



Art and Design Curriculum

EYFS to Year 6

Overarching Principles

Art

Subject Vision

"Every child is an artist." Pablo Picasso

At Abingdon, we aim to teach the skills of drawing, painting and clay work in order to support children to develop a love and enjoyment of the language of art. Through exploring the work of a variety of artists, craftspeople and designers, we hope children can see themselves achieving today and in the future.

"To practise any art, no matter how well or badly, is a way to make your soul grow. So do it!" Kurt Vonnegut.

Subject Intent

- ❖ Use a range of materials creatively to explore, design and make products
- ❖ Use drawing, painting and sculpture to develop their skills and share their ideas, experiences and imagination
- ❖ Develop a wide range of art and design techniques with colour, pattern, texture, line, shape and form
- ❖ Know the work of a range of artists, craft makers and designers, from a variety of different eras, countries and ethnic backgrounds, describing the differences and similarities between different work, practices and disciplines, making links with their own work.
- ❖ Create sketch books to record their observations, ideas and work and use them to review and revisit ideas

Teaching and Learning Overview

Abingdon Classroom: This is how we do it....		
Behaviour for learning		
Positive relationships • Mutual respect • Emotional support	Effective learning environment • Working walls • Celebration of learning	Engaging and relevant curriculum • Inclusive • Diverse
Effective Teaching and Learning		
Builds on and activates prior knowledge	Questioning	Talk
Vocabulary	Feedback	Sequenced steps to enable new learning
Modelling	Identifying and addressing misconceptions	Assessment for and of learning
Retrieval practice - long term memory	Adapted learning for the needs of individual pupils	Resources – to support, scaffold, challenge

EYFS

Across nursery and reception, Art knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the Art knowledge within the overarching topics using these units of learning as the vehicles of delivery.

Nursery Long Term Map	
Autumn 1	Autumn 2
Ourselfes	Seasonal Changes
Links to KS1 Art: Drawing-Autumn Term	
Skills Know that they can use a range of mark makers and techniques such as drawing to create representations of themselves, people and places that are special to them. Know that lines and shapes as well as collage materials can be used to represent a face e.g. face as a circle with buttons for eyes etc.	
ELG: Expressive Art and Design	
Spring 1	Spring 2
Weather/Houses and Homes	Farm Animals and their Babies
Links to KS1 Art: Painting-Spring Term	
Skills Know that they can have their own ideas and decide for themselves which materials they want to use to express their ideas e.g. textiles and techniques such as wrapping and draping, natural objects and man-made objects (lego/blocks). <u>Progression to N2</u> Know that colours can be used to express hot and cold as well as different emotions. Know that colours can be mixed together to create a new colour.	
ELG: Expressive Art and Design	
Summer 1	Summer 2
Growing	The Seaside and the Sea
Links to KS1 Art: Drawing-Autumn Term; Painting-Spring Term; Clay-summer Term	
Skills Know that there are interesting works of art in the world and to have their own response to them. <u>Progression to N2</u> Know how to use glue and tape to stick things together Know how to work/knead a variety of malleable materials to represent familiar objects, people and animals Explore different materials to use in imaginative play and creating.	
ELG: Expressive Art and Design	

Reception Long Term Map

Autumn 1	Autumn 2
Our Community and the People Who help us/This is me	Me and You/celebrations and beliefs/Autumn
Links to KS1 Art: Drawing-Autumn Term; Painting-Spring Term	Links to KS1 Art: Drawing-Autumn Term
<u>Skills</u> Know how to put on an apron Know how to hold a pencil/brush Know how to use scissors Introducing creative media Explore different creative media Name a variety of creative media	<u>Key focus</u> Pencil portrait: to create a simple picture of a face using different media. To focus on pencil grip and naming the features of the face.
	<u>Skills</u> Know how to hold a pencil with a better pencil grip Know the names of basic facial features Know how to draw a face with basic facial features
ELG: Expressive Art and Design	ELG: Expressive Art and Design
Spring 1	Spring 2
My World, Your World/Winter	People, Cultures and Communities/Spring New Life
Links to KS1 Art: Painting-Spring Term	Links to KS1 Art: Drawing-Autumn Term; Painting-Spring Term
<u>Key Focus</u> Colour painting: to explore colour mixing in relation to feelings Artist: Mackenzie Thorpe	<u>Skills</u> Explore simple mono printing Exposure to different printing stamps Exposure to printing with a variety of different materials and objects including natural and man-made materials
<u>Skills</u> Exposure to a variety of different paint colours Exposure to a variety of thickness of paint Exposure to a variety of different painting tools and brushes Exposure to a variety of different painting surfaces and textures Know the names of a variety of different colours	
ELG: Expressive Art and Design	ELG: Expressive Art and Design
Summer 1	Summer 2
Minibeasts/Farm Life	Growing and Aspirations/Green Fingers
Links to KS1 Art: Drawing -Autumn Term; Painting-Spring Term; Clay; Summer Term	Links to KS1 Art: Clay-Summer Term
<u>Skills</u> Continue to explore and develop drawing and painting skills Develop skills in mouldable materials	<u>Skills</u> Exposure to a variety of different modelling media Know the names of different modelling media Know the names of different clay tools Use a variety of different media/tools/natural/man-made objects to imprint into the clay Know how to knead clay Know how to use a rolling pin to roll out clay Know how to roll clay onto a ball
ELG: Expressive Art and Design	ELG: Expressive Art and Design

