

Art and Design

At Ellistown, our art curriculum will allow pupils to take part in high-quality, well-sequenced art lessons that initially focus on teaching children specific skills of art and design, before giving opportunity to apply these skills in the creation of a piece of art.

Our art and design curriculum strives to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Drawing, Painting, Sculpture and Crafts. Within each discipline this is provided through gradually extending the breadth of content, increasing the depth of knowledge and understanding and focusing on improving the quality of responses and outcomes.

Art at Ellistown aims to help pupils:

- produce creative work, exploring their ideas and recording their experiences,
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- understand the cultural and historical significance of different artwork, artists and styles






Long term plans ensure that that children are taught key skills in the main areas of art, they will then be given the opportunity to apply these new skills when creating a piece of art. Long term plans ensure that children experience key skills in the six main areas of art (Drawing, Painting, Printmaking, Collage, Textiles, and 3D). Art teaching within our school embraces the use of a 'creative, cross-curricular' approach, and there are also opportunities to link art learning to learning in science, geography and history. Throughout each year children will be exposed to significant works of art, artists and crafts people from a range of backgrounds and cultures.

We want our pupils to embrace creativity and be allowed to explore their own imaginations. Our aim is to provide them with the tools, skills and confidence to be able to create.









	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Reception	Exploring - Self Portraits, Giving meanings to marks	Textures and materials - paper Collaging	Artist Study – Explore Kandinsky	Patterns and Colour - Make different textures, Explore colour mixing	Drawing – Animal pictures Artist Study - Explore Pollock	Collage and Junk Modelling
Year 1	Collage- Natural Artist Study – Explore Andy Goldsworthy	Printing – range of materials Paper Collage	Drawing- animal patterns and exploring textures	Painting and Colour Mixing	Sculpture - Barbara Hepworth	Observational drawing
Year 2	Painting- Colour Mixing Drawing- Observational	Colour- Tones and Tints Drawing – Pattern and Textures	Watercolours	Drawing- Pattern & Texture Artist Study- Romero Brito	Textile Art- weaving and simple stitches	Sculptures- Clay
Year 3	Drawing- Charcoal Edward Lear-Fossil Art	Drawing- Architecture	Painting- colour and texture	Sculpture- Clay	Sculpture and Printing	Watercolours Artist Study – Explore Vincent Van Gogh
Year 4	Textile Art – Embroidery (poppies)	Sculpture - Mod Rock	Drawing – Winter Scene	Artist Study – Explore Paul Klee	Sculpture - Papier-Mache	Natural Art
Year 5	Art/Sculpture from Benin Kingdom	Architecture	Sculpture- Clay Artist Study – Explore Henry Moore	Painting- Acrylic Paints	Painting- Brush Skills	Drawing Skills
Year 6	Artist Study – Explore William Morris	Painting- Landscape (Monet)	Drawing- Significant Figures	Sculpting- Human Forms	Photography & Digital Art	Crafts

Coverage of the National Curriculum for Art and Design

	EYFS	KS1	KS2
Focus Artists 		Taught about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines and making links to their own work.	Learn about great artists, architects, & designers in history.
Drawing 	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Explore the natural world around them, making observations and drawing pictures of animals and plants; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Share their creations, explaining the process they have used;	To use drawing to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in pattern, line, shape, form and space.	To create sketchbooks to record observations and use them to review and revisit ideas. To improve mastery of art and design techniques, including drawing with a range of materials.
Painting) 	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Use a range of small tools, including paint brushes Share their creations, explaining the process they have used;	To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in colour., pattern, texture,	To create sketchbooks to record observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including painting with a range of materials
Sculpture 	To safely use and explore a variety of materials, tools and techniques, experimenting with col-our, design, texture, form and function. Use a range of small tools Share their creations, explaining the process they have used;	To use sculpture to develop and share their ideas, experiences and imagination.	To improve their mastery of art and design techniques including sculpture with a range of materials.
Crafts 	To safely use and explore a variety of materials, tools and techniques, experimenting with col-our, design, texture, form and function. Use a range of small tools Share their creations, explaining the process they have used;	to use a range of materials creatively to design and make products 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.	To improve their mastery of art and design techniques, Learn about great artists, architects and designers in history.

