


## Art Intent

At Zetland Primary our art curriculum is linked, where possible, to local artists or to art that complements the themes within our curriculum. We have developed many links with local artists and work with Redcar Contemporary Art Gallery to bring art to life for our children, and to give them opportunities they might not otherwise have. We teach a high-quality art and design curriculum which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## EYFS Statement relating to Art

Being creative, imaginative and expressive is a key part of our Early Years curriculum and setting. Children explore painting, printing, collage and experiment with colours and shade. Building and construction areas allow them to use a variety of media and resources for their models and creations. They are taught to use the correct resources within the setting and they are encouraged and supported to make crafts for a purpose. Our craft areas allow children to also cut and join a variety of materials independently and they are encouraged to revisit and adapt their work overtime, in collaboration with peers, and also to talk about what they see and what they have created. Immersed in a range of creative and artistic resources, inside and outside of the classroom, our EYFS setting allows our budding artists to experiment and explore.

	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Progression and themes	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
	<b>Self-Portraits</b> Children will draw lines of different shapes and thickness, using 2 different grades of pencil. Show different tones using pencils and crayons.	<b>Observational drawings of shells. Drawing their home.</b> Pupils will use three different grades of pencil in their drawing (2B, 4B & 6B). Create different tones, using light and dark. Show	<b>Observational Drawing of Greek Vases (Link History)</b> Begin to annotate sketches to explain and elaborate ideas. Create different tones using light and dark.	<b>Portraits. Da Vinci-Mona Lisa.</b> Look at portraits by a variety of artists and in particular the Mona Lisa. Write explanations of sketches in notes.	<b>Shadows and light, natural forms (Linked to light science)</b> Organise line, tone, shape and colour to represent figures and forms of movement, shadow and	<b>Henry Moore war art</b> Look at the work of Henry Moore depicting scenes in the underground shelters during the war. Organise line, tone, shape and colour to

	patterns and texture in their drawings, using different media.	Use pencils or coloured pencils. Show patterns and texture in drawings using different surfaces.	Use hatching and cross hatching to show tone and texture. Identify and draw simple objects and use marks and lines to produce texture. Create a portrait in your chosen style from the artist s shown and say why you have chosen that style.	reflection. Identify and draw simple objects, and use marks and lines to produce texture. Successfully use shading to create mood and feeling.	represent figures and forms of movement and/or perspective. Use lines to represent movements. Create sketches to communicate emotions and a sense of self with accuracy and imagination (realistic/ impressionistic). Pupils explain why they have combined different tools to create drawings.	
	Painting	Painting	Painting	Painting	Painting	
	<p><b>Mark making and colour exploration to paint natural forms.</b></p> <p>Pupils communicate something about themselves in their painting or something they see. Name and use primary and secondary colours. Create colour wheels using their mixed paints. Use different sized brushes. Look at Kandinsky circles and replicate this once work has</p>	<p><b>William Turner seascapes and Aboriginal art.</b></p> <p>Mix paint to create all the secondary colours. Mix and match colours and predict outcomes. Choose to use thick and thin brushes appropriately. Mix colours to create a shade of brown. Make tints by adding white and make tones by adding black.</p>	<p><b>Impressionist painting Monet. Abstract artist Iris Grace.</b></p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes and lines. Mix colours effectively and predict outcomes. Use watercolour paints to produce washes for backgrounds. Use thin brushes to add detail.</p>	<p><b>LS Lowry</b></p> <p>Use a number of brush techniques, using thick and thin brushes to produce pattern and texture. Mix colours effectively and use watercolour paints to produce washes for backgrounds and add detail to build up the whole picture. Create mood, using knowledge of colour mixing.</p>	<p><b>Peter Thorpe, Great Wave</b></p> <p>Sketch lightly with a B pencil before painting. Combine colours. Create a colour palette using different tones of one colour and then other colours. Use acrylics to produce visually interesting pieces. Combine colours to enhance the mood of a piece. Use brush techniques to create</p>	<p><b>Clarice Cliff</b></p> <p>Sketch lightly with a B pencil before painting. Combine colour and line. Create a colour palette using natural or man-made objects. Include a variety of tones. Use acrylics to produce visually interesting pieces. Explore the works of Clarice Cliff and paint in her style.</p>

