



## St Mary's CofE Primary Academy Folkestone

### Art and Design Curriculum

**Intent:** We want to provide a well-sequenced, coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. We want to provide opportunities for making meaningful connections across other subjects where possible. We want staff to feel secure in delivering our art and design curriculum but to feel the confidence to take the children's inspiration to explore and improvise where appropriate. We want staff to feel confident assessing the artwork, skills and knowledge in their classes and to be aware of where their year group's skills lie in their key stage's progression of skills overall. We want to increase children's knowledge and build their art skills progressively.

Big idea	Concept/ Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Human form	<p><b>Skill</b></p> <p>Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features.</p>	<p><b>Skill</b></p> <p>Represent the human form, including face and features, from observation, imagination or memory.</p>	<p><b>Skill</b></p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p>	<p><b>Skill</b></p> <p>Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</p>	<p><b>Skill</b></p> <p>Explore and create expression in portraiture.</p>	<p><b>Skill</b></p> <p>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p>
		<p><b>Core Knowledge</b></p> <p>A portrait is a drawing, photograph or painting of a face.</p> <p>A self-portrait is a portrait that someone makes of themselves.</p> <p>A collage is a picture or pattern made by sticking paper onto another surface.</p> <p><b>Covered x 4</b> Funny Faces and Fabulous Features x2 - A&amp;D Human Senses x 1 - Sci Childhood x1 - His</p>	<p><b>Core Knowledge</b></p> <p>A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests.</p> <p>A drawing of a portrait can be created using line only. It is called a line drawing.</p> <p>Photographs and sketches can be used to prepare for a portrait.</p> <p><b>Covered x 3</b> Portrait and Poses x2 - A&amp;D Magnificent Monarchs x1 - His</p>	<p><b>Core Knowledge</b></p> <p>Artists can draw figures using simple, fluid lines and shapes.</p> <p>A pose is a position a figure takes in order to be photographed, painted or drawn.</p> <p><b>Covered x 1</b> People and Places x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media.</p> <p>Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</p> <p>Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form.</p> <p>The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past.</p> <p><b>Covered x 3</b> Statues, Statuettes and Figurines x3 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.</p> <p><b>Covered x 3</b> Expression x3 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Distortion is an alteration to an original shape.</p> <p>Abstraction refers to art that doesn't depict the world realistically.</p> <p>Exaggeration is the depiction of something that is larger than in real life.</p> <p><b>Covered x 1</b> Distortion and Abstraction x1 - A&amp;D</p>
Creativity	Creation	<p><b>Skill</b></p> <p>Design and make art to express ideas.</p>	<p><b>Skill</b></p> <p>Select the best materials and techniques to develop an idea.</p>	<p><b>Skill</b></p> <p>Use and combine a range of visual elements in artwork.</p>	<p><b>Skill</b></p> <p>Develop techniques through experimentation to create different types of art.</p>	<p><b>Skill</b></p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p><b>Skill</b></p> <p>Create innovative art that has personal, historic or conceptual meaning.</p>
		<p><b>Core Knowledge</b></p> <p>Observation means looking closely at something.</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>A print is a shape or pattern made by pressing paint or ink from one surface to</p>	<p><b>Broad Knowledge</b></p> <p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p><b>Covered x 7</b></p>	<p><b>Core Knowledge</b></p> <p>A motif is a decorative image or design.</p> <p>Artists focus to one or more visual elements as they create their artwork. Not all artworks need to emphasise every element, every time.</p> <p>Tesserae are small blocks of stone, tile, glass, or other materials used in the construction of a mosaic.</p>	<p><b>Core Knowledge</b></p> <p>Weaving is a crafting technique used to make decorative and functional fabrics and artworks.</p> <p>The visual elements of line, pattern and colour are an important part of the weaving process.</p> <p>Watercolour paint creates a translucent effect called a wash.</p>	<p><b>Core Knowledge</b></p> <p>Sketches that are made with one line that remains on the paper throughout the whole drawing is called a continuous line drawing.</p> <p>Land art or earth art is art that is made directly in the landscape, by sculpting materials or making structures in the landscape using natural materials such as</p>	<p><b>Core Knowledge</b></p> <p>Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues.</p> <p>Orphism was an artistic movement started by artists Robert and Sonia Delaunay.</p> <p>Orphism was recognised as an abstract art form inspired by Cubism. Orphism focused</p>



