

	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><i>Covered throughout the year by exploring events and through following children's interests.</i></p> <ul style="list-style-type: none"> Use a range of small tools, including scissors and paint brushes Hold a pencil effectively – using the tripod grip in almost all cases Begin to show accuracy and care when drawing Safely use and explore a variety of materials, techniques and small tools, including scissors and paintbrushes Experimenting with colour, design, texture, form and function Share creations, explaining the process used 					
Year 1	<p>Drawing: Self portraits</p> <ul style="list-style-type: none"> draw lines of varying thickness use dots and lines to demonstrate pattern and texture use different materials to draw: pencils, crayons, felt tips <p>Key Vocabulary: portrait, self-portrait, detail, drawings, line, bold, size, space.</p>	<p>Collage: Seasonal changes – Autumn/Winter</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued sort and arrange materials <p>Key Vocabulary: collage, squares, gaps, cut, place, arrange.</p>	<p>Artist Study: Arcimbaldo</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers express an opinion on the work of famous, notable artists use inspiration from famous, notable artists to create their own work and compare <p>Printing: Fruit & vegetable faces</p> <ul style="list-style-type: none"> copy an original print use a variety of materials, e.g. sponges, fruit, blocks demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing <p>Key Vocabulary: colour, shape, printing, printmaking, woodcut, objects.</p>	<p>Artist Study: Kandinsky</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers express an opinion on the work of famous, notable artists use inspiration from famous, notable artists to create their own work and compare <p>Painting: Concentric circles</p> <ul style="list-style-type: none"> name the primary and secondary colours experiment with different brushes (including brushstrokes) and other painting tools mix primary colours to make secondary colours <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"> show pattern by weaving decorate textiles with glue to add colour and detail develop skills in joining <p>Key Vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, apply.</p>	<p>Exploring & developing own ideas: Summer</p> <ul style="list-style-type: none"> respond positively to ideas and starting points explore ideas describe differences and similarities and make links to their own work <p>Key Vocabulary: work, work of art, idea, starting point, observe, focus</p>
Year 1/2	<p>Drawing: Self Portraits</p> <ul style="list-style-type: none"> use dots and lines to demonstrate pattern and texture use different materials to draw: pencils, crayons, felt tips draw lines of varying thickness (Year 2) <p>Key Vocabulary: portrait, self-portrait, detail, drawings, line, bold, size, space.</p>	<p>Collage: Fire</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued sort and arrange materials add texture by mixing materials (Y2) <p>Key Vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Artist Study: Vincent Van Gogh</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers express an opinion on the work of famous, notable artists use inspiration from famous, notable artists to create their own work and compare <p>Painting: Starry Night</p> <ul style="list-style-type: none"> 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 (Y2) <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke, acrylic.</p>	<p>Drawing: Outside our window</p> <ul style="list-style-type: none"> draw lines of varying thickness use dots and lines to demonstrate pattern and texture use different materials to draw: pencils, pastels, chalk. <p>Key Vocabulary: line drawing, landscape, buildings, detail, pastels, drawings, line, size, space.</p>	<p>Sculpture: Inspired by nature Artist link: Richard Shilling</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card use a variety of techniques, e.g. rolling, cutting, pinching use a variety of shapes, including lines and texture <p>Key Vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric.</p>	<p>Exploring & developing own ideas: Food</p> <ul style="list-style-type: none"> respond positively to ideas and starting points explore ideas and collect information (Y2) describe differences and similarities and make links to their own work try different materials and methods to improve (Y2) <p>Key Vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</p>
Year 3	<p>Artist Study: Andy warhol</p> <ul style="list-style-type: none"> 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>Digital art: Pop art portraits</p> <ul style="list-style-type: none"> use digital images and combine with 	<p>Printing: Hieroglyphics</p> <ul style="list-style-type: none"> use more than one colour to layer in a print replicate patterns from observations make simple printing blocks make patterns with precision <p>Key Vocabulary: line, pattern, texture, colour, shape, block printing ink, inking rollers.</p>	<p>Collage: Volcanoes</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices learn and practise some techniques, e.g. overlapping, mosaic. <p>Key vocabulary: texture, shape, form, pattern, mosaic, arrange, features.</p>	<p>Artist Study: Henri Rousseau</p> <ul style="list-style-type: none"> 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>Painting: Jungle/rainforest</p> <ul style="list-style-type: none"> use varied brush techniques to create 	<p>Painting: Creating a backwash</p> <ul style="list-style-type: none"> mix colours effectively using the correct language, e.g. tint, shade, primary and secondary create different textures and effects with paint: backwash <p>Key Vocabulary: colour, foreground, background, warm, cool, blend, mix, line, tone.</p>	<p>Exploring & developing own ideas: Plants</p> <ul style="list-style-type: none"> use sketchbooks to record ideas explore ideas from first-hand observations question and make observations about starting points, and respond positively to suggestions adapt and refine ideas <p>Drawing: Plants</p> <ul style="list-style-type: none"> experiment with showing line and tone with different hardness of

