Cherry Tree

ART & DESIGN

Our Intended Curriculum

|  |  |
| --- | --- |
| **Line** | Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching |
| **Shape** | Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects |
| **Form** | Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone |
| **Space** | The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale |
| **Colour** | We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange |
| **Tone** | Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour |
| **Texture** | Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry |
| **Pattern** | The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy [petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cherry Tree Academy progression through EYFS**  **Expressive Arts and Design -Creating with materials** | | | | | | | | | | | |
| **Playing & Exploring - Engagement** | | | **Active Learning - Motivation** | | | | **Creating & Thinking Critically - Thinking** | | | | |
| * Finding out & exploring * Playing with what they know * Being willing to ‘have a go’ | | | * Being involved & concentrating * Keep on trying * Enjoying achieving what they set out to do | | | | * Having their own ideas (creative thinking) * Making links (building theories) * Working with ideas (critical thinking) | | | | |
| ELG  -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  -Share their creations, explaining the process they have used  -Make us of props and materials when role-playing characters in narratives and stories | | | | | | | | | | | |
| Reception Skills | * Explore a range of tools competently and safely * Explore different textures * Create representations of both imaginary and real life ideas, events, people and objects | * Manipulate materials to have a planned effect * Use a range of material, tools and textures to experiment and create different textures | | | | * Return to and build on their previous learning, refining ideas and developing their ability to represent them   + Explore, use and refine a variety of artistic effects to express their ideas and feelings | | * Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding * Create collaboratively sharing ideas, resources and   skills. | | | * Respond imaginatively to artworks and objects * Explore use and refine a variety of artistic effects to express their ideas and feelings * Express and communicate working theories, feelings and understanding in   the form of art work and objects |
| Reception Knowledge | **Autumn**  Autumn and Seasons/Celebrations | | | | **Spring**  Animals/Lifecycles | | | | | **Summer**  Minibeasts/Occupations | |
| * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function * Can draw a representation of myself and others * Use colours to express/represent their feelings * Explore what happens when prime colours are mixed | | | | * Make use of props and materials and develop these to support role playing characters in narratives and stories * Can take about, possibly anticipate, the changes to colours when they mix them * Can create observational drawings(-outdoor inspiration) ie- new spring flowers, chickens | | | | | * Share their creations explaining the process they have used * Can explain how colours can be changed * Can select tools and resources and give reasons for their choice * Can create(3D) construction model representations with a clear focus ie specific building/home | |
| Children to be exposed to a wide range of tools, materials and resources both indoors and outdoors that will support their artistic creativity, design and representation. Repeated and varied opportunities to engage creatively will support children to expand their knowledge and application, develop proficiency, control and confidence whilst further  supporting/enhancing broader application in all areas of the EYFS ie role play(PSED), story telling(R), construction(UW) | | | | | | | | | | | |
| **Experiences** | | | | | | | | | | | |
| Pudsey colouring competition- fine motor skills  Different celebrations throughout the year | | | | | | | | | | | |
| **SMSC**  **Spiritual–**through exploring different mediums the children develop their enjoyment and fascination with the world  **Moral –** children are taught how to look after their environment during creative  activities | | | | **British Values**  **Respect and Tolerance –** is discussed when looking at other children’s work  **Democracy –** take turns when sharing art resources | | | | | **School Values.**  **We work hard –** this is demonstrated by the children learning how to use different tools and materials.  **We listen to each other -**When we share our creations and discuss the processes used. | | |

|  |  |
| --- | --- |
| KS1: Art year A | |
| **POS**   * **to use a range of materials creatively to design and make products** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space** * **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.** | **Pattern and prints**  \*Use a variety of tools and techniques including the use of different brush sizes and types.  \*Mix and match colours.  \* Work on different scales.  \*Mix secondary colours and shades.  \*Create different textures e.g. use of sawdust/sand. |
| **Texture and Collage**  \*Use a variety of techniques, e.g. tearing, cutting, trimming and gluing material.  \*Create images from imagination, experience or observation.  \*Use a wide variety of media, including photocopied material, fabric, plastic, tissue,  magazines, crepe paper, etc. | **Drawing**  \*Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips and other dry media.  \*Use a sketchbook to gather and collect artwork.  \*Begin to explore the use of line, shape and colour. |