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		<p>another.</p> <p>A collagraph is a textured block that can be used to make a print.</p> <p>Observational drawing is when you look closely at something and draw what you see.</p> <p><b>Covered x 3</b> Funny Faces and Fabulous Features x1 - A&amp;D Rain and Sunrays x1 - A&amp;D Human Senses x 1- Sci</p>	<p>Still Life x1 - A&amp;D Coastline x2 - Geog Uses of Materials x2 - Sci Plant Survival x2 - Sci</p>	<p>The visual elements are colour, line, shape, form, pattern and tone.</p> <p>Artists can focus on one or more visual elements as they create their artwork, however, not all artworks need to emphasise every element every time.</p> <p>Watercolour paints can create interesting effects including translucency and colour washes. Bolder areas of colour can be created using layering.</p> <p><b>Covered x 6</b> Prehistoric Pots x1 - A&amp;D Contrast and Compliment (Y3) x1 - A&amp;D Ammonite x1 - A&amp;D Beautiful Botanicals x1 - A&amp;D Mosaic Masters x2 A&amp;D</p>	<p>Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).</p> <p>Colours can be made bolder by layering them or adding less water.</p> <p>Islamic art uses geometric shapes to make patterns.</p> <p>The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah.</p> <p><b>Covered x 9</b> Warp and Weft x3 - A&amp;D Contrast and Compliment (Y4) x2 - A&amp;D Vista x1 - A&amp;D Islamic Art x3 - A&amp;D</p>	<p>rocks, twigs and other natural materials.</p> <p><b>Covered x 3</b> Line, Light and Shadows x1 - A&amp;D Nature's Art x2 - A&amp;D</p>	<p>on pure abstraction and bright colours.</p> <p>In conceptual art the idea or concept presented by the artist is considered more important than its appearance or execution.</p> <p><b>Covered x 4</b> Trailblazers, Barrier Breakers x1 - A&amp;D Inuit x1 - A&amp;D Distortion and Abstraction x2 - A&amp;D</p>
Creativity	Generation of ideas	<p><b>Skill</b></p> <p>Communicate their ideas simply before creating artwork.</p>	<p><b>Skill</b></p> <p>Make simple sketches to explore and develop ideas.</p>	<p><b>Skill</b></p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p><b>Skill</b></p> <p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p>	<p><b>Skill</b></p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p>	<p><b>Skill</b></p> <p>Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</p>
		<p><i>Broad Knowledge</i></p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p><b>Covered x 2</b> Funny Faces and Fabulous Features x1 - A&amp;D Street View x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</p> <p>The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</p> <p>A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</p> <p>The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</p> <p>Ideas and sketches can help an artist to create a final, detailed piece of artwork.</p> <p><b>Covered x 3</b> Still Life x 1 - A&amp;D Flower Head x 1 - A&amp;D Portraits and Poses x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Artists often annotate their sketches to record information about important visual elements.</p> <p><b>Covered x 4</b> Prehistoric Pots x1 - A&amp;D Beautiful Botanicals x2 - A&amp;D Mosaic Masters x1 A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.</p> <p><b>Covered x 1</b> Animal x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums.</p> <p>Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece.</p> <p><b>Covered x 1</b> Nature's Art x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.</p> <p>Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</p> <p>Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork.</p> <p><b>Covered x 6</b> Trailblazers, Barrier Breakers x1 - A&amp;D Inuit x1 - A&amp;D Environmental Artists x1 - A&amp;D Distortion and Abstraction x1 - A&amp;D Bees, Beetles and Butterflies x2 - A&amp;D</p>
Creativity	Evaluation	<p><b>Skill</b></p> <p>Say what they like about their own or others' work using simple artistic vocabulary.</p>	<p><b>Skill</b></p> <p>Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p><b>Skill</b></p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p><b>Skill</b></p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p><b>Skill</b></p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	<p><b>Skill</b></p> <p>Adapt and refine artwork in light of constructive feedback and reflection.</p>
		<p><i>Broad Knowledge</i></p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the</p>	<p><i>Broad Knowledge</i></p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p>	<p><i>Broad Knowledge</i></p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the</p>	<p><i>Broad Knowledge</i></p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one</p>	<p><i>Broad Knowledge</i></p> <p>Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the</p>	<p><i>Broad Knowledge</i></p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how</p>