	<p>other media in my art</p> <ul style="list-style-type: none"> use IT to create art which includes my own work and that of others. 			<p>textures, patterns and lines</p>		<p>pencils</p> <ul style="list-style-type: none"> use shading to show light and shadow effects use different materials to draw: pencils of varying hardness, pastels. show an awareness of space when drawing <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"> experiment with showing line, tone and texture with different hardness of pencils use different materials to draw: pencils of varying hardness, charcoal, chalk <p>Key Vocabulary: light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>	<p>Textiles: Making a cushion</p> <ul style="list-style-type: none"> select appropriate materials, giving reasons use a variety of techniques, e.g. printing, weaving and stitching to create different textural effects <p>develop skills in stitching, cutting and joining</p> <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"> 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"> cut, make and combine shapes to create recognisable forms use clay and other malleable materials and practise joining techniques add materials to the sculpture to create detail <p>Key Vocabulary: rectangular, concrete, terrace, architect, 2D, 3D, edging, trimmings, shape, form, shadow, light, land art, sculptor, carving, sculpture, installation.</p>	<p>Artist Study: Picasso</p> <ul style="list-style-type: none"> 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>Painting: Picasso style portraits</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, patterns and lines mix colours effectively using the correct language, e.g. tint, shade, primary and secondary <p>Key Vocabulary: colour, foreground, middle ground, background, abstract, emotion, mix, line, tone.</p>	<p>Collage: Roman mosaics</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices refine work as they go to ensure precision learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage <p>Key Vocabulary: texture, shape, form, pattern, mosaic, tessellate, features, arrange.</p>	<p>Exploring & developing own ideas: Animals & insects</p> <ul style="list-style-type: none"> use sketchbooks to record ideas explore ideas from first-hand observations question and make observations about starting points, and respond positively to suggestions 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"> use a variety of techniques to add effects, e.g. shadows, reflection 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</p>	<p>Printing: Greek vases</p> <ul style="list-style-type: none"> design and create printing blocks/tiles create and arrange accurate patterns <p>Key Vocabulary: pattern, shape, tile, block colour, arrange, polystyrene printing tiles</p>	<p>Artist Study: Katsushika Hokusai</p> <ul style="list-style-type: none"> 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>Key Vocabulary: Line, shape, bold, printmaker, prints, landscape</p>	<p>Exploring & developing own ideas: Spring</p> <ul style="list-style-type: none"> use sketchbooks to record ideas explore ideas from first-hand observations question and make observations about starting points, and respond positively to suggestions think critically about their art and design work; <p>Key Vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Painting: inspired by Georgia O’Keeffe</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques use paint to create visually interesting pieces: watercolours <p>Key Vocabulary: blend, mix, line, tone, shape, absorb, colour, impressionism, impressionists.</p>	<p>Digital media: Fairground art Artist link: Fred Fowle</p> <ul style="list-style-type: none"> use IT to create own patterns and images <p>Key Vocabulary: pattern, print, image, digital</p>
Year 6	<p>Collage: Landscape inspired by Brazil</p> <ul style="list-style-type: none"> create and arrange accurate patterns use a range of mixed media plan and design a collage <p>Key Vocabulary: texture, shape, form, pattern, mosaic, overlap, features, arrange, montage, tessellate, fix.</p>	<p>Textiles: Remembrance pieces</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour add decoration to create effect; <p>Key Vocabulary: colour, fabric, weave, pattern, turn, thread, needle, textiles, decoration.</p>	<p>Exploring & developing own ideas: Humans</p> <ul style="list-style-type: none"> use sketchbooks to record ideas explore ideas from first-hand observations question and make observations about starting points, and respond positively to suggestions think critically about their art and design work; <p>Key Vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Sculpture: Humans/Evolution</p> <ul style="list-style-type: none"> plan and design a sculpture use tools and materials to carve, add shape, add texture and pattern use materials other than clay to create a 3D sculpture <p>Key Vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast, 2D, 3D, carving, sculptor.</p>	<p>Artist Study: L.S. Lowry</p> <ul style="list-style-type: none"> 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>Drawing:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching depict movement and perspective in drawings 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</p>	<p>Artist Study: Friedrich Hundertwasser</p> <ul style="list-style-type: none"> 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>Painting:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques use a range of paint to create visually interesting pieces <p>Key Vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour.</p>