|  |  |
| --- | --- |
| **Year A – End points** | |
| **Texture and Collage**  Collages using a range of materials, design and make, discussing different textures of materials, colour, pattern, shape and space. | * Understand what texture is * Understand what collage is and evaluate examples * Understand who Matisse was and the skills he used when collaging * Use a range of collage techniques (tearing, overlapping, sticking and cutting) * Evaluate their art work, making links to the work of previously learnt artists and Matisse |
| **Pattern and Prints**  Printing using a range of materials, identifying patterns, use of colour, identifying shapes and lines. | * Understand what pattern is * Identify and experiment with a range of different lines (zig zag, curved and straight) * Understand the work of Paul Klee, describing the similarities and differences, and make links to their work. * To use a range of materials creatively to design and make products (sponges, fruit, vegetables) * Identify primary and secondary colours and mix them appropriately. * Evaluate and analyse creative works using the language of art, craft and design. |

|  |  |
| --- | --- |
| **Observational drawing - Pablo Picasso**  Understanding of who Pablo Picasso was and why he became famous, exploring different textures using pencils, exploring and creating portraits and cubism. | * Explain what drawing is * Understand who Pablo Picasso was and be able to discuss his work. * Develop a range of drawing techniques such as linear, side stroke, feathering and scumbling * To understand what a portrait is * Create their own portraits based on Picasso using a range of drawing techniques |

|  |
| --- |
| **Experiences** |
| To be arranged. |

|  |  |  |
| --- | --- | --- |
| **Links** | | |
| **SMSC** | **British Values** | **School values** |
| **Cultural-** is taught through looking at | **Respect and Tolerance** – is discussed when | **We work hard -** is taught when using different |
| different artists and responding positively | looking at other children’s work | mediums and techniques |
| **Spiritual** – through using their imagination | **Individual liberty -** children are encouraged | **We are kind** - is taught through creating art for |
| and creativity in response to the artist’s | to make choices about the mediums they | others |
| stimuli | use/colours | **We are honest -** is taught through evaluating art work |

|  |  |
| --- | --- |
| KS1: Art year B | |
| **POS**   * **to use a range of materials creatively to design and make products** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space** * **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.** | **Painting**  \*Mix a range of secondary colours, shades and tones.  \*Experiment with tools and techniques, including layering, blotting 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. |
| **3D Form/ Sculpture**  \*Manipulate clay for a variety of purposes, including. thumb pots, simple coil pots and models.  \*Make a soap sculpture.  \*Understand the safety and basic care of materials and tools.  \*Experiment with, construct and join recycled, natural and man- made materials  more confidently. | **Textiles/ Collages**  \*Use a variety of techniques, including fabric crayons and wax or oil resist.  \*Create textured collages from a variety of media.  \* Understand how a technique works. |

|  |  |
| --- | --- |
| **Year B– End points** | |
| **Painting – Colour mixing**  Making warm and cold colours, varying tone and tint, mix and matching colours to create an outcome, using water colours, creating a colour wheel. | * Understand what painting is * Understand who Claude Monet was, describing the differences and similarities between different practices and disciplines. * Make warm and cold colours, tints and tones, by mixing. * Use a range of water painting techniques including blotting, wet on wet, dry on dry, dry on wet and wash * Evaluate and analyse creative works using the language of art, craft and design, making links to Monet. |
| **Famous local artists (Sculpture) Barbara Hepworth**  Who is Barbara Hepworth? Creating own art work, noticing patterns and compare similarities and differences between Barbara Hepworth and Picasso, introduce to 3D, soap carving, clay. | * Understand what sculpture is and how a range of materials may be used * Understand who Barbara Hepworth is and compare the similarities and differences between Hepworth and Picasso. * Understand how Art can be 3D * Use scraping and carving technique. * To use sculpture to develop and share their ideas, experiences and imagination. * Evaluate and analyse creative works using the language of art, craft and design. |
| **Textiles - Wax resist painting on fabric**  Using a range of materials such as wax resist sticks and fabric dye to create patterns for a decorative purpose. | * Identify warm and cold colours and how these express moods * Understand what a wax resist painting is * Design a pattern using lines, patterns, colours and shape. * To use textiles to develop and share their ideas, experiences and imagination. * Evaluate and analyse creative works using the language of art, craft and design. |