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		<p>feelings the artwork creates.</p> <p><b>Covered x 4</b>            Mix it x1 - A&amp;D            Funny Faces and Fabulous Features x1 - A&amp;D            Street View x1 - A&amp;D            Rain and Sunrays x1 - A&amp;D</p>	<p><b>Covered x 5</b>            Still Life x 2 - A&amp;D            Mix it (Y2) x1 - A&amp;D            Flower Head x 1 - A&amp;D            Portraits and Poses x1 - A&amp;D</p>	<p>execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p><b>Covered x 7</b>            Prehistoric Pots x1 - A&amp;D            Contrast and Compliment (Y3) x1 - A&amp;D            Ammonite x1 - A&amp;D            People and Places x1 - A&amp;D            Beautiful Botanicals x2 - A&amp;D            Mosaic Masters x1 A&amp;D</p>	<p>or two aspects of the artwork, which will improve the overall piece.</p> <p><b>Covered x 6</b>            Contrast and Compliment (Y4) x1 - A&amp;D            Warp and Weft x1 - A&amp;D            Vista x1 - A&amp;D            Animal x1 - A&amp;D            Statues, Statuettes and Figurines x1 - A&amp;D            Islamic Art x1 - A&amp;D</p>	<p>techniques used to create art.</p> <p><b>Covered x 6</b>            Tints, Tones and Shades (Y5) x1 - A&amp;D            Taotie x1 - A&amp;D            Line, Light and Shadows x1 - A&amp;D            Nature's Art x1 - A&amp;D            Mixed Media x1 A&amp;D            Expression x1 - A&amp;D</p>	<p>the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p> <p><b>Covered x 5</b>            Tints, Tones and Shades (Y6) x1 - A&amp;D            Trailblazers, Barrier Breakers x1 - A&amp;D            Inuit x1 - A&amp;D            Distortion and Abstraction x1 - A&amp;D            Bees, Beetles and Butterflies x2 - A&amp;D</p>
<b>Materials</b>	<b>Malleable materials</b>	<p><b>Skill</b></p> <p>a) Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p>b) Manipulate paper and card to create a simple form by cutting, layering and overlapping.</p>	<p><b>Skill</b></p> <p>Press objects into a malleable material to make textures, patterns and imprints.</p>	<p><b>Skill</b></p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p><b>Skill</b></p> <p>Use clay to create a detailed or experimental 3-D form.</p>	<p><b>Skill</b></p> <p>Create a relief form using a range of tools, techniques and materials.</p>	<p><b>Skill</b></p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>
		<p><b>Core Knowledge</b></p> <p>a) Clay, dough and plasticine are soft materials and can be rolled, pinched, squashed and flattened.</p> <p>a) An imprint is made by pressing an object into a soft material like clay or dough.</p> <p>b) Card and paper can be layered to create a 3-dimensional effect.</p> <p>b) 3-dimensional art is not flat like 2-dimensional art.</p> <p><b>Covered x 3</b>            Funny Faces and Fabulous Features x1 - A&amp;D            Animal Parts x1 - Sci            Everyday Materials x1 - Sci</p>	<p><b>Core Knowledge</b></p> <p>Soft materials such as clay, dough and plasticine can be used to create a block for printmaking.</p> <p><b>Covered x 2</b>            Mix it (Y2) x1 - A&amp;D            Human Survival x1 - Sci</p>	<p><b>Core Knowledge</b></p> <p>A coil is made by rolling clay to make long rolls which are placed one on top of another.</p> <p>Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay.</p> <p>Clay is a malleable material which has been used for centuries in a range of different cultures to make functional and decorative objects.</p> <p>A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger.</p> <p><b>Covered x 3</b>            Prehistoric Pots x2 - A&amp;D            Ammonite x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>An armature is an open framework on which a sculpture is moulded with clay or similar material.</p> <p>Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</p> <p><b>Covered x 6</b>            Animal x2 - A&amp;D            Statues, Statuettes and Figurines x2 - A&amp;D            Islamic Art x2 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Casting is an ancient method to create a sculpture which usually involves melting down a substance such as metal and then pouring it into a mould. The mould is allowed to cool, hardening the metal. Which is then removed from the mould to create a form.</p> <p>Clay and plaster can be used to replicate the casting technique.            A relief sculpture projects out from a flat surface.</p> <p>A high-relief sculpture projects significantly from the surface and can sometimes resemble a free-standing form.</p> <p>A low-relief sculpture does not project far from its surface and is visibly attached to a surface.</p> <p>A relief sculpture can be created by cutting or carving pieces of clay away from a clay tile.</p> <p><b>Covered x 3</b>            Taotie x2 - A&amp;D            Nature's Art x1 - A&amp;D</p>	<p><b>Broad Knowledge</b></p> <p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p><b>Covered x 1</b>            Inuit x1 - A&amp;D</p>
<b>Materials</b>	<b>Paper, fabric, metal and plastic</b>	<p><b>Skill</b></p> <p>Identify and use paints in the primary and secondary colours.</p>	<p><b>Skill</b></p> <p>Create a range of forms, shapes and textures using the properties of different types of paper and other materials.</p>	<p><b>Skill</b></p> <p>Weave natural or human-made materials on cardboard looms, making woven pictures or patterns.</p>	<p><b>Skill</b></p> <p>Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p>	<p><b>Skill</b></p> <p>Make and use paper to explore traditional crafting techniques.</p>	<p><b>Skill</b></p> <p>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p>



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<b>Materials</b>	<b>Paint and Colour</b>	<p><b>Skill</b></p> <p>Identify and use paints in the primary and secondary colours.</p>	<p><b>Skill</b></p> <p>Name and mix secondary colours.</p>	<p><b>Skill</b></p> <p>Identify, mix and use contrasting coloured paints.</p>	<p><b>Skill</b></p> <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p>	<p><b>Skill</b></p> <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p>	<p><b>Skill</b></p> <p>Use knowledge of colour and colour theory to create art.</p>
		<p><b>Core Knowledge</b></p> <p>The primary colours are red, yellow and blue.</p> <p>Secondary colours are made by mixing primary colours.</p> <p>The secondary colours are purple, green and orange.</p> <p><b>Covered x 4</b> Mix it x3 - A&amp;D Street View x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>The secondary colours are orange, purple and green.</p> <p>A hue is a variation of a colour.</p> <p>Colours can be used to make patterns. Pattern is one of the visual elements of art.</p> <p>Patterns can be stripy, dotted or zig-zagged.</p> <p>The secondary colours are orange, purple and green.</p> <p>The secondary colours are made by mixing equal amounts of the primary colours.</p> <p>The colour wheel is a diagram that organises colours and shows their relationships.</p> <p>A primary colour wheel has three segments to show the primary colours red, blue and yellow.</p>	<p><b>Core Knowledge</b></p> <p>Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other.</p> <p>Contrasting/complementary colours are, red and green, yellow and purple and orange and blue.</p> <p>Analogous colours are groups of colours that are next to each other on the colour wheel.</p> <p>Warm colours include red, yellow and orange.</p> <p>Tertiary colours are made by mixing equal amounts of a primary and secondary colour.</p> <p>Cool colours include blues, greens and some purples.</p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p>	<p><b>Core Knowledge</b></p> <p>Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue.</p> <p>Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.</p> <p>Analogous colours are groups of colours that are next to each other on the colour wheel.</p> <p>Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.</p> <p><b>Covered x 3</b> Contrast and Complement (Y4) x2 - A&amp;D Vista x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>A tint is a colour mixed with white. A tint adds creates a lighter version of the colour. An example of a tint is pink.</p> <p>A shade is a colour mixed with black. A shade creates a darker version of the colour. When mixing a shade, begin with the colour itself then add black one drop at a time.</p> <p>A tone is a colour mixed with grey. The colour stays the same, only less vibrant</p> <p><b>Covered x 3</b> Tints, Tones and Shades (Y5) x2 - A&amp;D Sow Grow and Farm x1 - Geog</p>	<p><b>Core Knowledge</b></p> <p>The Enchanted Owl by Inuit artist uses striking pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p>A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</p> <p>A shade is a colour mixed with black.</p> <p>The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras.</p> <p>Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</p> <p>The Realism movement painted scenes from everyday life using a naturalistic colour palette.</p>



