

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>INTENT – Luddenden CE School is committed to providing an environment which embraces individuality, innovation and creativity. Our Art Curriculum aims to ensure all pupils have opportunities to produce creative, imaginative work. Children will explore their own ideas as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage & printing. Children will also develop their knowledge of famous artists, designers and craft makers. We will draw upon our rich local heritage to further inspire our school community. Our core values in Art are honesty, love, openness and belonging.</p> <p>IMPLEMENTATION - Children will study 5 themes every year (drawing, collage, painting, artist study and exploring their own ideas) and a further 4 themes (printing, textiles, sculpture & digital art) throughout each 2 year period – KS1, LKS2, UKS2.</p> <p>IMPACT: Children become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children develop fine motor skills impacting positively on muscle development and coordination. Children will be able to use and enjoy art as a means of self-expression and exploration.</p>						
Early Years	<p style="text-align: center;"><i>Covered throughout the year by exploring events and through following children's interests.</i></p> <ul style="list-style-type: none"> Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. 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. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. They use and explore a variety of materials, experimenting with colour, design, texture, shape and form They explore and differentiate between colours, begin to describe the texture of things, and create 3D structures They represent their own ideas, thoughts and feelings through art and design Create simple representations of events, people and objects. Use what they have learned about media and materials in purposeful and original ways. 					
KS1	<p>KS1 National Curriculum links</p> <p>Pupils should be taught:</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 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.</p>					
Year 1	<p>Drawing: Self portraits</p> <ul style="list-style-type: none"> use dots and lines to demonstrate pattern and texture Sketch an oval for a face shape. Use geometrical shapes to create facial features use different materials to draw: pencils, crayons, felt tips choose colours for a purpose give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: portrait, self-portrait, detail, drawings, line, bold, size, space.</p>	<p>Collage</p> <ul style="list-style-type: none"> Know that collage is a form of artwork that is made by assembling different pieces use a combination of materials that have been cut, torn and glued sort materials by colour arrange materials to create a pattern or picture give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: collage, squares, gaps, cut, place, arrange.</p>	<p>Artist Study: Arcimbaldo</p> <ul style="list-style-type: none"> Know that Arcimbaldo was born in Italy. Explain that Arcimbaldo is well known for making portraits of out of food. Give an opinion about an artists work in response to deeper thinking questions (see progression document). <p>Printing: Fruit & vegetable faces</p> <ul style="list-style-type: none"> copy an original print Know that a pattern is repetition of a shape or form. use a variety of materials, e.g. sponges, fruit, blocks to create repeating patterns. Create a portrait inspired by Arcimbaldo, demonstrating the stamping technique using a range of fruit and vegetables. give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: colour, shape, printing, printmaking, woodcut, objects.</p>	<p>Artist Study: Kandinsky</p> <ul style="list-style-type: none"> Know that Kandinsky was from Russia. Know that he was an abstract painter. Explain that abstract art uses colours, lines and shapes and does not usually represent objects or living things. Give an opinion about an artist's work in response to deeper thinking questions. <p>Painting: Concentric circles</p> <ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue Know what secondary colours are made when primary colours are mixed and use this knowledge to mix own colours. Use different sized brushes to create thinner and thicker lines. Create own interpretation of Kandinsky's concentric circles, making own choices about colour and size. give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key vocabulary: primary colours, secondary colours, neutral colours, shades, dab, brushstroke.</p>	<p>Textiles: Making a puppet</p> <ul style="list-style-type: none"> Create plan for their product by drawing a design and listing required materials know that things can be made with different materials know that different materials have different qualities and features e.g. thick, thin, rough, soft etc. know that a template is a guide that can be used to create a shape of material. Place a template on top of a piece of material and draw around it Cut material (such as felt) using scissors, to a desired shape decorate textiles with embellishments using glue develop skills in joining materials accurately using glue give reasons for their choices briefly evaluate their finished products saying what they like about it and what they could improve <p>Key Vocabulary: textiles, fabric, weaving, over, under, decoration, decorative, apply, thick, thin, rough, soft, fluffy.</p>	<p>Exploring & developing own ideas: Summer</p> <ul style="list-style-type: none"> produce a piece of art using media of their choosing explore their own ideas make links to prior learning practise previously learned skills <p>Key Vocabulary: work, work of art, idea, starting point, observe, focus</p>