|  |
| --- |
| **Experiences** |
| Visit The Hepworth gallery. |

|  |  |  |
| --- | --- | --- |
| **SMSC** | **British Values** | **WPAT/school values** |
| **Cultural-** is taught through looking at | **Respect and Tolerance –** is discussed when | **We work hard -** is taught when using different |
| different artists and responding positively | looking at other children’s work | mediums and techniques |
| **Spiritual –** through using their imagination | **Individual liberty -** children are encouraged | **We are kind** - is taught through creating art for |
| and creativity in response to the artist’s | to make choices about the mediums they | others |
| stimuli | use/ colours | **We are honest** - is taught through evaluating art work |

|  |  |
| --- | --- |
| LKS2: Art year A | |
| **POS**   * **to create sketch books to record their observations and use them to review and revisit ideas** * **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]** * **about great artists, architects and designers in history.** | **Drawing**  \*Experiment with different grades of pencil and other implements.  \*Plan, refine and alter their drawings as necessary.  \*Use their sketchbook to collect and record visual information from different sources.  \*Draw for a sustained period of time at their own level.  \*Use different media to achieve variations in line, texture, tone, colour, shape and pattern. |
| **Textiles/ Collages**  \* Use a variety of techniques, including sewing.  \*Name the tools and materials they have used.  \*Develop skills in stitching.  \*Experiment with a range of media e.g. fabrics and threads. | **Printing**  \*Print using a variety of materials, objects and techniques including layering.  \*Talk about the processes used to produce a simple print.  \*To explore pattern and shape, creating designs for printing |

|  |  |
| --- | --- |
| **Year A – End points** | |
| **Drawing movement – L.S Lowry**  Using H type pencils to recognise the difference between H and B, range of different pencil techniques such as linear, scumbling, side stroke and feathering, colour mixing, heavy and light blending, use of lines to create motion, shading to create a 3D perspective. | * Understand who L.S Lowry was and how he influenced the creativity of our nation. * Use a H and B pencils to explore the different drawing techniques, commenting on the change in texture. * Use oil pastel techniques such as colour mixing, heavy and light pressure blending, scumbling, pressure blend (smudging). * Draw movement using a range of materials and drawing techniques * Evaluate and analyse creative works using the language of art, craft and design. |
| **Textiles – Sewing**  Understanding of sewing, exploring different stitches such as running stitch and cross-stitch, threading a needle, texture, using a range of fabrics and materials. | * Understand that sewing is the craft of fastening or attaching objects using stitches made with a needle and thread * Independently thread a needle and complete a range of stitches to produce different patterns and textures. * Use a range of materials when sewing and evaluate their preferences * To use a range of materials to plan and create their own bookmark. * Evaluate and analyse creative works using the language of art, craft and design. |
| **Cave Art - Printing**  Understanding parietal art (cave art), examining Lascaux caves (France), using charcoal, creating own printing tool, printing on a rough texture | * Understand what materials were used in cave art * Examine the content of a variety of different types of cave art, evaluating using artistic vocabulary. * Use charcoal to create lines and patterns, commenting on the texture * Evaluate and analyse creative works using the language of art, craft and design. * Plan and create their own printing tool and cave art painting |

|  |
| --- |
| **Experiences** |
| To be confirmed |

|  |  |  |
| --- | --- | --- |
| **SMSC** | **British Values** | **school values** |
| **Cultural-** is taught through looking at | **Respect and Tolerance** – is discussed when | **We work hard** - is taught when using different |
| different artists and influence of cave art | looking at other children’s work | mediums and techniques |
| **Spiritual –** through using their imagination | **Individual liberty -** children are encouraged | **We are kind** - is taught through creating art for |
| and creativity in response to the artist’s | to make choices about the mediums they | others |
| stimuli | use/ colours | **We are honest** - is taught through evaluating art work |

|  |  |
| --- | --- |
| LKS2: Art year B | |
| **POS**   * **Sculpture – Ancient Greek pottery** * **Painting** * **Mosaic and Collage** | **3D Form/ Sculpture**  \*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 material |
| **Painting**  \*Make and match colours with increasing accuracy.  \*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 | **Collage**  \*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. |