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		<p>A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.</p> <p>The secondary colours sit between the primary colours from which they are made.</p> <p><b>Covered x 5</b> Still Life x 1 - A&amp;D Mit it (Y2) x3 - A&amp;D Flower Head x 1 - A&amp;D</p>	<p>When artists paint using complementary colours, they create a strong contrast which can make objects stand out or create a vibrant effect.</p> <p><b>Covered x 3</b> Contrast and Compliment (Y3) x4 - A&amp;D</p>			<p>The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</p> <p>In abstract art, colour itself can be the focus of the artwork.</p> <p>Artist Mark Rothko, used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling.</p> <p>In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form.</p> <p>Lucy Arnold is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold. The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</p> <p><b>Covered x 6</b> Tints, Tones and Shades (Y6) x2 - A&amp;D Inuit x1 - A&amp;D Distortion and Abstraction x1 - A&amp;D Bees, Beetles and Butterflies x2 - A&amp;D</p>	
<b>Materials</b>	<b>Printing</b>	<b>Skill</b> Make simple prints and patterns using a range of liquids including ink and paint	<b>Skill</b>	<b>Skill</b> Make a two-colour print.	<b>Skill</b> Combine a variety of printmaking techniques and materials to create a print on a theme.	<b>Skill</b> Add text or printed materials to a photographic background.	<b>Skill</b> Use the work of a significant printmaker or printmaking technique to influence artwork.
		<p><b>Core Knowledge</b></p> <p>A print is a shape or pattern made by pressing paint or ink from one surface to another.</p> <p>Colours can be mixed directly on a surface by pressing, folding and printmaking.</p> <p>A collagraph is a textured block that can be used to make a print.</p> <p><b>Covered x 3</b> Mix it x1 - A&amp;D Rain and Sunrays x1 - A&amp;D Plant Parts x1 – Sci</p>	<p><b>Core Knowledge</b></p> <p>A relief print is a print made by cutting away the print surface so that the image alone appears raised on the surface. The raised area of the printing surface are inked and printed, meaning the areas that have been cut away do not pick up the ink.</p> <p>Lino printing is a technique used to create a relief print and involves carving away the surface so that the remaining raised alone picks up the ink.</p> <p>A unit print is when an object is inked and is pressed on a surface to leave an impression.</p> <p><b>Covered x 2</b> Ammonite x1 - A&amp;D Beautiful Botanicals x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Methods of printing include lino printing, block printing and collagraphy.</p> <p>A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes.</p> <p><b>Covered x 2</b> Animal x1 - A&amp;D Functional and Fancy Fabrics x1 - DT</p>	<p><b>Core Knowledge</b></p> <p>A surreal artwork is characteristically bizarre and unreal.</p> <p>A photo collage can include images, words and letters.</p> <p>Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork.</p> <p><b>Covered x 2</b> Mixed Media x1 - A&amp;D Expression x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print.</p> <p>Stencils can be reused if made from a durable material such as card or acetate. Each print will vary slightly due to factors such as colour fade, colour merging and pressure applied to either surface.</p> <p><b>Covered x 2</b> Inuit x2 - A&amp;D</p>	



