

## Art Curriculum @ Queen Vic

### Intent

At Queen Vic our art and design curriculum is designed to engage, inspire and challenge children, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Children will be empowered to think creatively and critically. Through our art curriculum, students will be taught not only how to use formal elements within their art work such as line, tone, colour, space, texture etc., but to also analyse how formal elements are used as powerful communication tools to create effect. They will investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our past and future.

### Implementation

Queen Vic's Art and Design curriculum is built around essential knowledge, understanding and key skills. These are broken into year group expectations and show clear continuity and progress.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils are:

- Innovators: Producing creative work, exploring their ideas and recording their experiences.
- Aspirational: Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques
- Brave: Having the courage and confidence to evaluate and analyse creative works using the language of art, craft and design.
- Respectful: Knowing about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Impact – Next Step

The impact of our art and design curriculum can be seen not only in our children's sketchbooks but also through classroom displays and the school environment.

Everything we do is with the child in mind, and strong relationships are built between pupils and staff, which create an atmosphere for learning which is conducive to success.

We measure the impact of our curriculum through the following methods:

- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning, pink books
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum

Overview	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## Art Progression of Skills

<p><b>Drawing</b> Movement, Marks and Feathers</p> <p><b>Colour</b> Form of Art: <b>Painting</b> Medium: <b>Paint</b> Linked Artist- <b>Jackson Pollock</b></p> <p><b>Pattern</b> Focus: <b>Repeating Patterns</b> Medium: <b>Mixed (Paint and Card)</b> Linked Artist: <b>Paul Klee</b></p> <p><b>Texture/Textiles</b> Use materials for weaving and collages. (Sheila Hicks)</p> <p><b>Printing</b> <b>To print with environmental textures and patterns</b> Linked Artist: <b>Andy Warhol</b></p> <p><b>3D Form</b> Create a sculpture using coils and slabs of modelling media</p>	<p><b>Drawing</b> Mass, Pebbles and Playmobile (Henry Moore, Sculpture)</p> <p><b>Colour</b> Form of Art: <b>Painting</b> Medium: <b>Paint</b> Linked Artist- <b>Jackson Pollock</b></p> <p><b>Pattern</b> Focus: <b>Repeating, Overlapping and Folding</b> Medium: <b>Mixed (Paint and Card)</b> Linked Artist: <b>Paul Klee</b></p> <p><b>Texture/Textiles</b> Use a needle and thread to create running stitches. Create a simple piece of applique.</p> <p><b>Printing</b> <b>Learn about a variety of forms of printing. Use relief printing</b> Linked Artist: <b>Andy Warhol</b></p> <p><b>3D Form</b> Compare natural and man-made forms.</p>	<p><b>Drawing</b> Expressions, Tones and Vegetables</p> <p><b>Colour</b> Form of Art: <b>Painting</b> Medium: <b>Paint and Collage</b> Linked Artist- <b>Picasso</b></p> <p><b>Pattern</b> Focus: <b>Nature + Environmental Art</b> Medium: <b>Mixed</b> Linked Artist: <b>Andy Goldsworthy</b></p> <p><b>Texture/Textiles</b> Experiment with tie-dyeing and batik.</p> <p><b>Printing</b> <b>Create monoprints. Experiment with colour mixing by overlapping</b></p> <p><b>3D Form</b> Construct a model using both malleable and rigid materials.</p>	<p><b>Drawing</b> Dimensions, Perspective and Movement (Leonardo de Vinci Rosie Leventon)</p> <p><b>Colour</b> Form of Art: <b>Painting</b> Medium: <b>Watercolours</b> Linked Artist- <b>Picasso</b></p> <p><b>Pattern</b> Focus: <b>Tessellation</b> Medium: <b>Mixed</b> Linked Artist: <b>n/a</b> <b>Local Area Link</b></p> <p><b>Texture/Textiles</b> Use a wide variety of stitches. Use a range of different fabrics.</p> <p><b>Printing</b> <b>Create a collagraph print and create a piece of work inspired by a collagraph artist</b> Linked Artist: <b>Roy Lichtenstein</b></p> <p><b>3D Form</b></p>	<p><b>Drawing</b> Contrast, Texture and Chimeras</p> <p><b>Colour</b> Form of Art: <b>Painting</b> Medium: <b>Mixed</b> Linked Artist- <b>Various. Colour theory, mood and feeling</b></p> <p><b>Pattern</b> Focus: <b>Optical Art</b> Medium: <b>Mixed</b> Linked Artist: <b>Bridget Riley</b></p> <p><b>Texture/Textiles</b> Select and use a variety of different fabrics and stitches. Embellish textiles using ideas from other artists. <b>Gustav Klimt</b></p> <p><b>Printing</b> <b>Develop a lino print and make carve marks that show a clear image</b> Linked Artist: <b>Roy Lichtenstein</b></p> <p><b>3D Form</b></p>	<p><b>Drawing</b> Scale, Style and Still Life (George Cruickshank's illustrations)</p> <p><b>Colour</b> Form of Art: <b>Painting</b> Medium: <b>Mixed</b> Linked Artist- <b>Various. Inspired by a visit to BMAG</b></p> <p><b>Pattern</b> Focus: <b>Optical Art</b> Medium: <b>Computer Software</b> Linked Artist: <b>Bridget Riley</b></p> <p><b>Texture/Textiles</b> Use ideas from other artists, create a collaborative piece of textile work on a large scale. <b>Gustav Klimt</b></p> <p><b>Printing</b> <b>Use screen printing. Use knowledge of other artists to create work using chosen printing methods</b> Linked Artist: <b>Edward Wodsworth</b></p>
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## Art Progression of Skills