|  |  |
| --- | --- |
| **Year B – End points** | |
| **Sculpture – Ancient Greek pottery**  Examining Ancient Greek pottery, using the coiling and pinching technique to create a pot, designing and using acrylic paint to decorate the pot. | * Evaluate the work of Otto and Vivika Heino, using the language of art, craft and design. * Explore ancient Greek pottery and comment on the use of form, shape, pattern, texture and line. * Use the coiling and pinching techniques and decorate using a range of patterns, colours and lines * Create, plan and evaluate their own product using a range of materials. * Evaluate their own art work, making links to other craft makers. |
| **Painting**  Children to learn about William Turner, abstract art, examining his use of colours and how he shows emotions through paintings, finding complimentary colours, mixing water colours to find tones, using water colours and shapes/lines to show emotions, observational drawing, creating own art. | * Evaluate how William Turner is similar/different to L.S Lowry and Georgia O’Keefe. * Examine William Turners artwork focusing on the use of colour, patterns, shape and line and begin to critique the artwork focusing on what they like/dislike and why. * To identify complimentary colours and explore blending and mixing them to create shapes, lines, moods and emotions. * Understand what observational drawing is and experiment with the techniques * Use a range of materials and techniques to create their own observational, abstract painting. * To use a range of materials to plan and create products. |
| **Mosaic and Collage**  Children will build upon their knowledge of collages, learn about the work of Antoni Gaudi, understanding of what an Architect is, examining different mosaics, creating patterns and experimenting with colour and pattern, creating their own mosaic out of a range of materials. | * Understand who Antoni Gaudi was and evaluate this art work making links to colours, shapes, images, form and space. * Understand what a mosaic is, discussing the similarities and differences between a mosaic and a collage. * Create patterns using a range of materials, colours and shape. * Plan, create and evaluate their own 2D mosaic. * To use a range of materials, such as clay and tissue paper, to design and make products. |

|  |
| --- |
| **Experiences** |
| To be confirmed |

|  |  |  |
| --- | --- | --- |
| **SMSC**  **Cultural-** is taught through looking at different artists and responding positively  **Spiritual** – through using their imagination and creativity in response to the artist’s stimuli | **British Values**  **Respect and Tolerance** – is discussed when looking at other children’s work  **Individual liberty** - children are encouraged to make choices about the mediums they use/ colours | **school values**  **We work hard -** is taught when using different mediums and techniques  **We are kind -** is taught through creating art for others  **We are honest -** is taught through evaluating art work |

|  |  |
| --- | --- |
| UKS2: Art year A | |
| **POS**   * **Drawing from a 3D perspective** * **Jean Michel Basquiat – Printing** * **Sculpture – Creating a clay tile** | **Drawing**  \*Use a variety of source material for their work.  \*Work in a sustained and independent way from observation, experience and imagination.  \*Use a sketchbook to develop ideas.  \*Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. |
| **Printing**  \*Explain a few techniques, including’ the use of mono and resist printing.  \*Choose the printing method appropriate to task.  \*Build up layers and colours/textures.  \* Organise their work in terms of pattern, repetition, symmetry or random printing styles.  \*Choose inks and overlay colours. | **3D Form/ Sculpture**  \*Describe the different qualities involved in modelling, sculpture and construction.   * Use recycled, natural and manmade materials to create sculpture. * Plan a sculpture through drawing and other preparatory work. |

|  |  |
| --- | --- |
| **Year A – End points** | |
| **Drawing from a 3D perspective**  Children learn about the work of Paul Kenton, cityscape art and how this differs to landscape art, how to create a 3D perspective, the horizon line and vanishing point, drawing their own cityscape from a 3D perspective | * Understand who Paul Kenton is, making comparisons to other artists and describe the differences and similarities between different practises and disciplines. * Understand what a cityscape is, what techniques are needed and how it compares to a landscape. * Understand what a 3D perspective is and create their own 3D perspective drawing. * Be able to find the horizon and vanishing point to create sketches from a 3D perspective * Be able to use lines, shapes, colour and pattern in the sketches. * Evaluate and analyse creative works using the language of art, craft and design. |
| **Jean Michel Basquiat – Printing**  Neo-Expressionist art, graffiti and street art, use of bold colours, mono-printing techniques, pointillism printing to create symbols and words, creating own painting by using both techniques. | * Understand who Jean Michel Basquiat was, describing the differences and similarities between different practises and disciplines. * Evaluate the self-portraits of Jean Michel Basquiat, making links to Picasso. * To use size, scale, position and proportion when using form and space. * Experiment creating mono-printings and understand how this can create different patterns, lines and shapes. * Use pointillism using a range of materials to create patterns and shapes. * To use a range of different printing techniques with confidence to create an expressive piece of art work. |
| **Sculpture – Creating a clay tile**  Looking at the work of Henri Rousseau, sketching and painting a nature scene, creating a clay tile, decorating their clay tile with an animal theme, creating a 3D textured tile. | * Discuss the work of Henri Rousseau, describing the differences and similarities between different practises and disciplines. * Use a range of sketching techniques to sketch a realistic scene * To mix colours and use a range of tones and tints to paint a realistic setting * Decorate a clay tile using pattern, colour and shape. * Design and create a 3D tile using a range of materials and indenting. * Evaluate and analyse creative works using the language of art, craft and design. |