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Materials	Pencil, ink, charcoal and pen	Skill	Skill	Skill	Skill	Skill	Skill
		<p>Use soft and hard pencils to create different types of line and shape.</p>	<p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p>	<p>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p>	<p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p>	<p>Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.</p>	<p>Use line, tone or shape to draw observational detail or perspective.</p>
		<p><b>Core Knowledge</b></p> <p>Soft pencils make dark lines. Hard pencils make light lines.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p> <p><b>Covered x 2</b> Rain and Sunrays x1 - A&amp;D Plant Parts x1 - Sci</p>	<p><b>Core Knowledge</b></p> <p>Shapes are created using a line to create an enclosed two-dimensional space.</p> <p>Shape is one of the seven elements of art.</p> <p><b>Covered x 1</b> Flower Head x 1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects.</p> <p>Cross hatching is when lines are placed at an angle to one another.</p> <p>Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading.</p> <p>Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects.</p> <p>Cross hatching is when lines are placed at an angle to one another.</p> <p>Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading.</p> <p><b>Covered x 2</b> Ammonite x1 - A&amp;D People and Places x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Atmospheric perspective in art creates the illusion of space.</p> <p>It emphasises the distance between objects. As objects recede into the distance, they become less detailed, lighter in tone, and blurrier.</p> <p>Objects such as animals can be drawn using simple shapes. The simple shapes help the artist to focus on proportions and the relationships between its features.</p> <p><b>Covered x 2</b> Animal x1 - A&amp;D Vista x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Techniques for creating areas of light and shade with a pen or pencil include cross hatching, hatching, contour lines and smudging.</p> <p>White chalk on black paper can be used to create areas of light and shade.</p> <p>Rembrandt (1606–1669) was one of the world's most accomplished artists. In his drawings Rembrandt used pens, chalks, ink and brushes to capture light and shade, form, and shadow.</p> <p>Ink wash, white chalk, or pencil can be used to create light and shade.</p> <p><b>Covered x 4</b> Line, Light and Shadows x4 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Abstraction can be created using basic shapes.</p> <p>Line is a visual element that can be used to create shapes, shade, detail and texture to a drawing.</p> <p>In observational drawing, line is the key visual element.</p> <p><b>Covered x 2</b> Distortion and Abstraction x1 - A&amp;D Bees, Beetles and Butterflies x1 - A&amp;D</p>
Nature	Natural art	Skill	Skill	Skill	Skill	Skill	Skill
		<p>Make transient art and pattern work using a range or combination of human-made and natural materials.</p>	<p>Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>Use nature and natural forms as a starting point for artwork.</p>	<p>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>	<p>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p>	<p>Create art inspired by or giving an environmental message.</p>
		<p><b>Core Knowledge</b></p> <p>Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds and flowers, can be used to make transient art.</p> <p>Transient art is art that can be moved, changed and cleared away.</p> <p>The best way to record transient art is by taking a photograph.</p> <p>Natural materials, such as twigs, moss, pebbles, sand and water can be used to make art.</p>	<p><b>Core Knowledge</b></p> <p>Natural materials including sand, clay, soil, pebbles and rocks can be used for modelling.</p> <p>Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned.</p> <p>Natural objects for drawing can include insects, insects' patterns, shape and colours are often symmetrical.</p> <p><b>Covered x 3</b></p>	<p><b>Core Knowledge</b></p> <p>Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines.</p> <p><b>Covered x 2</b> Ammonite x1 - A&amp;D Prehistoric Pots x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>William Morris' designs consisted mainly of natural forms such as leaves, flowers, fruits and birds.</p> <p>Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore.</p> <p><b>Covered x 2</b> Animal x1 - A&amp;D Functional and Fancy Fabrics x1 - DT</p>	<p><b>Core Knowledge</b></p> <p>A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones.</p> <p>Photographs can be converted to line drawings using graphics software.</p> <p><b>Covered x 2</b> Line, Light and Shadows x2 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Environmental artists use recycled materials to create their art.</p> <p>The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world.</p> <p>Environmental art addresses social and political issues relating to natural and urban environments.</p>



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		<p><b>Covered x 3</b> Rain and Sunrays x1 - A&amp;D Plant Parts x1 - Sci Bright Lights, Big City x1 - Geog</p>	<p>Flower Head x 1 - A&amp;D Coastline x 1 - Geog Animal Survival x 1 - Sci</p>				<p><b>Covered x 3</b> Environmental Artists x3 - A&amp;D</p>
<b>Place and space</b>	<b>Landscapes</b>	<p><b>Skill</b> Draw or paint a place from memory, imagination or observation.</p>	<p><b>Skill</b> Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.</p>	<p><b>Skill</b> Draw, collage, paint or photograph an urban landscape.</p>	<p><b>Skill</b> Choose an interesting or unusual perspective or viewpoint for a landscape.</p>	<p><b>Skill</b> Use a range of materials to create imaginative and fantasy landscapes.</p>	<p><b>Skill</b> a) Create landscape art with or without typical perspective.  b) Create landscape art without typical perspective.</p>
		<p><b>Core Knowledge</b> A sketch or drawing of a place or space is called a landscape.  Landscape art can include things that are natural and things that are human made.  Stephen Wiltshire, is an artist that makes detailed drawings of places and spaces by memory.  A sketch or drawing of a place or space is called a landscape.  <b>Covered x 4</b> Street View x2 - A&amp;D Seasonal Changes x1 - Sci Bright Lights, Big City x1 - Geog</p>	<p><b>Core Knowledge</b> A seascape is a piece of artwork that shows a scenic view.  Seascape paintings include Great Wave Off Kanagawa and Stormy Sea in Étretat by Claude Monet.  <b>Covered x 2</b> Flower Head x 1 - A&amp;D Coastline x 1 - Geog</p>	<p><b>Core Knowledge</b> An urban landscape is a picture of a town or city.  <b>Covered x 1</b> People and Places x1 - A&amp;D</p>	<p><b>Core Knowledge</b> A viewfinder is a tool an artist uses to frame a view.  Composition is a term used to describe the arrangement of the visual elements in a painting.  Examples of landscape paintings include Road before the Mountains: Sainte-Victoire, by Paul Cézanne; A Meadow in the Mountains: Le Mas de Saint-Paul, by Vincent van Gogh; Tahitian Mountains, by Paul Gauguin; and Mountains at Collioure, by Andre Derain.  <b>Covered x 1</b> Vista x1 - A&amp;D</p>	<p><b>Core Knowledge</b> Tints are often used in the backgrounds of landscape paintings.  Tones and shades are used for the middle and foreground.  Artists can use tints, tones and shades to give the impression of space in a landscape.  Landscape paintings have a foreground, a middle ground and a background.  The foreground shows features that are close. The middle ground and background show features in the distance.  When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface.  Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance.  <b>Covered x 2</b> Tints, Tones and Shades (Y5) x2 - A&amp;D</p>	<p><b>Core Knowledge</b> a) Landscape paintings have a foreground, a middle ground and a background.  a) The foreground shows features that are close. The middle ground and background show features in the distance.  a) When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface.  a) Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance.  b) Abstract art rejects the typical use of perspective and uses simplified shapes to create its effect.  <b>Covered x 3</b> Tints, Tones and Shades (Y6) x2 - A&amp;D Distortion and Abstraction x1 - A&amp;D</p>
<b>Comparison</b>	<b>Compare and contrast</b>	<p><b>Skill</b> a) Identify similarities and differences between two or more pieces of art. b) Identify and compare different textures.</p>	<p><b>Skill</b> Describe similarities and differences between artwork on a common theme.</p>	<p><b>Skill</b> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p><b>Skill</b> Compare and contrast artwork from different times and cultures.</p>	<p><b>Skill</b> Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p><b>Skill</b> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>
		<p><b>Core Knowledge</b> a) Art on a similar theme can be different because of the colours or style the artist uses.</p>	<p><b>Core Knowledge</b> Differences in still life art can include style, composition and use of colour.</p>	<p><b>Core Knowledge</b> Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images. Some mosaics, such</p>	<p><b>Core Knowledge</b> Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see</p>	<p><b>Core Knowledge</b> Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create</p>	<p><b>Core Knowledge</b> Art works can be compared by mood, emotional response and meaning as well as more obvious visual elements.</p>