Year 1/2	<p>Artist Study: Pablo Picasso</p> <ul style="list-style-type: none"> Know that Picasso was a cubist artist. Explain that cubism is when an artist takes different parts of the 	<p>Collage:</p> <p>Artist link: Megan Coyle</p> <ul style="list-style-type: none"> Know that collage is a form of artwork that is made by assembling different pieces 	<p>Artist Study: Vincent Van Gogh</p> <ul style="list-style-type: none"> Know that Vincent Van Gogh was born in the Netherlands Explain that a landscape shows a scene in nature 	<p>Drawing: Outside our window</p> <ul style="list-style-type: none"> draw from observation draw lines of varying thickness and justify their choices use dots and lines to demonstrate 	<p>Sculpture: Inspired by nature</p> <p>Artist link: Richard Shilling</p> <ul style="list-style-type: none"> Know that sculptures can be seen from all sides, so they have 'three dimensions' Know that a sculpture is a 3D form 	<p>Exploring & developing own ideas: Theme - Food</p> <ul style="list-style-type: none"> produce a piece of art using media of their choosing give reasons for their choices explore their own ideas

	<p>subject and recreates them at different angles.</p> <ul style="list-style-type: none"> Know that Picasso used colour to represent moods. Explain that a portrait includes a person's head and/or shoulders Give an opinion about an artist's work in response to deeper thinking questions. <p>Drawing: Self Portraits</p> <ul style="list-style-type: none"> Sketch an oval for a face shape. Use geometrical shapes to create facial features in the style of Picasso. Know that proportion means the size of something relative to other things on the page. Know that warm colours include red, yellow & orange and that cool colours include blue, green and purple. Choose colours for a purpose to represent moods. give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Digital media (Year 2) : Self portraits</p> <ul style="list-style-type: none"> Take photos of facial features from different angles. Use these images to create a portrait in the style of Picasso's cubism. give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: portrait, self-portrait, detail, drawings, line, bold, size, proportion, space, warm colours, cool colours.</p>	<ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued to create a pattern or picture sort and arrange materials by colour and texture add texture by mixing or layering materials (Year 2) Give an opinion about an artist's work in response to deeper thinking questions (see progression document). give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: collage, shapes, gaps, cut, place, arrange, pieces, assemble, layer</p>	<ul style="list-style-type: none"> Know that Vincent Van Gogh used watercolours and oil paints Know that Van Gogh painted 'Sunflowers' and 'Starry Night' give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Painting: Starry Night</p> <ul style="list-style-type: none"> use inspiration from famous, notable artists to create their own work and compare name the primary and secondary colours experiment with different brushes (including brushstrokes) and other painting tools mix primary colours to make secondary colours add white and black to alter tints and shades (Year 2) give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke, oil paints, portrait, landscape</p>	<p>pattern and texture</p> <ul style="list-style-type: none"> Know that tone refers to how light or dark something is use different materials to draw: pencils, pastels, chalk and understand that they create different effects add detail to their work using dots and lines <p>Key Vocabulary: line drawing, landscape, buildings, detail, pastels, drawings, line, size, space.</p>	<p>constructed to represent a natural or imaginary shape</p> <ul style="list-style-type: none"> Know that sculptures can be made from many different materials Know how to roll, knead, pinch and cut clay into basic shapes. Create their own sculpture, using a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straws, sticks give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: sculpture, statue, model, work, 3D, sculptor, roll, knead, sculpture, shapes, materials</p>	<ul style="list-style-type: none"> make links to prior learning practise previously learned skills try different materials and methods to improve (Year 2) <p>Key Vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</p>
<p>KS2</p>	<p>KS2 National Curriculum Links</p> <p>Pupils should be taught:</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>					
