



## The Ellis C of E Primary School Art Curriculum Document

### **Purpose of study**

"Art and design is the freedom of the individual, the freedom of expression and the freedom to fail without retort." Simon Waterfall

"Art develops spiritual values and contributes a wider understanding to the experience of life, which helps build a balanced personality." Bridgit Riley

"Art and design isn't a just subject to learn, but an activity you can practise: with your hands, your eyes, your whole personality." Quentin Blake

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

### **National Curriculum**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Development Matters 2020 Aims**

**We can inspire our children to be creative, independent, have freedom of expression and interpretation of what their own "art" is. There is no "wrong" way to create art, and children should not feel their work has to look a certain way. Celebrate difference and individuality.**

The Early Years Foundation Stage aims to ensure that all pupils:

Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.



The Ellis C of E Primary School

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Development Matters 2020

The National Curriculum for Art and Design aims to ensure that all pupils:

Produce creative work, exploring their ideas and recording their experiences

Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms National Curriculum 2013

### **Implementation**

In each Year group the children will be taught:

- Three different art disciplines from drawing, painting, collage, textiles, printing and sculpture.

In their school career each child will be taught:

- Twelve projects in drawing or painting, and three projects in each of collage, textiles, printing and sculpture. Allowing them to systematically build on their skills and knowledge throughout the whole art curriculum. (See long term plan).



Art long term plan

Year	Drawing Pencil, pen, brush & ink, charcoal, oil pastel, chalk, pencil crayon	Painting	Collage	Textiles	Printing	Sculpture
FS1	Mark making, exploring media (Autumn 1)		Natural objects Scissor skills (Spring 1)		Body, fruit/veg Sponge and shapes printing (Summer 1)	
FS2	Experimenting with media. Manipulating /pencil control, Pattern (Autumn 1)	water/sponge/powder/palette Mixing primary colours Colour wheel (Spring 1)		Weaving, natural or man-made materials (Summer 1)		
Y1	Experimenting with pressure -shades (Autumn 1)	Shades of primary and secondary colours <b>Landscape</b> Background/foreground (Spring 1)				cardboard sculpture architecture (Summer 1)
Y2	Sketching skills, graded pencils cross hatching, (Autumn 1)		Card, paper, printed paper tearing, cutting, manipulating (Spring 1)	fabric /stitching Tapestry (Summer 1)		
Y3	Light/shade to create 3D effect. "True drawing" (Autumn 1)	Tints and shades Powder/ watercolour/acrylic <b>Still life</b> (Spring 1)			Traditional crafts Calligraphy (Summer 1)	
Y4	Contour line drawing (Autumn 1)		Found objects (Spring 1)			Wire frame Figurative/surreal (Summer 1)
Y5	Perspective (Autumn 1)	Textured acrylic Explore applying paint <b>Abstract</b> (Spring 1)		Tie dye, fabric paint, stitches, beading (Summer 1)		
Y6		Reflections/distortions Explore opposite colours, clashing colours, complementary colours. <b>Portrait</b> (Autumn 1)			Lino cut, mono prints, (Spring 1)	Soft sculpture (Summer 1)



The Ellis C of E Primary School

**Programmes of study (age appropriate) Knowledge, skills and understanding.**

**In each of the three art projects each year there should be evidence of;**

investigating and making, includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should also inform this process.

**1. Exploring and developing ideas**

- a. Record from first hand experience and imagination, and explore ideas.
- b. Ask and answer questions about the starting points for their work and develop their ideas.
- c. Collect visual and other information (eg images, materials) to help them develop their ideas using a sketchbook.

**2. Investigating and making art, craft and design ideas.**

- a. Investigate the possibilities of a range of materials and processes.
- b. Develop their control of tools and techniques and apply these to materials and apply these to materials and processes, including drawing.
- c. Representing observations, ideas and feelings and to design and make images and artefacts.

**3. Evaluating and developing work.**

- a. Compare ideas methods and approaches in their own and other's work and say what they think or feel about them.
- b. Adapt their work according to their views and describe how they may develop it further.

**4. Knowledge and understanding**

The children should be taught about:

- Visual and tactile elements, including colour, pattern, texture, line and tone, shape form and space.
- Materials and processes used in art, craft and design.

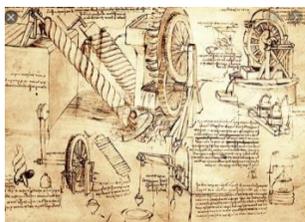
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- Differences and similarities in the work of artists and crafts people working in different times and cultures. (sculptors, photographers, architects and textile designers)

### Sketchbooks

Our sketchbooks will be the main body of evidence for our children's projects from FS1 to Year 6. Sketchbooks have been an essential part of the creative process for artists of all disciplines, ranging from textiles and jewellery to interior design, printmaking and ceramics. It is a complete record of the creative process which, it can even be argued, is more important than the finished object at the end of this process.