|  |
| --- |
| **Experiences** |
| To be confirmed |

|  |  |  |
| --- | --- | --- |
| **SMSC** | **British Values** | **school values** |
| **Cultural-** is taught through looking at | **Respect and Tolerance** – is discussed when | **We work hard** - is taught when using different |
| different artists and responding positively | looking at other children’s work | mediums and techniques |
| **Spiritual –** through using their imagination | **Individual liberty** - children are encouraged | **We are kind -** is taught through creating art for |
| and creativity in response to the artist’s | to make choices about the mediums they | others |
| stimuli | use/ colours | **We are honest** - is taught through evaluating art work |

|  |  |
| --- | --- |
| UKS2: Art year B | |
| **POS**   * **Quilting – Textiles** * **Drawing and Painting – Close observational sketches** * **Pattern and Design – Landscape Collage** | **Textiles**  \*Awareness of the potential 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. |
| **Drawing and Painting**  \*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.   \*Create shades and tints using black and white.  \*Carry out preliminary studies, test media and materials and mix appropriate colours.  \* Work from a variety of sources, including those researched independently.   * Show an awareness of how paintings are created (composition). | **Pattern and Design – Landscape Collage**  \*Awareness of the potential of 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. |

|  |  |
| --- | --- |
| **Year B – End points** | |
| **Quilting – Textiles**  Understanding of what quilting is, block quilting, stitching multiple layers of fabric using a range of stitches, designing and cutting their own fabrics, basting, creating patterns and binding. | * Understand what Quilting and Block-Quilting are * Use the running and cross stitch to sew two separate pieces of fabric; use the blanket stitch to create patterns * Design and plan their own quilt block, commenting on the colour, shape, patterns, lines, form and texture. * Evaluate and analyse creative works using the language of art, craft and design. * Give and receive feedback based on their final piece, making changes where necessary and self-evaluating their art work. * Make clear links between the skills previously taught (Year 3 sewing) |

|  |  |
| --- | --- |
| **Drawing and Painting – Close observational sketches**  Georgia O’Keefe, Still-life, exploring the work of Georgia O’Keefe, still life drawing and observational techniques, using charcoal and oil paints, creating own observational sketches. | * Explore and evaluate the work of Georgia O’Keefe, describing the differences and similarities between different practices and disciplines. * Understand ‘still-life’, ‘composition’ and ‘subject matter’ and identify in a variety of paintings * Explore how Georgia O’Keefe is similar/different to other artists, providing their own opinions and preferences to artists, using more in-depth artistic vocabulary correctly * Develop mastery of lines, colour, texture, pattern, shape and tone using a range of materials and chosen independently * Master the blending and layering technique by using different brush strokes * Change and improve their final work based on feedback on their first thoughts and designs. |
| **Pattern and Design – Landscape Collage**  Megan Coyle collage artwork, objective and non- objective collages, creating collages by using the painting with paper technique, experimenting with a range of textures and mixed media to create a landscape collage. | * Understand who Megan Coyle is, describing and comparing to the work of other artists and illustrators, using appropriate vocabulary, justifying preferences and referring to cultural and historical contexts. * Evaluate Megan Coyle’s artwork, focusing on the use of shape, form, line, pattern and colour. * Understand objective and non-objective artwork * Confidently explain how colours and shapes can convey mood and emotions, making links to the work of Megan Coyle. * Understand how to use mixed media in a collage to create their own products and outcomes * To change and improve their final work based on feedback on their first thoughts and designs. |

|  |
| --- |
| **Experiences** |
| To be arranged. |

|  |  |  |
| --- | --- | --- |
| **SMSC** | **British Values** | **school values** |
| **Cultural-** is taught through looking at | **Respect and Tolerance** – is discussed when | **We work hard** - is taught when using different |
| different artists and responding positively | looking at other children’s work | mediums and techniques |
| **Spiritual** – through using their imagination | **Individual liberty** - children are encouraged | **We are kind** - is taught through creating art for |
| and creativity in response to the artist’s | to make choices about the mediums they | others |
| stimuli | use/ colours | **We are honest** - is taught through evaluating art work |