<p>Year 3</p>	<p>Artist Study: Andy Warhol</p> <ul style="list-style-type: none"> Know that Andy Warhol was a pop artist Know that Andy Warhol was born in America Explain that he often used bright colours and repeating images give an opinion about an artist's work in response to deeper thinking questions (see progression document). use inspiration from famous artists to replicate a piece of work <p>Digital art: Pop art portraits</p> <ul style="list-style-type: none"> use digital images and combine with other media in my art use IT to create art which includes my own work and that of others. 	<p>Printing:</p> <p>Artist Link: Hokusai</p> <ul style="list-style-type: none"> use more than one colour to layer in a print replicate patterns from observations transfer a drawing into a print know that block printing is used to transfer patterns or images. make simple printing blocks, selecting materials which suit their purpose make patterns with precision give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: line, pattern, texture, colour, shape, block, rollers.</p>	<p>Collage:</p> <ul style="list-style-type: none"> know that collage artists can use a range of mixed media select colours and materials to create effect, giving reasons for their choices learn and practise the overlapping technique select and use media to embellish and add detail select the best materials for their purpose give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key vocabulary: texture, shape, form, pattern, arrange, features, embellish, detail, overlap</p>	<p>Artist Study: Henri Rousseau</p> <ul style="list-style-type: none"> know that Henri Rousseau was a French painter explain that he was best known for his jungle scenes explain that post-impressionism is art which doesn't try to look exactly like what is being painted give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Painting: Jungle/rainforest</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work know that using different width brushes creates different effects. For example, using a narrow paintbrush creates more definition 	<p>Painting: Creating a watercolour wash</p> <ul style="list-style-type: none"> explain that a water colour wash uses diluted paints know that water colour washes are often used as a background mix colours effectively using the correct language, e.g. shade, primary and secondary create a gradient water colour wash using more than one colour <p>Key Vocabulary: colour, foreground, background, warm, cool, blend, mix, tint, gradient, gradual, dilute</p>	<p>Drawing: Plants</p> <ul style="list-style-type: none"> use sketchbooks to record ideas draw from observation experiment with showing line and tone with different hardness of pencils explore and select pencils of varying hardness experiment with shadow to show light and shade use hatching to create depth show an awareness of space and proportion when drawing <p>Exploring & developing own ideas: Plants</p> <ul style="list-style-type: none"> produce a piece of art using media of their choosing give reasons for their choices explore their own ideas make links to prior learning

				<ul style="list-style-type: none"> Experiment with impressionist painting techniques by layering paint and leaving gaps to reveal the colour underneath use varied brush techniques to create textures, patterns and lines give an opinion about their own work in response to deeper thinking questions (see progression document). 		<ul style="list-style-type: none"> practise previously learned skills try different materials and methods to improve adapt and refine ideas <p>Key Vocabulary: light, dark, tone, shadow, line, form, shape, outline, observe, refine, detail</p>
Year 4	<p>Drawing: Exploring texture</p> <ul style="list-style-type: none"> know that texture is the feeling, appearance or consistency of an object or material know that contour hatching makes drawings look more 3D experiment with showing line, tone and texture with different hardness of pencils show depth by hatching, random hatching and contour hatching use different materials to draw: pencils of varying hardness, charcoal, chalk recreate textures by selecting the most appropriate material and technique <p>Key Vocabulary: light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, hatching,</p>	<p>Textiles: Making a cushion</p> <ul style="list-style-type: none"> Evaluate existing products based on function and aesthetic appeal plan by sketching and annotating a design Reason about design choices, justifying how it will make the final product work better know that testing products shows us if they are fit for purpose (if they work) know that a design brief is a starting point for a design which states the purpose a design/product know that a design criteria is a list of attributes required of a finished product select appropriate materials, giving reasons for their choices measure and cut materials accurately know that when we sew it can be called stitching. know that a seam is where material has been sewn together know that sewing is an effective/widely used method of joining material but there are other methods available. know that a 3D textiles product can be assembled from two identical fabric shapes. Use a running stitch to join materials Attach buttons using a needle and thread evaluate their finished product by saying whether it meets the design criteria and how they could improve <p>Key Vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Artist Study: Barbara Hepworth</p> <ul style="list-style-type: none"> Know that Barbara Hepworth was an English sculptor born in Yorkshire Know that she was part of the modernism movement and experimented with new