

Act justly, Love mercy, Walk humbly

QPS Vision Statement

With **JESUS** at our side,
We **ACT** with a sense of right and wrong.
We show **LOVE** by being kind to everyone.
We **WALK** through each day with modesty in all we do.

Curriculum Intent for Art

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. All children learn the skills of drawing, painting, printing, collage, textiles and 3D work art and are given the opportunity to explore and evaluate different creative ideas. They will be introduced to a range of works and develop knowledge of the styles used by famous artists.

The skills they acquire maybe applied to cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. All pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

Children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Materials – pattern</p> <p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p>	<p>Painting and drawing – colour, space</p> <p>Explores what happens when they mix primary colours.</p>	<p>Sculpting – texture and form</p> <p>Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources.</p>	<p>Tools, techniques and resources</p> <p>Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Architecture</p> <p>Recognise buildings around the world in which they live. Use a variety of resources to build and construct representations of these and imaginary ones.</p>	<p>Artists</p> <p>To know who Kandinsky is and recognise the colours and patterns used in his art</p>

<p style="text-align: center;">Year 1</p>	<p>Drawing – pencil, chalk, felt tip: Use a variety of tools Begin to explore the use of line, shape and colour</p> <p>3D form: natural sculptures - Andy Goldsworthy: Explore sculpture (with a range of malleable media, especially clay.) Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form</p> <p>Collage: Use a range of materials creatively to design and make products. Use collage to create images from imagination and observation. Use a wide variety of media e.g. magazines, plastic to create collage.</p> <p>Harvest art</p>	<p>Painting: Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects.</p> <p>Printing: Use a variety of techniques, e.g. rubbings.</p> <p>Collage: Use a range of materials creatively to design and make products.</p> <p>3D form – natural sculptures Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form</p> <p>Christmas art</p>	<p>Painting – poster paint: Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects. Work on different scales. Mix primary colours and shades</p> <p>Collage: Use a range of materials creatively to design and make products. Use collage to create images from imagination and observation. Use a wide variety of media e.g. magazines, plastic to create collage.</p> <p>Self-portraits - Picasso</p>	<p>Collage – pattern Use a range of materials creatively to design and make products. Use a wide range of patterns. Use collage to create images from imagination and observation. Use a wide variety of media e.g. magazines, plastic to create collage.</p> <p>Drawing – pencil, chalk, felt tip: Use a variety of tools. Begin to explore the use of line, shape and colour</p> <p>Modern and old buildings in the local area</p> <p>Mother's Day card / present</p>	<p>Drawing – pencil, chalk, felt tip: Use a variety of tools. Begin to explore the use of line, shape and colour</p> <p>Printing Use a variety of techniques, e.g. rubbings. Design patterns of increasing complexity and repetition.</p> <p>3D form – natural sculptures Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form</p> <p>Paul Smith – animal artist</p>	<p>Painting – poster paint: Use a variety of tools and techniques including the use of different brush sizes and types. Mix primary colours and shades</p> <p>Natalie Pascoe</p>
<p style="text-align: center;"><u>Year 1 Ongoing skills</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design.</p>						

Year 2	Painting	Printing	3D form	Mosaic/Collage	Drawing	Textile/Collage
	<p>Poster paint, powder paint Uk artists Mix a range of primary and secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p> <p>Focus artist - Mondrian</p>	<p>Fireworks Pictures Festivals and celebrations images</p> <p>Use a variety of techniques, e.g. Press.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Landscapes and cityscapes</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, and man-made materials more confidently</p> <p>UK Architects and architecture</p> <p>Focus artist - Lowry</p>	<p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Focus artist - Gaudi</p>	<p>Using crayons, pencil, pastels</p> <p>Work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour. Use a sketchbook to collect and record visual information from different sources.</p>	<p>Sewing Embroidery</p> <p>Use a variety of techniques e.g embroidery. Stitch, knot and use other manipulative skills.</p> <p>Focus artist - Van Gogh - sunflowers</p>
<p><u>Year 2 Ongoing Skills</u></p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>						

Year 3	Painting	Painting	Printing	3D Form	Drawing	Drawing
	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>acrylic Review and revisit ideas Textiles/Collage- batique/ collage frames Use a variety of techniques, inc. printing, dying.</p> <p>Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Use acrylic paints to create portraits. Review and evaluate work. Make changes by painting over with the acrylic.</p> <p>Frames for portraits Tudor portraits (Holbein) Christmas art</p>	<p>press printing Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.</p> <p>Christmas wrapping paper</p>	<p>Observations, technique, control, experimenting, form Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Plan, design and make models.</p> <p>Stone Henge-clay Textiles- stitching Stone age tunics Paintings- use of light</p>	<p>Pencil, charcoal Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use a sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.</p> <p>Drawing and sketching plants Garden planters</p>	<p>Pencil, charcoal Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use a sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.</p> <p>Sketching Landmarks Collage</p>
<p>Year 3 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>						

Year 4	3D Form	Materials	Textiles and Collage	Painting	Painting	Drawing
	<p>Clay, papier mache Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p> <p style="text-align: center;">Canopic jars</p>	<p>Texture, pattern, experimenting Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.</p> <p style="text-align: center;">Roman shields</p>	<p>Mosaic Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p style="text-align: center;">Mosaic Hot/cold colours</p>	<p>watercolours, acrylics Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p> <p style="text-align: center;">Monet Sketching Making sprites</p>	<p>watercolours, acrylics Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process</p> <p style="text-align: center;">Pop Art Andy Warhol</p>	<p>pencil – different types/grades of pencil Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination..</p> <p style="text-align: center;">Hieroglyphics</p>
<p>Year 4 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>						

Year 5	Painting	3D form	Drawing:	Printing	Painting
	<p>watercolours</p> <p>Poster paint</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Produce increasingly accurate portraits</p>	<p>sculptures, masks modroc Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>charcoal, pencil - life drawings Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Printing</p> <p>Explore and use tone and texture</p> <p>life drawing</p> <p>Greek and Viking art</p>	<p>Tessellating shapes Explain a few techniques, inc' the use of blocks and relief printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p> <p>Create pattern for a purpose</p>	<p>Inspiration taken from Paul Nash 1889 - 1946</p> <p>Vocabulary -hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour – colour for purposes</p> <p>colour to express feelings</p> <p>Using music as a stimuli to create space art</p>
<p><u>Year 5 Ongoing skills</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>					

Year 6	<p>Drawing</p> <p>charcoal, pencil 3d and perspective Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Composition (Illusions Unit) - pencil Charcoal drawings - shade</p>	<p>3d Form</p> <p>Create sculpture and constructions with increasing independence. Represent this using own choice of media</p> <p>Masks</p>	<p>Painting</p> <p>Watercolours 3d and perspective Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p> <p>Rousseau – collage rainforest Watercolour animals (evolution) Mother's Day Cards/presents</p>	<p>Architecture</p> <p>Easter cards and baskets</p>	<p>Textiles</p> <p>Weaving Environment collages Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p>	<p>Production props, scenery etc</p> <p>Street artists</p>
<p>Year 6 Ongoing Skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>						