When we display the children's finished pieces, the sketchbooks will also play an integral part to show the children's development of skills and knowledge and their journey towards the final piece and they themselves can be displayed alongside or on a surface below the display etc. We want the children to be proud of them. We want our children to share with others their ideas and creativity, as they arguably are a work of art in themselves!



Leonardo Da Vinci



Vincent Van Gogh



Beatrix Potter



Henry Moore

The sketchbook for each project will show evidence of:

**Gathering inspiration**  
**Making modifications**

**Exploring art media**  
**Evaluating**

**Developing understanding**

**Recording responses**

**Reviewing artwork**

They will contain not just sketches but different media such as pictures from magazines, postcards, cuttings, artefacts eg pressed leaves, notes, copies of famous works and information about artists being studied too. It will include the children's thoughts about their work, comparisons to artists and experiments with colour mixing, sewing stitch samples or swatches of fabrics, beads, buttons, or collage materials etc. Opening the sketchbooks will be like opening the door to an Aladdin's cave of creativity!

Each Key stage will also have an A3 folder for examples of WAGOLL (What A Good One Looks Like).



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**Progression in vocabulary**

	<b>Drawing</b>	<b>Painting</b>	<b>Collage</b>	<b>Textiles</b>	<b>Printing</b>	<b>Sculpture</b>
<b>FS1</b>	<b>Line</b> (mark) dot, squiggle, wavy, straight, curved, zigzag, scribble <b>Colour</b> - Names of colours Shade, pattern		Rough/smooth, hard/soft. Tear ,fold, scrunch, twist		<b>Natural objects</b> Fruit printing -fruit names Potato and cork printing -	
<b>FS2</b>	<b>Line</b> -thin, thick, shade, shape <b>Colour</b> - dark, light	Paper, paint, palette, water, sponge, brush.		<b>Weaving</b> Under/over Up/down. In/out Loom Lace, string, wool. Ribbon, fabric, material		
<b>Y1</b>	<b>Line</b> - 2D, 3D. Composition - arranging, visual qualities, background, foreground Sketch, grades of pencil, observation, tone.	Thin/thick brush Thick/thin/watery Primary, secondary colours Watercolour, powder paint				<b>3D sculpture</b> <b>Architecture</b> Clay/ wood/ cardboard/ metal (tin foil) / soap/ paper/plastic Natural/man-made Sculptor, carving, modelling, constructing
<b>Y2</b>	<b>Line</b> - Cross hatching <b>Composition</b> -pattern, symmetry .position, pose <b>Observation and recording skills</b> - light/shade		<b>Mixed media</b> Recycled Portrait	<b>Applique</b> Stump work Shape, form, colour <b>Stitches</b> - running, overstitch		



The Ellis C of E Primary School

<p><b>Y3</b></p>	<p><b>Composition</b> – space, relationships, viewpoint, (depicting) texture, creative adaptation, sources  <b>Visual elements</b> – identical, reflective, rotate, translation, repeat, motif, related or contrasting colours, spectrum</p>	<p>Tint, Viewfinder            Figurative, abstract</p>			<p><b>Traditional crafts</b>            – Greek and roman pottery  <b>Collography</b>            Relief, rubbings, textures</p>	
<p><b>Y4</b></p>	<p><b>Composition</b> – angles, contours, cross contours, still life, figurative, thumbnail</p>		<p><b>Found objects</b>            Natural, manmade reclaimed</p>			<p><b>Figurative sculpture</b>            Clay, foil, mod-roc, plaster, papier mache fabric, wool            Frames -wire, wood, card</p>
<p><b>Y5</b></p>	<p>Perspective, scale, proportion, natural and made forms.  <b>Composition</b> – Viewfinders. Viewpoint, contrasts, differences.            Optical illusion Distance, Variation,</p>	<p>Textured, acrylic Families of colours            e.g. blues/purples</p>		<p><b>Mixed media-</b>            dye thread, beads, types of stitching, fabric, canvas</p>		
<p><b>Y6</b></p>		<p>Distortion, Anamorphosis  <b>Human form</b> –pose. Gesture, contorted, transform, vary.  <b>Representation</b> –depict, portray, <b>Colour</b> – opposite, complementary, clashing</p>			<p><b>Lino cut, monoprint, relief print.</b>            Monochrome Polished, matt, weathered, irregular, figurative/abstract</p>	<p><b>Soft sculpture</b> – pattern making and cutting, Still life, ordinary objects Fabric-velvet, plastic, paper surrealism, pop</p>



## Glossary of terms and movements

### Terms

**Anamorphosis** – a distorted projection or drawing which appears normal when viewed from a particular point or suitable mirror.

**Collograph** – Introduced by Glen Alps in 1955. Collography is a printmaking process in which materials are applied to a rigid substrate. The word is derived from the Greek word koll or kola, meaning glue, and graph, meaning the activity of drawing.