techniques Explain that Barbara Hepworth often used stone, bronze and wood to create her sculptures use inspiration from famous artists to replicate a piece of work reflect upon their work inspired by a famous notable artist and the development of their art skills express an opinion on the work of famous, notable artists and refer to techniques and effect <p>Sculpture:</p> <ul style="list-style-type: none"> Know how to cut, make and combine shapes to create recognisable forms from clay Know that by adding water to clay makes slip that can be used as a joining technique Use tools to add detail add materials such as beads and sequins give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: sculpt, sculptor, carve, sculpture, installation, detail, slip, combine,</p>	<p>Artist Study: Georgia O'Keefe</p> <ul style="list-style-type: none"> know that Georgia O'Keefe was an American artist explain that she painted close up views of flowers using bright, bold colours know that she used oil paints to create her work give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Painting:</p> <ul style="list-style-type: none"> Know how to use inspiration from famous artists to replicate a piece of work use different width brushes to create different effects. Create a colour palette, demonstrating mixing techniques give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: Mix, blend, palette, close up, bold, vibrant</p>	<p>Collage: Mosaics</p> <ul style="list-style-type: none"> explain that a mosaic is a piece of art made up of small, coloured pieces. know that Ancient Greeks and Romans created mosaic art, some of which we can still see today. They also used mosaics to decorate the floors and walls of their houses select colours and materials to create effect, giving reasons for their choices refine work as they go to ensure precision learn and practise mosaic & tessellation techniques Use repeating patterns in their work give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: texture, shape, form, pattern, mosaic, tessellate, features, arrange.</p>	<p>Exploring & developing own ideas: Theme - insects</p> <ul style="list-style-type: none"> produce a piece of art using media of their choosing give reasons for their choices explore their own ideas make links to prior learning practise previously learned skills try different materials and methods to improve adapt and refine ideas <p>Key Vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>
Year 5	<p>Drawing: Earth & space</p> <ul style="list-style-type: none"> Select and use previously learned techniques to draw planets: hatching, random hatching, contour hatching Practise stippling to create effect experiment with showing line, tone and texture with different hardness of pencils use a variety of tools and select the most appropriate <p>Key Vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, contour hatching, stippling</p>	<p>Printing:</p> <p>Artist link: William Morris</p> <ul style="list-style-type: none"> design and create printing tiles using lino cutting tools with precision know that block printing involves pressing a stamp onto paper, cloth or another material using ink create and arrange accurate patterns layer up to 4 colours using lino ink and rollers understand effects of positive/negative print <p>Key Vocabulary: pattern, shape, tile, block colour, arrange, printing tiles, lino, ink</p>	<p>Artist Study: George Seurat</p> <ul style="list-style-type: none"> know that George Seurat was a French painter, famous for the creation of pointillism explain that pointillism is art made up of tiny dots of pure colour painted close together know that colour optical mixing is when our brain sees a single colour when two colours are adjacent give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Painting: Pointillism</p> <ul style="list-style-type: none"> Experiment with pointillism techniques and layering colours to create light and dark shading Use cotton buds to paint onto a template 	<p>Digital media: Fairground art</p> <p>Artist link: Fred Fowle</p> <ul style="list-style-type: none"> use 2D shapes to design and create patterns use digital tools to create own patterns and images choose colours to create a mood <p>Key Vocabulary: pattern, print, image, digital</p>	<p>Exploring & developing own ideas: Theme – Animals</p> <ul style="list-style-type: none"> produce a piece of art using media of their choosing give reasons for their choices explore their own ideas make links to prior learning practise previously learned skills try different materials and methods to improve adapt and refine ideas think critically about their art and design work; <p>Key Vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Artist Study: Frida Kahlo</p> <ul style="list-style-type: none"> Know that Frida Kahlo was born in Mexico Know that her portraits included bright colours, animals and flowers give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Painting:</p> <ul style="list-style-type: none"> design and create a self-portrait inspired by Frida Kahlo, including colours, items and places which reflect their life Sketch a self-portrait before painting it create a colour palette, demonstrating the use of colour to represent moods give an opinion about their own work in response to deeper thinking questions (see progression document).

