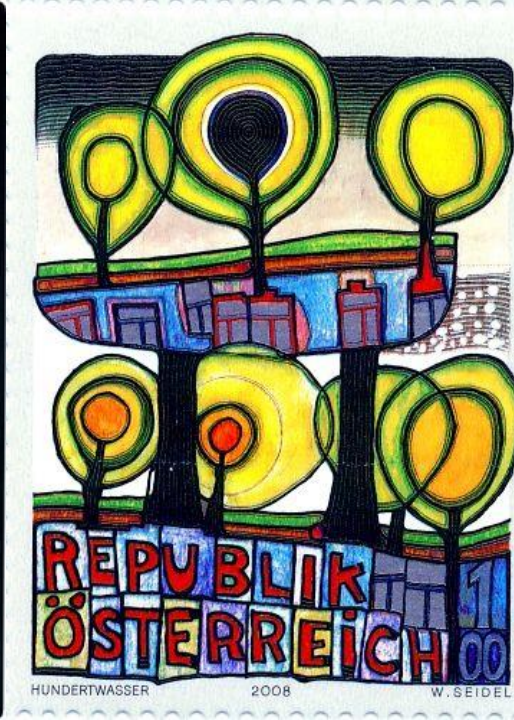
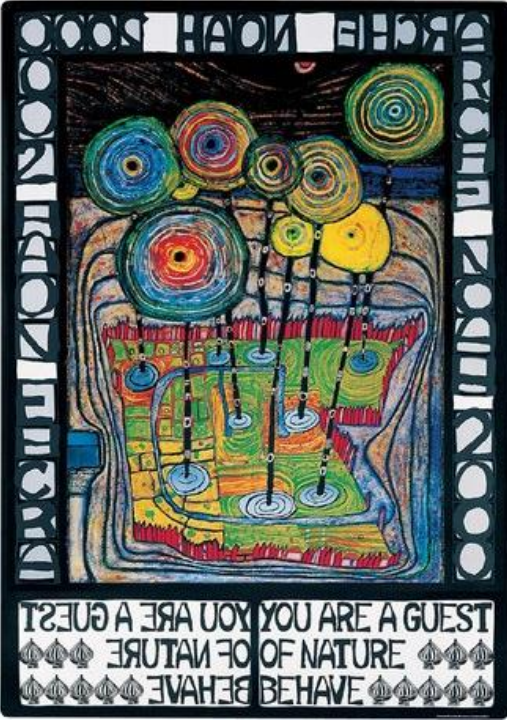


David Hockney





Hundertwasser



Expressive Arts

Art and Design

Coverage

I can use different techniques to create images.

I can use different techniques to create objects.

I can explore the different effects made by different art tools.

I can choose what media is most suited to a particular task.

I can explore technologies that will help me create pieces of art.

I can use digital technology to capture some simple images.

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a



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First Level

Expressive Arts

Art and Design

Coverage

I can draw what I see.

I can create a piece of artwork that is linked to our topic.

I can record what I see by taking photographs.

I can describe what I see, the photos I take and the pictures I draw.

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a



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First Level

Expressive Arts

Art and Design

Coverage

I can explain what a design problem is.

I can sketch some ideas to show my solution to a design problem.

I can design a solution to a real-life problem.

I can work independently and with a group to solve a design problem.

I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a



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Expressive Arts

Art and Design

Coverage

I can create a line drawing inspired by a real-life object or building.

I can experiment with different types of lines: solid, broken, dashed, thick, thin, etc.

I can draw a range of different shapes.

I can use shape to add detail to my artwork.

I can mix black and white to make a colour lighter or darker.

I can investigate how patterns are used in artwork, for example, in mosaics or in Rangoli art.

I can use a simple pattern in a piece of artwork.

I can explain what is meant by texture.

I can describe the texture of some different objects.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a



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First Level

Expressive Arts

Art and Design

Coverage

can create a piece of art based on something I have learned in a topic lesson.

I can explain what I am going to create before I start.

I can talk about how creating art makes me feel.

I can create my own version of a famous piece of art.

I can show how I am feeling by creating pieces of art.

I can show what I am thinking by creating pieces of art.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a



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First Level

Expressive Arts

Art and Design

Coverage

I can discuss a famous artist's work.

I can say how a piece of art makes me feel.