		Replicate patterns and textures in a 3D form. Make a model from observation. Linked artist: <b>Andy Goldsworthy</b>	Linked artist: <b>Antoni Gaudi</b>	Study the work on an artist and recreate a model/sculpture. Linked artist: <b>Antoni Gaudi</b>	Plan and develop own ideas to create a sculpture from a variety of media.	<b>3D Form</b> Study the work of other sculptors focusing on form and dimensions. Create a model from observations using chosen media <b>Dudley Ring Road Sculpture</b>
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	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Developing Ideas</b>	<ul style="list-style-type: none"> <li>Use a sketchbook to plan and develop simple ideas.</li> <li>Explore ideas and collect visual information</li> <li>Explore different methods and materials as ideas develop</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>Identify interesting aspects of objects as a starting point for work and annotate with likes and dislikes</li> <li>Use a sketch book to express feelings about a subject and adapt and improve original ideas</li> <li>Make notes in a sketch book about techniques used by artists,</li> <li>Keep notes to indicate their intentions/purpose of a piece of work.</li> </ul>	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Annotate work in sketchbook to clearly share intentions and findings Write notes which consider how a piece of work may be developed further.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Mastering Techniques</b> <b>Drawing</b>	<ul style="list-style-type: none"> <li>Use a wide variety of tools for drawing. Create drawings of landscapes and faces.</li> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Draw on different surfaces with a range of media.</li> <li>Begin to explore the use of line and shape</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tools and surfaces on which to draw. Create drawings where objects have shadows.</li> <li>Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>Draw lines/marks from observations.</li> <li>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different pencils and use a variety to begin sketching.</li> <li>Develop intricate patterns/ marks with a variety of media.</li> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to indicate facial expressions in drawings.</li> <li>Begin to show consideration in the choice of pencil grade they use.</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>Further develop drawing a range of tones, lines using a pencil.</li> <li>Include in their drawing a range of technique and</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to show reflections in a drawing.</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing.</li> <li>This style may be through the development of: line, tone, pattern, texture.</li> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to</li> </ul>



## Art Progression of Skills

				<p>begin to understand why they best suit.</p> <ul style="list-style-type: none"><li>• Begin to show awareness of representing texture through the choice of marks and lines made</li><li>• Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms</li></ul>	<p>composition, scale and proportion in their paintings.</p> <ul style="list-style-type: none"><li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li><li>• Develop close observation skills using a variety of view finders</li></ul>	<p>develop further simple perspective in their work using a single focal point and horizon.</p> <ul style="list-style-type: none"><li>• Develop an awareness of composition, scale and proportion in their paintings</li></ul>
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Mastering Techniques Colour

<ul style="list-style-type: none"> <li>• Experiment with paint media using different brush sizes, rollers and pads</li> <li>• Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours</li> </ul>	<ul style="list-style-type: none"> <li>• Create tints of one colour by using white. Create shades by using complimentary colours.</li> <li>• Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>• Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>• Build confidence in mixing colour shades and tones.</li> <li>• Understand the colour wheel and colour spectrums.</li> <li>• Be able to mix all the secondary colours using primary colours confidently.</li> <li>• Continue to control the types</li> </ul>	<ul style="list-style-type: none"> <li>• Make colour wheels including tertiary colours. Experiment with different brushes and mark.</li> <li>• Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Use light and dark within painting and begin to explore complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Become increasingly confident in creating different effects and</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Start to develop a painting from a drawing.</li> <li>• Begin to choose appropriate media to work with.</li> <li>• Use light and dark within painting and show understanding of complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Work in the style of a selected artist (not copying).</li> </ul>	<ul style="list-style-type: none"> <li>• Use colour and colour theory to reflect mood and feelings.</li> <li>• Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Understanding which works well in their work and why.</li> </ul>
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Art Progression of Skills

		<p>of marks made with the range of media.</p> <ul style="list-style-type: none"><li>• Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</li></ul>	<p>textures with paint according to what they need for the task.</p> <ul style="list-style-type: none"><li>• Understand how to create a background using a wash</li></ul>			
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<p style="text-align: center;"><b>Pattern</b></p>	<ul style="list-style-type: none"> <li>• Become more confident with repeating patterns and symmetry.</li> <li>• Produce an expanding range of patterns and textures.</li> <li>• Begin to understand how colours can link to moods and feelings in art.</li> </ul>	<ul style="list-style-type: none"> <li>• Use arranging, folding, repeating and overlapping to create patterns. Use regular and irregular shapes.</li> <li>• Investigate textures and produce an expanding range of patterns.</li> <li>• Use line and tone in different media to consider shape, shade, pattern and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>• Create textures and patterns with a wide range of implements.</li> <li>• Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and create tessellating patterns.</li> <li>• Use complimentary and contrasting colours for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, respond to and create own abstract patterns using ideas from other artists.</li> <li>• Use line and tone in different media to consider shape, shade and pattern.</li> <li>• Use and understand the importance of perspective in optical art.</li> </ul>	<ul style="list-style-type: none"> <li>• Study a chosen suggested artist and create own interpretation using computer software.</li> <li>• Consider the use of colour for mood and atmosphere</li> <li>• Purposely consider the types of marks made and experiment with different effects and textures inc. blocking in colour, geometric shapes and patterns</li> </ul>
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<p><b>Printing and Printmaking</b></p>						
<p><b>Sculpture (3D Form)</b></p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Use recycled, natural and man- made materials to create sculptures.</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Use language appropriate to skill and technique.</p>	<p>Model over an armature: newspaper frame for modroc.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use language appropriate to skill and technique.</p>	<p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>



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