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		<p>a) Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork.</p> <p><b>Covered x 2</b> Mix it x1 - A&amp;D Funny Faces and Fabulous Features x1 - A&amp;D</p> <p>b) A texture is the feel or appearance of a surface.</p> <p><b>Covered x 3</b> Rain and Sunrays x1 - A&amp;D Plant Parts x1 - Sci Street View x1 - A&amp;D</p>	<p>Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p><b>Covered x 3</b> Still Life x 1 - A&amp;D Mit it (Y2) x1 - A&amp;D Flower Head x 1 - A&amp;D</p>	<p>as Islamic mosaics are made to portray geometrical patterns.</p> <p>Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style.</p> <p>Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style.</p> <p>More contemporary botanical examples can include more simplified graphic or digital representations.</p> <p>A botanical artist is someone who draws and paints plants and flowers in a realistic style.</p> <p><b>Covered x 5</b> People and Places x1 - A&amp;D Mosaic Masters x1 - A&amp;D Greenhouse x1 - A&amp;D</p>	<p>and some will use colour or texture to create a particular mood or atmosphere.</p> <p>The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics.</p> <p>Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms.</p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p> <p><b>Covered x 4</b> Contrast and Compliment (Y4) x1 - A&amp;D Warp and Weft x1 - A&amp;D Vista x1 - A&amp;D Animal x1 - A&amp;D</p>	<p>its own style.</p> <p>Different types of architectural design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (1100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990).</p> <p>The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.</p> <p>A Taotie is an ancient Chinese motif often found on objects such as masks and ritual vessels called dings.</p> <p>The forms were made with bronze using an ancient technique of piece mould casting.</p> <p>The Taotie is easily recognised by its characteristic use of lines, patterns and forms.</p> <p>When making land art, most artists will use materials from the local environment. Some artists will enhance a natural material by adding colour while some artists will use the natural textural or patterned qualities of the original material.</p> <p>The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</p> <p>In expressionist art, colour is highly intense and non-naturalistic. The artist's use of brushwork is usually textured.</p> <p><b>Covered x 6</b> Taotie x1 - A&amp;D Line, Light and Shadows x1 - A&amp;D Nature's Art x1 - A&amp;D Expression x1 - A&amp;D Architecture x2 - DT</p>	<p>Horizon is the line where the sky meets the land or water within a painting. The height of the horizon will affect the placement of the vanishing point as well as the scene's eye level.</p> <p>The vanishing point is the place where parallel lines appear to come together in the distance.</p> <p>Abstract art rejects of three-dimensional perspective, often representing objects on a single, flat plane.</p> <p><b>Covered x 2</b> Trailblazers, Barrier Breakers x1 - A&amp;D Distortion and Abstraction x1 - A&amp;D</p>
<b>Significance</b>	<b>Significant people, artwork and movements</b>	<b>Skill</b> Describe and explore the work of a significant artist.	<b>Skill</b> Explain why a painting, piece of artwork, body of work or artist is important.	<b>Skill</b> Work in the style of a significant artist, architect, culture or designer.	<b>Skill</b> Explain the significance of art, architecture or design from history and create work inspired by it.	<b>Skill</b> Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.	<b>Skill</b> Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks.