	been done on the colour wheel.	Explore William Turners seascapes and use the above techniques to create a seascape of their own.  Make a boomerang with an aboriginal art design on it.	Experiment with creating mood with colour- red angry, blue sad/cold etc.		texture. Develop a personal style of painting from ideas of other artists.		
	Printing	Printing	Printing	Printing	Printing	Printing	
	<b>Use natural forms e.g. leaves to create a print. Matisse.</b> Explore the work of Matisse and use print to recreate his style. Show patterns and texture using objects to create prints.	<b>Use fruit and vegetables to create a print</b> Mimic print from the environment. Use objects to create prints. They will rub and roll to make prints.  Create animal prints using a variety of materials for printing.	<b>To use objects to print a repetitive pattern</b> Make precise repeating patterns including those observed in the natural environment. Make own printing blocks or objects.  Design and print wrapping paper using a variety of objects.	<b>Mayan art.</b> Make precise repeating patterns by drawing a design on polystyrene tiles then printing on to paper.	<b>William Morris</b> Build up layers of colours. Create an accurate pattern. Begin to add detail.	<b>Print blocks linked to Andy Warhol Pop Art</b> Make printing blocks from coiled string glued to block. Use layers of 2 and 3 colours.	
	Collage	Collage	Collage	Collage	Collage	Collage	
	<b>Picasso Portraits</b> Create individual and/ or group collages. Use different kinds of materials on their collage and explain	<b>Building silhouettes (Houses and Homes topic)</b> Look at the work of Hundertwasser to see how he represents houses.	<b>Stonehenge collage</b> Select materials to create a striking effect. Use coiling and overlapping.	<b>Roman mosaics</b> Select and arrange the materials to create a striking effect.  Ensure work is precise.	<b>Planets/space (Link science), Peter Thorpe</b> Arrange materials to create an effect. Think about textures like rough/ smooth.	<b>Anderson shelters</b> Mix textures (rough, smooth, plain and patterned) and combine the visual and tactile qualities. Use ceramic mosaic materials and	

	why they have chosen them.	Cut, tear and glue paper and card for collages. Gather and sort materials. Begin mixing materials to create texture.		Use tessellation, mosaic and montage.	Combine visual and tactile qualities.	techniques for positioning, attaching etc.
	3D	3D	3D	3D	3D	3D
		<b>Clay house.</b> Use techniques such as rolling, cutting, moulding and carving-clay. Add line and texture to work. Combine shapes.	<b>Egyptian canopic jars</b> Create and combine shapes to make recognisable forms such as nets or solid materials. Use clay or other mouldable materials. Begin to experiment with ways of presenting it.	<b>Viking jewellery and long boats</b> Include texture that conveys movement, feelings or expression. Use clay or other mouldable materials and begin to add detail such as handles. Use correct methods of fixing separate parts.	<b>Fish, local sculpture artist Simon Edwards.</b> Show life-like qualities and real-life proportions. Use tools to carve, add shape, texture and pattern.	<b>Gargoyles</b> Use frameworks such as wires and moulds to provide stability and form. Use tools to carve, add shape, texture and pattern.
	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results	Evaluating Processes and results
	Pupils begin to talk about their own work and the work of others (peers and other artists).	Begin to talk about aspects of work: favourite aspects, challenges etc. Talk about how their work links to that of a 'focus' artist.	Begin to evaluate work in terms of original intention. Engage in peer reviews of work to support the development of own work.	Begin to evaluate their work in terms of original intention. Engage in peer reviews to support the development of pupils' own work.	Engage in self, peer and teacher reviews to support the development of their work, setting personal targets. Critically evaluate and analyse works of art: composition, artistic style, and artistic period.	Engage in self, peer and teacher reviews to support the development of their work, setting personal targets. Critically evaluate and analyse works of art: composition, artistic style, and artistic period.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Artists	Mondrian- Georgia O'Keefe	Matisse Kandinsky	Pablo Picasso Hundertwasser William Turner	Claude Monet Iris Grace	Leonardo da Vinci LS Lowry	William Morris Simon Edwards (Local sculpture) Hokusai	Clarice Cliff Henry Moore

Subject content	<p><b>Key stage 1</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products;</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>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.</li> </ul>	<p><b>Key stage 2</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</li> <li>about great artists, architects and designers in history.</li> </ul>
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