Ellistown Art and Design Knowledge and Skills Progression

	R	1	2
Focus Artists	Kandinsky Jackson Pollock-Painting with colour	Matisse-Shape Andy Goldsworthy (Collage)	Canal Art Romero Britto-Pattern Matisse- Colour Mixing
Drawing 	Have experience of and experiment with a range of drawing materials, Including the use of ICT. Materials should include: drawing in sand, cornflour, shaving foam, water on walls, stick in earth etc. A variety of pencils, pens, crayon, chalk. Children should be able to manipulate materials with appropriate grip and have increasing control of line and shape.	Explore marks that can be made with a pencil, chalk, pastels—to draw lines of different sizes and thickness. Begin to control lines (colour inside lines) Use line and marks for texture and pattern How to look for different lines and shapes when doing simple observational drawings.	Explore the use of line to show patterns and texture in their drawings. Observing: real plants, fruit and vegetables, artists still life representations When observing looking for different qualities, shape, colour Notice what can be seen and what is obscured
Painting (Including colour, texture and pattern) 	Children should experiment and explore –through play- with a variety of painting and printing materials. To include the different application of paint such as splattering, smearing, painting, dotting etc; the creation of simple patterns and effects such as texture. To include painting and printing with found objects such as forks, sticks, vegetables etc Naming colours and begin to explore colour mixing.	Print using a range of materials such as corks, string, leaves, fruit and vegetables, experimenting with the creation of repeating patterns. Know the names of the three primary colours. Mix secondary colours. Recognise and begin to use colour wheel. Use colour to convey emotion Use a range of tools such as pipettes, string, sticks, sponges, rollers, fingers etc to apply paint to create different effects. Use thick and thin brushes to create art work-When is it appropriate to use each brush (thick for colouring, thin for detail, outline)	With paint, children should be taught and experiment with the tonal value of colour for instance by making tints by adding white, and tones by adding black. Mix paint to create all the secondary and tertiary colours, showing understanding of the difference between warm and cool colours. Build on their experience of colour mixing to create their own colour wheels. Extend knowledge of emotive colours Introduce watercolours
Sculpture 	Children should have experience of and experiment with a range of materials, to create 3D forms. Materials could include: Playdough, construction , junk modelling, salt dough, found objects (including natural objects.) Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it. Begin to explore different joining techniques, such as adhesive tape and glue.	Use a mouldable material to roll, pinch, coil, and smooth. Think about shape and simple Proportion Investigate materials and processes such as: folding, scrunching, tearing, cutting joining, modelling, layering and Constructing Learn how to control the materials Know which glues, tapes, etc. work best for the task	Create distinct, strong shapes with clay. Learn how to join clay-using slip, cross hatching etc. Add detail with paint Explore how to Unit in a large area and how to use the tip of the brush for fine detail. Choose correct brush for the job
Crafts 		Collage- using different media including natural art Develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) Develop tearing, cutting and layering paper to create different effects Gather and sort the materials I will need Use different materials and explain why I have chosen them	Textiles-sewing and weaving Sort and group fabrics and threads by colour and texture. Weave with different materials including fabric Dye fabrics using tea, red cabbage, beetroot, onion, spinach Join pieces of fabric Use a basic running stitch

	3	4	5	6
Focus Artists	Lichtenstein-linking to colour, pop art Edward Lear-Fossil Art	Picasso-Portrait	Moore Art/Sculpture from Benin Kingdom	William Morris Monet
Drawing 	Create different tones using light and dark Use different hardness of pencils Charcoal introduced as a drawing material. Use shadows, cross hatching, shading Experiment with representing texture.	Use tone, light and shade to make things appear 3D Develop use of hatching and cross hatching to show tone and texture Begin to represent proportion Observe and record symmetry in made and natural environments. Introduce ink as a drawing material. Show facial expressions and body language in their sketches Organise line, tone, shape and colour to represent figures and forms in movement.	Introduce perspective, fore/back and middle ground. They should observe in drawings, photographs and paintings and begin to apply this skill to their own work. Develop previously taught skills of hatching and cross hatching to show tone and texture Further develop shadow skills by observing the direction of the source of light Practise the techniques taught in previous years and start to self select the materials which are suitable for the task. Full range of B pencils used.	Practice all drawing techniques taught in previous years, including line, tone, texture, form, structure, proportion, scale and shape producing increasingly accurate drawings from observation. Self select the materials which are suitable for a task. Continue to develop techniques for representing perspective in drawings. Create their own abstract imagery using taught techniques to reflect and symbolise personal experience and expression.
Painting (including colour, texture and pattern) 	Select materials to create a desired textural effect for instance sponge printing for clouds etc Use a range of brushes to create different effects. Build on knowledge of warm and cold colours. Begin to use complementary and opposing colours Develop watercolour techniques	Continue to build on their knowledge of colour mixing by matching colours and learning the difference between hue, saturation and the tonal value of a colour. Develop brush techniques and use a variety of brushes – including use of thick and thin brush strokes where appropriate. Begin to use light and shadow in background and foreground Develop increasing accuracy when representing proportions in art work Develop making texture in artwork	Increase proficiency when drawing/painting with proportions and occlusion Introduce acrylic paints Colour mix and apply acrylic paint responding to its fast drying quality and how you can layer and over-paint Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects Develop finer brush stroke skills when painting human form Use over-painting to emphasise contrasts, and qualities of shape and tone.	Continue to develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects Extend skills using finer brush stroke skills when painting human form Use over-painting to emphasise contrasts, and qualities of shape and tone Further develop use of acrylic paint and/or watercolours Develop and refine brush stroke Techniques Use a limited palette to create artwork
Sculpture 	Investigate and develop modelling skills with clay via kneading, cutting and Uniting, carving, impressing, embossing and relief Make informed artistic choice as to which clay techniques work best for final piece Make a sculpture structurally robust to stand up independently	Begin investigating papier mache techniques in order to represent ideas Use previously taught techniques to make a sculpture structurally robust to stand up independently Add materials to provide interesting detail Add details to convey expression/movement	Use prior knowledge of clay to investigate clay techniques in order to represent ideas Make a sculpture structurally robust to stand up independently Add materials to provide interesting detail Add details to convey expression/movement	Develop skills to represent figurative human forms in the style of Giacometti Use previously taught techniques to explore form and perspective Use frameworks to provide stability and form
Crafts	Printing Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Create an accurate print design. Make a printing Unit Make a two colour print Print on different materials	Textiles-Sewing Sew simple stiches using a variety of threads and wool Join fabric together Create a collage using fabric as a base Use sewing to add detail to a piece of work Research embroidery designs from around the world, create own designs based on these	Architecture Draw buildings from observation Create a monoprint based on an architectural building or feature Design/draw buildings in perspective, plan and front elevation views Design a monument	Photography and digital art Look at the work of photomontage artists,. Create own photomontages Investigate images created through macro photography. use photography to produce portraits and self-portraits. Combine photographs with other media.