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	<p><b>Core Knowledge</b></p> <p>James Rizzi was a significant American artist and illustrator.</p> <p><b>Covered x 2</b> Funny Faces and Fabulous Features x1 - A&amp;D Street View x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life.</p> <p>Hans Holbein the Younger was a significant portrait artist of the Tudor period.</p> <p>A still life is a composition made up of everyday or unusual objects.</p> <p>Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</p> <p>Two important floral paintings are Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.</p> <p><b>Covered x 2</b> Still Life x 1 - A&amp;D Portraits and Poses x 1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form.</p> <p>Coming Out of School is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day.</p> <p>Katie Scott is an important contemporary printmaker and botanical artist.</p> <p><b>Covered x 3</b> People and Places x2 - A&amp;D Beautiful Botanicals x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.</p> <p>A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses.</p> <p>Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.</p> <p>The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals.</p> <p>Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture.</p> <p><b>Covered x 4</b> Vista x1 - A&amp;D Animal x2 - A&amp;D Islamic Art x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Pablo Picasso pioneered the use of continuous line drawing.</p> <p>Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging.</p> <p>The artistic genre of collage uses cut, torn, folded, crumpled, layered and glued paper to create different visual effects.</p> <p>Mixed media collage combines paper, fabric and other materials. An artist might also use 3-D objects, such as cogs, buttons, blocks and coins.</p> <p>Mixed media collage uses a range of different joining methods, including gluing, stitching and tying.</p> <p>Edvard Munch is a significant Expressionism artist. The Scream is one of his most familiar works and depicts the artist's feelings of anxiety.</p> <p>The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</p> <p><b>Covered x 6</b> Line, Light and Shadows x1 - A&amp;D Nature's Art x1 - A&amp;D Mixed Media x3 - A&amp;D Expression x1 - A&amp;D</p>	<p><b>Core Knowledge</b></p> <p>Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.</p> <p>Significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.</p> <p>The Enchanted Owl is a significant example of an Inuit print, created by Inuit artist Kenojuak Ashevak in 1960.</p> <p>Kenojuak Ashevak was an important Canadian Inuit artist. Her drawings and prints used of simple, stylized motifs and Inuit culture and folklore.</p> <p>Significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues.</p> <p>Chris Ofili is a significant black artist whose work portrays messages about black culture and history.</p> <p>The painting 'No Woman, No Cry' by Chris Ofili bears a phosphorescent inscription that indicates that the crying woman depicted is Baroness Lawrence of Clarendon OBE, the mother of Stephen Lawrence, who was murdered in an unprovoked racist attack in London in 1993. The photographs inside the tears in this painting are all images of Stephen.</p> <p>Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.</p> <p>Abstraction by shape is a technique artists use to represent objects using shape only.</p> <p>The Woodcutter by Kazimir Malevich, uses</p>
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							<p>simple shapes to represent the woodcutter.</p> <p>Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.</p> <p>Abstraction by shape is a technique artists use to represent objects using shape only.</p> <p>Guernica (1937) is a large oil painting by Spanish artist Pablo Picasso.</p> <p>Guernica is one of his best-known art works. It is regarded by many art critics as the most powerful anti-war painting in history.</p> <p><b>Covered x 6</b> Trailblazers, Barrier Breakers x2 - A&amp;D Inuit x2 - A&amp;D Distortion and Abstraction x2 - A&amp;D</p>
<b>Vocabulary</b>	<p>colour wheel, cool colour, primary colour, print, secondary colour, warm colour</p> <p>art gallery, collage, , facial feature, form, painting, photograph, self-portrait, subject, texture</p> <p>block, collage, collagraphy, equipment, ink, method, pattern, print, screen printing, symbol, texture, weather symbol</p> <p>3-D effect, artwork, cardboard layering, compare, drawing, painting, Pop Art, primary colour, sculpture, secondary colour, subject, texture</p>	<p>colour wheel, cool colour, primary colour, print, secondary colour, warm colour</p> <p>background, composition, gallery, primary colour, sculpture, secondary colour, still life, subject matter, texture</p> <p>3-D, colour, contemporary artist, form, line, pattern, primary colour, sculpture, secondary colour, shape, sketch, texture</p> <p>background, facial expression, figure drawing, gallery, monarch, portrait, pose</p>	<p>analogous colours, colour wheel, complementary colours, cool colour, primary colour, secondary colour, tertiary colour, warm colour, watercolour</p> <p>archaeologist, clay, coil, coiling, form, pattern, pinch pot, potter, pottery, prehistoric pots, score, slip</p> <p>ammonite, carve, cross-hatching, Fibonacci sequence, form, fossil, hatching, medium, motif, pattern, reduction printing, roll, score, sculpture, shading, sketch, smudging, stretch, texture, tone, two-colour relief printing, two-colour roller technique</p> <p>abstract, anatomy, cityscape, elongated, figurative form, figure drawing, matchstick men, muted, photograph, posed, Renaissance, subject, urban landscape</p> <p>botanical, botanical artist, botanical weaving, botanist, illustration, illustrator, lino, loom, observational drawing, preliminary sketch, printing, unit printing, warp, weaving, weft</p> <p>border, crowstep pattern, grout, guilloché pattern, interstice, meander pattern, mosaic, pattern, tesserae, wave pattern</p>	<p>analogous colours, colour wheel, complementary colours, cool colour, hue, primary colour, secondary colour, tertiary colour, warm colour, watercolour</p> <p>braid, branch weaving, cup weaving, dye, elasticity, fabric, loom, straw weaving, synthetic, texture, wall hanging, warp, weaving, weft, yarn</p> <p>atmospheric perspective, cool colour, cross-hatching, genre, hatching, landscape, scene, shading, stippling, technique, tone, viewfinder, warm colour, wash, watercolour</p> <p>anatomy, Bankura horse, collagraph, ivory, lino print, printing block, realistic, score, sculpture, shading, simplistic, slip, surreal, texture, watercolour wash</p> <p>ancient Sumer, armature, cast, figure drawing, figurine, form, porcelain, pose, score, slip, statue, statuette</p> <p>abstract motif, arabesque, calligraphy, figurative motif, geometric motif, high relief, infinite, Islam, low relief, mosque, motif, Muslim, pattern, Qur'an, relief</p>	<p>horizon, Impressionists, landscape, perspective, tint, tone</p> <p>bronze, cast, clay casting, ding, molten, mould, paper casting, piece-mould casting, Shang Dynasty, silicone casting, taotie</p> <p>abstract, continuous line drawing, contour line shading, contrast, cross-hatching, form, ink wash, observation, scribble shading, shading, sketch, smudging, stippling, texture, tone</p> <p>earthwork, freestanding, high relief, installation, land art/Earth art, low relief, motif, natural form, relief sculpture,</p> <p>collage, fabric crumb, marbling, mixed media, origami, paper, paper collage, papermaking, papier-mâché, photo collage, pulp, quilling, surreal</p> <p>art movement, emotion, Expressionism, Expressionist, non-naturalistic, portrait, self-portrait, shade, tint</p>	<p>colour palette, horizon, hue, Impressionists, landscape, perspective, scale, shade, tint, tone</p> <p>civil rights, heritage, immigrant, mood board, multiculturalism, pioneer, racial discrimination, symbolise, trailblazer</p> <p>carving, indigenous, Inuit, Inuit art, printing, soapstone, stencil, stone cut, stylised</p> <p>climate change, conceptual art, ecosystem, Environmental Art, marine debris, ocean art, ocean plastic, recycle, repurpose, reuse, single use, sustainability</p> <p>abstraction, abstraction by colour, abstraction by line, abstraction by shape, abstract perspective, distortion, horizon, subject matter</p> <p>collage, colour palette, digital art, embellishment, medium, mixed media, observational drawing, Pop Art</p>	