**Composition** – Placement or arrangement of visual elements, as distinct from the subject or the style with which it is depicted.

**Figurative** – representing forms which are recognizably derived from life.

**Form** – The term form has two meanings: it can refer to the overall form taken by the work- its physical nature: or within a work of art it can refer to the element of shape among the various elements that make up the work.

**Pattern** – A design in which lines, shapes, colours or forms are repeated. The part that is repeated is called a **motif**. **Thumbnails** – These are small preliminary sketches, usually done in an outlined frame as a quick snapshot of you drawing. **Tone** – **Refers** to the relative lightness/darkness of a colour.

One colour can have an infinite number of tones.

**Still life** – focuses on still objects which are inanimate and never moves.

### Movements

**Abstract** – art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours or textures.

**Abstract impressionism** – is an art movement that originated in New York City, in the 1940's. It involves the painting of a subject as real-life schemes, objects, or people in an impressionist style, but with an emphasis on varying measures of abstraction.

**Baroque** – baroque is a style of architecture, music, dance, painting, sculpture and other arts which flourished from the early 17<sup>th</sup> century until the 1740's.

**Contemporary art** – is the art of today, produced in the second half of the 21<sup>st</sup> century.

**Dada** – was an art movement of the European avant-garde in the early 20<sup>th</sup> century. It was developed as a reaction to World War 1 and artists that expressed their discontent towards violence, war and nationalism.

**Cubism** – is an early 20<sup>th</sup> century avant-garde movement that revolutionized European painting and sculpture, and inspired related movements in music, literature and architecture.

**Expressionism** – is a modernist movement, initially in poetry and painting, originating in Germany at the beginning of the 20<sup>th</sup> century. Its typical trait is to present world solely from a subjective perspective, distorting it radically for emotional effect in order to evoke moods or ideas.



## The Ellis C of E Primary School

**Graphic art** – a category of fine art, graphic art covers a broad range of visual artistic expression, typically two dimensional, i.e. produced on a flat surface.

**Impressionism** – is a 19<sup>th</sup> century art movement characterised by relatively small, thin yet visible brush strokes, open composition, emphasis on accurate depiction of light in its changing qualities and ordinary subject matter. It originated within a group of Paris based artists in the 1870's to 1880's.

**Merz** – Merz is a nonsense word invented by the German dada artist Kurt Schwitters to describe his collage and assemblage work.

**Modern** – includes artistic work produced during the period extending roughly from the 1860s to the 1970s, and denotes the styles and philosophies of the art produced during that era.<sup>[1]</sup> The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. Modern artists experimented with new ways of seeing and with fresh ideas about the nature of materials and functions of art.

**Modernism** – refers to a global movement in society and culture that from the early decades of the twentieth century sought a new alignment with the experience and values of modern industrial life.

**Naïve/ Primitive** – is usually defined as visual art that is created by a person who lacks the formal education and training that a professional artist undergoes (in anatomy, art history, technique, perspective, ways of seeing). When this aesthetic is emulated by a trained artist, the result is sometimes called primitivism.

**Op art** – short for optical art, is a style of visual art that uses optical illusions. Op art works are abstract, with many better known pieces created in black and white. Typically, they give the viewer the impression of movement, hidden images, flashing and vibrating patterns, or of swelling or warping.

**Pop art** – is an art movement that emerged in the United Kingdom and the United States during the late 1940s to the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture such as advertising, comic books and mundane mass-produced cultural objects.

**Post war modernism** – Modernism is a philosophical movement that, along with cultural trends and changes, arose from wide-scale and far-reaching transformations in Western society during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Among the factors that shaped modernism were the development of modern industrial societies and the rapid growth of cities, followed then by reactions of horror to World War I. Modernism also rejected the certainty of Enlightenment thinking, and many modernists rejected religious belief.

**Pre-Raphaelite** – The Pre-Raphaelites were a secret society of young artists (and one writer), founded in London in 1848. They were opposed to the Royal Academy's promotion of the ideal as exemplified in the work of Raphael.

**Renaissance** – is the painting, sculpture and decorative arts of the period of European history, emerging as a distinct style in Italy in about 1400, in parallel with developments which occurred in philosophy Literature, music, science and technology. Renaissance (meaning "rebirth") art, perceived as the noblest of ancient traditions, took as its foundation the art of Classical antiquity but transformed that tradition by absorbing recent developments in the art of Northern Europe and by applying contemporary scientific knowledge. Renaissance art, with Renaissance humanist philosophy, spread throughout Europe, affecting both artists and their patrons with the development of new techniques and new artistic sensibilities. Renaissance art marks the transition of Europe from the medieval period to the early modern age.

**Surrealism** – Surrealism was a cultural movement which developed in Europe in the aftermath of World War I and was largely influenced by Dada. The movement is best known for its visual artworks and writings and the juxtaposition of uncommon imagery.