			<p>in the style of pointillism</p> <ul style="list-style-type: none"> give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: blend, landscape, pointillism, shade</p>			<p>Key Vocabulary: pattern, print, image, digital</p>
<p>Year 6</p>	<p>Collage: Landscape</p> <ul style="list-style-type: none"> know that collages can be refined by manipulating media and materials create and arrange accurate patterns use a range of mixed media plan and design a collage by sketching first and collecting colours/textures justify the materials they have chosen <p>Key Vocabulary: texture, shape, form, pattern, mosaic, overlap, features, arrange, tessellate</p>	<p>Textiles: Remembrance pieces</p> <ul style="list-style-type: none"> plan for design by sketching and annotating give explanations on how their product will meet the design brief know that designs often have limitations e.g. time, materials, budget which can affect design choices and criteria know that a design brief is a starting point for a design which states the purpose a design/product know that a design criteria is a list of attributes required of a finished product which enable it to meet the design brief follow design criteria when planning and making their product know that design is an iterative process which means it includes Investigation, Designing, Making, Evaluating and Improving products know that a seam allowance is an excess measurement of a piece of material (at the seam) know that a seam allowance must be included when joining material to allow for material lost in joining process. know that MM is a more accurate unit of measure than CM Use more than one stitch (e.g. running, zig-zag, cross, chain) to join materials and/or add detail and embellishments Evaluate their product using the design criteria, saying what went well and what they could improve and by seeking the opinions of others. <p>Key Vocabulary: colour, fabric, weave, pattern, turn, thread, needle, textiles, decoration.</p>	<p>Artist Study: Carrie McKenzie (local artist)</p> <ul style="list-style-type: none"> Know that Carrie McKenzie was born in Halifax Explain that many of McKenzie's paintings are inspired by places in Calderdale Know that her work is illustrative as opposed to realism give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Painting: inspired by Carrie McKenzie</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques select brushes and tools for precision and effect use water colours to recreate a local landscape painting <p>Key Vocabulary: blend, foreground, middle ground, background</p>	<p>Artist Study: Damian Hirst</p> <ul style="list-style-type: none"> Know that Damian Hirst is an English artist who uses a range of media to create installations Explain that some of Hirst's work is controversial Explain that life and death are central themes in his work (exposing children only to some of his 'milder' pieces of work) give an opinion about an artist's work in response to deeper thinking questions (see progression document). <p>Sculpture: Adaptation and Evolution</p> <ul style="list-style-type: none"> know that an armature is the framework in which a sculpture is built Know how to use tools and materials to add shape and pattern use tools and materials to carve, add shape, add texture and pattern add embellishments and paint to their work use materials other than clay in their 3D sculpture give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: form, structure, texture, mark, detail, join, installation</p>	<p>Exploring & developing own ideas: Theme – Humans</p> <ul style="list-style-type: none"> produce a piece of art using media of their choosing give reasons for their choices explore their own ideas make links to prior learning practise previously learned skills try different materials and methods to improve adapt and refine ideas think critically about their art and design work; <p>Key Vocabulary: line, pattern, texture, form, detail, question, observe, refine.</p>	<p>Artist Study: Friedrich Hundertwasser</p> <ul style="list-style-type: none"> know that Hundertwasser was an Austrian artist and architect know that an architect is someone who designs buildings explain that Hundertwasser used bold colours and uneven lines in his work know that Hundertwasser liked to incorporate nature into his designs express an opinion on the work of famous, notable artists and refer to techniques and effect <p>Drawing:</p> <ul style="list-style-type: none"> use a variety of previously learned techniques to add effects experiment with cross-hatching to create effect Know that perspective drawing is a technique used to represent three-dimensional images on a two-dimensional picture plane Know that One-point perspective is a drawing method that shows how things appear to get smaller as they get further away meeting at a single vanishing point. perspective in drawings use a variety of tools and select the most appropriate use inspiration from famous artists to replicate a piece of work give an opinion about their own work in response to deeper thinking questions (see progression document). <p>Key Vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, cross hatching</p>