I can explore real-life buildings that have been designed by a famous artist.

I can peer-assess someone else's artwork.

I can evaluate my own work honestly.

I can experiment with techniques used by a famous artist.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a



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Expressive Arts

Art and Design

Coverage

I can select the technique most suitable for the effect I am creating.
I can use different techniques to create objects.
I can say why I have chosen the material or technique that I have.
I can independently use technologies to help me research inspiration for my artwork.
I can independently use digital technology to record my experiences across the curriculum.
I have had the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a



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Expressive Arts

Art and Design

Coverage

I can capture some of my experiences using digital technology.
I can document some of my experiences by sketching.
I can use a range of media to record what I see.
I can create observations and recordings that are realistic and detailed.
Through observing and recording from my experiences across the curriculum, I can create images and objects that show my awareness and recognition of detail. EXA 2-04a



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Expressive Arts

Art and Design

Coverage

I can work collaboratively with everyone in my group.
I can identify a real-life problem that needs solved.
I can sketch a solution.
I can create a detailed design plan to show a possible solution for a design problem.
I can think creatively when I am designing my solution.
I can consider practicalities when I am designing my solution.
I can consider the most appropriate materials to use based on functionality.
I can demonstrate an understanding of the balance between the functionality of my design and how it looks.
I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a



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Expressive Arts

Art and Design

Coverage

I can create a detailed line drawing.
I can investigate perspective.
I can show perspective in my artwork.
I can create drawings of objects that are in proportion.
I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a



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Expressive Arts

Art and Design

Coverage

I can explain the different things that inspire me to make art.
I can design something based on a real-life stimuli.
I can talk about how a piece of art makes me feel.
I can talk about the techniques I use to convey emotion in my art.
I can confidently show how I am feeling by creating a piece of art to reflect my mood.
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a



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Expressive Arts

Art and Design

Coverage

I can describe a piece of work by a famous artist.
I can identify the techniques used by an artist and talk about the effects created by their use.
I can research Scottish artists and explore some of their most famous works.
I understand the purpose of constructive criticism.
I can use feedback given to me to adapt and improve my own work.
I can give reasons and evidence for any feedback I give.
I can talk about my own artwork, commenting on my intended audience and the art techniques that I used.
I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive criticism on my own and others' work. EXA 2-07a



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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.

Painting

	Beginning To	Can	Can Confidently
Use a range of tools while painting, such as hands, brushes, rollers and stamps.			
Show control when mark making.			
Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas.			
Be able to make tints using white paint and tones using black paint.			
Mix colours well to create different shades and tones.			
Name the primary colours.			
Predict which secondary colour will be made when mixing two primary colours.			

Drawing

	Beginning To	Can	Can Confidently
Explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, charcoal and ICT software.			
Display good control while mark making.			
Practise drawing techniques that explore pattern and tone, such as stippling, cross-hatching and blending.			
Explore tone by using a pencil to draw light and dark lines.			
Use different grades of pencil to explore tone.			

Sculpture

	Beginning To	Can	Can Confidently
Create art using malleable materials, such as clay, modroc and modelling clay.			
Use malleable materials to create objects for a purpose, such as a vase.			
Create sculptures from observation.			
Show awareness of safety when using tools.			
Use impressions or paint to add decoration to sculptures.			
Carve details into sculptures using tools.			

Texture, Line and Pattern

	Beginning To	Can	Can Confidently
Explore a variety of textures and describe how they look and feel.			
Identify and describe natural and humanly-constructed patterns.			
Explore line and tone to show shape, pattern and texture when using different media.			
Show an understanding of how colours relate to mood in art.			
Create repeated patterns when printmaking.			
Explore texture, pattern and line through relief printing.			

Using Technology

	Beginning To	Can	Can Confidently
Take a simple photograph using technology.			
Take a portrait photograph using technology.			
Use simple paint software to create a picture.			
Zoom into photographs to focus on particular details.			

Commenting on Artwork

	Beginning To	Can	Can Confidently
Explain likes and dislikes of own artwork by commenting on the techniques used.			
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 own work.			
Express thoughts and feelings about famous works of art.			
Describe the emotions a piece of art brings about.			
Identify the changes that could be made to improve own artwork.			

Self-Assessment

Project	My Comments
Name of project:	What did you use to create your artwork?
	What is your favourite part and why?
Date:	What would you change to improve it?

