



# The Woodlands Primary Art Curriculum

## **Our Vision**

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

Art is to fire the imagination and to facilitate fundamental means of personal expression

## **Our Intent**

Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses of their own work and that of others. There is great pleasure to be derived from Art learning and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.



## Principles

1. Everyone is an artist
2. Commitment to the process and journey, not the final piece
3. Balanced teaching of knowledge and skills with opportunities to express and enquire
4. Commitment to exposing children to a wide range of artistic disciplines and media
5. Engagement with art and artists that reflect children's realities and broaden their thinking
6. Inspiring children using a range of stimuli

### **As a consequence of adopting these principles, Woodlands pupils will:**

1. Be confident to create and design, making informed aesthetic choices
2. Be an artistic explorer who asks questions and dares to try
3. Expressively use repertoire of artistic knowledge and skills, incorporating a range of media
4. Appreciate the diverse nature of art and artists
5. Understand the power of visual communication
6. Inspire others
7. Be visually literate: communicate and collaborate artistically: express reasoned opinions; respect a variety of approaches.

The Woodlands Primary School the Art Curriculum meets and exceeds the content of the National Curriculum,



## Curriculum Rationale

- The Art curriculum is designed to blend the development of technical knowledge and skills with the understanding and appreciation of a wide range of Art and design spanning different eras, disciplines, traditions, styles and artists.
- The knowledge of the curriculum is broken down following key strands, covering all aspects of the national curriculum:

### Substantive knowledge

#### Art and design techniques

- Drawing
- Painting
- Sculpture
- Collage
- Printing
- Digital media

#### Contextual knowledge

- Artists and their work
- Art history, traditions, styles, and movements

### Disciplinary Knowledge

#### Producing

- Inspiring, researching and exploring
- Use of sketchbooks

#### Evaluating and Analysing

- Reflecting and evaluating
- Language of Art and Design



- Within our curriculum, there is the expectation that drawing and painting skills are developed and extended each year.
- Within Art and design techniques and disciplinary knowledge is organised hierarchically and progressively to support the development of necessary motor and visual skills

**Children thrive in this subject because ...**

- Visual art does not have boundaries. It enables people to play with materials, to express their thinking, to problem solve and make sense of emotions

## Knowledge Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>NC</b>	<ul style="list-style-type: none"> <li>Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>		<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>			
<b>Sketch Books</b>	Use floor books Look and talk about what they have produced, describing simple techniques and media used.	Use floor books Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketchbook.	Use a sketchbook to plan and develop simple ideas.  Use a sketchbook to plan and develop simple ideas.  Build information on colour mixing, the colour wheel and colour spectrums.  Collect textures and patterns to inform other work.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.  Identify interesting aspects of objects as a starting point for work.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Express likes and dislikes through annotations.  Use a sketchbook to adapt and improve original ideas.  Keep notes to indicate their intentions/purpose of a piece of work.	Use sketchbooks Plan a sculpture through drawing and other preparatory work.  Use the sketch book to plan how to join parts of the sculpture.  Keep notes which consider how a piece of work may be developed further.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.  Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture.  Annotate work in sketchbook.



					Use a sketchbook to express feelings about a subject. Make notes in a sketch book about techniques used by artists.  Annotate ideas for improving their work through keeping notes in a sketchbook		Adapt work as and when necessary and explain why.	
<b>Materials</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.	Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.	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	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	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
	<b>Nursey</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Artists</b>	Look at work of a range of artists, craft makers and designers, Making links to their own work	Look at work of a range of artists, craft makers and designers, Making links to their own work	Look at 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.	Look at 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.	Investigate great artists, architects and designers in history.	Investigate great artists, architects and designers in history.	Investigate great artists, architects and designers in history.	Investigate great artists, architects and designers in history.
<b>Drawing</b>	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.	Enjoy using graphic tools, fingers, hands,	Experiment with a variety of media; pencils, rubbers,	Develop intricate patterns/ marks with a variety of media.	Develop intricate patterns/ marks with a variety of media.	Develop intricate patterns using different grades of pencil and	Work in a sustained and independent way to create a detailed	Work in a sustained and independent way to develop their own style

<p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p>	<p>chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p> <p>Begin to show consideration in the choice of pencil grade they use</p>	<p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p> <p>Begin to show consideration in the choice of pencil grade they use</p>	<p>other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of techniques and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made.</p> <p>Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show</p>	<p>drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of viewfinders</p>	<p>of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
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						representation of movement in figures and forms		
<b>Painting</b>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to name the primary colours and start to mix a range of secondary colours</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media</p>	<p>Work in a sustained and independent way to develop their own style of painting.</p> <p>This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works</p>
	<b>Texture, Pattern,</b>	Enjoy playing with and using a variety of textiles and fabric.	Enjoy playing with and using a variety of textiles and fabric.	Investigate textures by describing, naming, rubbing, copying.	Demonstrate experience in surface patterns/ textures and use them	Create textures and patterns with a wide range of drawing	Experiment with different grades of pencil and other	Included tones and tints, light and shade becoming increasingly



<p>Line and tone</p>	<p>Show experience in fabric collage: layering fabric.</p> <p>Begin to use appropriate language to describe colours, media, equipment and textures.</p>	<p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work. Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Produce an expanding range of patterns and textures.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>when appropriate.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Express links between colour and emotion.</p>	<p>implements.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect</p>	<p>subtle as understanding and skill in using the techniques develops.</p>	
<p>Art through Technology</p>			<p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Take photographs and explain their creative vision</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
<p>Printmaking</p>	<p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</p>	<p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monoprinting and</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p>

	<p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics. Use printmaking to create a repeating pattern.</p>	<p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>printing.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.</p>	<p>with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
<p>3-D</p>	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art.</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man- made materials to create</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p>

					<p>develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Use language appropriate to skill and technique.</p>	<p>Demonstrate experience in relief and freestanding work using a range of media</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>
<p><b>Responding to art</b></p>	<p>Look and begin to talk about what they have produced, describing simple techniques and media used.</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore 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>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p>	<p>Continue to explore 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> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>



				<p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>other cultures and other periods of time.</p>		<p>Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches.</p>	
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