## St Mary's CofE Primary Academy Folkestone

### Art and Design Curriculum

				sculpture, vegetal motif, Zellij tiles		
<b>Significant people</b>	<b>Vincent van Gogh</b> Glen Alps, Amanda Snyder Gustave Caillebotte, <b>James Rizzi</b> , Kate George	<b>Vincent van Gogh</b> , Paul Cézanne Dale Chihuly Hans Holbein, <b>Nicholas Hilliard</b>	<b>Gwen John</b> , Lyubov Popova, Herbert List, Fra Carnevale, <b>LS Lowry</b> , Katie Scott	Paul Gauguin, <b>Paul Cézanne</b> , Vincent van Gogh, Claude Monet, Richard Wilson, L S Lowry <b>George Stubbs</b> , Leonardo da Vinci, Damien Hirst	<b>Pablo Picasso</b> , Rembrandt, Kaspar Hauser Robert Smithson, Richard Long, Rebecca Louise Law, Cornelia Parker, Wilhelm Holderied Kurt Schwitters, <b>Henri Matisse</b> Marianne von Werefkin, <b>Edvard Munch</b> , Ernst Ludwig Kirchner, Walter Gramatté	Edmonia Lewis, Henry Ossawa Tanner, Augusta Savage, <b>Gordon Parks</b> , Yinka Shonibare, Barbara Walker, Turgo Bastien, Chris Ofili James Houston, Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetok and Pitseolak Ashoona, Kenjuak Ashevak, Antony Gormley, <b>Olafur Eliasson</b> , Paul Klee, Hilma af Klint, Josef Albers, Piet Mondrian, Pablo <b>Picasso</b> , Robert and Sonia Delaunay, Wassily Kandinsky, Lucy Arnold, <b>Andy Warhol</b>
<b>By the end of the Year, children will be able to:</b>	<p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products in two and three dimensions.</p> <p>Explain what he/she likes about the work of others.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools.</p> <p>Make structures by joining simple objects together.</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them.</p>	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times.</p> <p>Experiment with tones using pencils, chalk or charcoal.</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>Experiment with basic tools on rigid and flexible materials.</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>Know about some of the great artists, architects and designers in history and describe their work.</p> <p>Explore shading, using different media.</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Compare and recreate form of natural and manmade objects.</p> <p>He/she is able to create a collage using overlapping and layering.</p> <p>Create printing blocks using relief or impressed techniques.</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p> <p>Draws familiar objects with correct proportions.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik.</p>	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Develop skills in using clay including slabs, coils and slips.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>	<p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Refine his/her use of learnt techniques.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Use simple perspective in their work using a single focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Produce intricate patterns and textures in a malleable media. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p>