Project	My Comments
Name of project:	What did you use to create your artwork?
	What is your favourite part and why?
Date:	What would you change to improve it?

Self-Assessment

Project	My Comments
Name of project:	What did you use to create your artwork?
	What is your favourite part and why?
Date:	What would you change to improve it?

Project	My Comments
Name of project:	What did you use to create your artwork?
	What is your favourite part and why?
Date:	What would you change to improve it?



Art and Design - 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, such as pencil, charcoal, paint, clay
- about great artists, architects and designers in history.





Exploring, Planning and Recording

	Beginning To	Can	Can Confidently
Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.			
Use sketch books to explore new ideas and practise techniques.			
Use sketch books to collect ideas to be used in future artwork.			
Compare artwork and art techniques using appropriate terminology.			
Comment on their own artwork and that of others, giving reasons to support their views.			
Make adaptations to their artwork when necessary and give reasons for any changes.			

Drawing

	Beginning To	Can	Can Confidently
Use different grades of pencil to apply tone to drawings.			
Use different sketching techniques, such as hatching, cross-hatching, stippling, blending and scribbling.			
With purpose, make marks and lines using a range of dry media including computer software, charcoal, pencils and pastels.			
With purpose, make marks and lines using a range of wet media including watercolours, acrylic paint and ink.			
Effectively blend colours using different materials, such as watercolours, oil pastels and colouring pencils.			
Produce detailed drawings from observations and photographs.			
Demonstrate awareness of the direction of light in drawings through shading.			
Use a focus point and the horizon to demonstrate perspective.			
Use mixed media in artwork to demonstrate changes in texture and pattern.			
Display an awareness of objects having three dimensions when drawing.			
Show a good understanding of composition, proportion and scale.			
Use viewfinders to improve close observational skills.			

Painting

	Beginning To	Can	Can Confidently
Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing.			
Mix colours to create tints, tones and shades.			
Use different techniques in their artwork, such as washing, blending, blocking colour and using thicker paint for texture.			
Choose colours carefully to create mood.			
Mix colours to show the direction of light in their artwork.			
Show purpose and control when mark making with different types of paint, such as acrylic and watercolour.			

Sculpture

	Beginning To	Can	Can Confidently
Show a good understanding of safety when handling sculpting tools.			
Use pinch, slab and coil techniques when creating sculptures out of clay.			
Use malleable and rigid materials to create sculptures.			
Plan and create sculptures using wire.			
Finish sculptures in different ways, such as glazing, polishing and painting.			
Create sculptures from observation and imagination.			
Apply slip to neatly join different parts of a clay sculpture.			
Use tools effectively to carve sculptures.			

Printmaking

	Beginning To	Can	Can Confidently
Print using natural and humanly-constructed objects.			
Use block printing to create repeated patterns.			
Effectively apply different printmaking methods, such as lino printing, relief printing, monoprinting and collagraph printing.			
Use printmaking techniques to print onto fabric.			
Create prints with two overlays.			
Create prints with three overlays.			

Using Technology

	Beginning To	Can	Can Confidently
Create mixed-media art using photographs they have taken.			
Edit photographs using computing software to achieve a final look.			
Take photos from different viewpoints and explain how the viewpoint changes the overall effect.			
Show consideration of light and shade when taking photos.			
Use the internet to research different artists and find out more about their art.			

Commenting on Artwork

	Beginning To	Can	Can Confidently
Critique their own and others work, commenting on the techniques used and how it makes them feel.			
Identify ways they would improve artwork created by themselves or another artist.			
Research the lives and work of different artists, designers and architects.			
Recognise artists that have demonstrated similar styles and techniques.			
Identify similarities and differences in style between different artists, designers and architects.			

Self-Assessment

Project	My Comments
Name of project:	What materials and techniques did you use to create your artwork?
	What is your favourite part and why?
Date:	How would you further improve this artwork?

Project	My Comments
Name of project:	What materials and techniques did you use to create your artwork?
	What is your favourite part and why?
Date:	How would you further improve this artwork?

Self-Assessment

Project	My Comments
Name of project:	What materials and techniques did you use to create your artwork?
	What is your favourite part and why?
Date:	How would you further improve this artwork?

Project	My Comments
Name of project:	What materials and techniques did you use to create your artwork?
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