Long Term Map

	Autumn	Spring	Summer
Year 1	Use a pencil to create different lines. Look at artists that use line to create portraits: Picasso (Sp), Matisse (Fr), Klee (Sw/Ger)	Introduce primary colours and begin to mix secondary colours. Introduce how to lighten and darken primary colours to make different hues by <u>not</u> using black or white. Look at the artist Romero Britto (Bra)	Use the thumb method and explore impressing by applying surface marks and patterns. Look at ceramicists that use the thumb method: Myung Nam An (s. Kor), Vicki Grima (Aust), Elspeth Owen (UK)
Year 2	Form light and dark lines, by varying pencil pressure, to create tone. Look at artists that use dark and light lines to create portraits: Aaron Earley (UK), Matt Louscher (USA), Katie Achenson Wolford (USA)	Mix secondary colours. Introduce how to mix tints and shades by adding white and black. Look at abstract artists that use blocks of colour: Mark Rothko (Latvian/Amer), Mondrian (Dutch)	Use the coil method to join two pieces of clay together. Create surface patterns and textures. Look at ceramicists that use the coil method: Lucie Rie (Jewish Aust), Louise Goodman (USA), Juan Quezada Celada (Mex), Aneta Regel (Pol)
Year 3	Understand that pencils have different grades. Blend graded pencils to create tone. Focus on facial proportions and where facial features are in relation to each other. Look at artists that use the blending technique to create tone: Picasso (Sp), Kahlo (Mex), Murphy Elliott (USA)	Introduce the colour wheel and explore complementary colours. Use primary, secondary, tints, shades and hues with more confidence. Look at abstract artists: Delaunay (Fr), Syed Haider Raza (Ind), Saliba Douaihy (Leb/USA), Shaker Al Said (Irq), Ijeoma Ogwuegbu (Nig)	Use the coil method. Introduce the concept of slip. Look at ceramicists that use the coil method: Louise Goodman (USA), Maham Anjum (Pak), Elizabeth Fritsch (UK), Ladi Kwali (Nig)
Year 4	Use different grades of pencils to form the hatching technique to create tone. Focus on how to draw a nose and hair. Look at artists that use the hatching technique to create tone: Cezanne (Fr), Turner (UK), Hopper (USA), Munch (Nor), Kehinde Wiley (Nig)	To use and apply the colour wheel and complementary colours. Introduce the concept of tertiary colours. To look at the artists that focus on still life: Cezanne (Fr), Van Gogh (Dut), George Braque (Fr), William H Johnson (Afr/Am), Kahlo (Mex)	Use the slab method. Use slip to effectively join two pieces of clay together. Look at artists that use the slab method: Reyaz Badaruddin (Ind), Gordon Baldwin (UK), Shoji Hamad (Jap), Dave Reynolds (Can), Jim Robison (USA)
Year 5	Consider line, pattern and texture, composition and scale in their work. Use the cross-hatching technique to create tone. Use graded pencils and coloured pencils. Focus on how to draw eyes. Look at artists that use the cross-hatching technique to create tone: Van Gogh (Dut), Cezanne (Fr), Michelangelo (It). Rembrandt (Dut)	Use and apply the colour wheel, complementary and tertiary colours. To introduce tones. To look at landscape artists: Monet (Fr), Van Gogh (Dut), Turner (UK), Lowry (UK), Zeng Fanzhi (Chi), Jacob Lawrence (Af/Am), Kartika Affandi (Indo), Catherine Hyde (UK)	Use the slab method with thumb/coil techniques (optional) with previously taught joining techniques. Focus on a better quality of finishing e.g. using paint. Look at ceramicists that use these methods: Alison Britton (UK), John Mason (USA), Jeremy Bellina (Fre), Nehal Aamir (Pak)
Year 6	Develop use of line, pattern, texture, composition, scale and tone. Use both graded pencils and coloured pencils to create a sustained piece of work. Focus on how to draw lips and ears. Look at artists: Kollwitz (Ger), Dirk Dzimirsky (Ger), Khalo (Mex), Lowry (UK), Sreeram (Ind)	Use and apply previously taught skills from Y1-5 to create a sustained piece of work. Look at urban landscape artists: Fritz Lang (Ger), Amy Shackleton (Can), Sarfraz Musawir (Pak), Uzo Egonu (Nig), Abiodun Olaku (Nig)	Use and apply all previous taught skills. Look at ceramicists: Peju Alatise (Nig), Zoltan Kemeny (Rom), Meta Vauz Warrick Fuller (Afr/Am), Antony Gormley (Gateshead), Noriko Kureumi (Jap), Hans Coper (Ger), Madvi Subrahmanian (Ind)

End Point/Key Questions

	Autumn	Spring	Summer
Year 1	A line pencil self-portrait.	An abstract painting using line and colour.	A clay thumb pot.
Year 2	A pencil self-portrait using light and dark lines to create tone.	A simple abstract painting	A clay coil pot.
Year 3	A pencil self-portrait using the blending technique to create tone.	An abstract painting using different shapes.	A clay coil pot with a handle.
Year 4	A pencil self-portrait using the hatching technique to create tone.	A still life painting.	A clay slab pot.
Year 5	A pencil self-portrait using the cross-hatching technique to create tone.	A landscape painting.	A clay box using the slab method.
Year 6	A pencil self-portrait using previously taught skill/s in Y1-5.	An urban landscape painting.	An individual free-standing clay structure/sculpture using previously taught skill/s.

Progression of Core Knowledge

What the children will know and remember to support their future learning. The knowledge to be learned is over a unit and not to be seen as individual lessons.

	Autumn	Spring	Summer
Year 1	- Know what a line is - Know how to hold a pencil - Know what a self-portrait is	- Know what a primary colour is - Know, and mix, some secondary colours - Know how to lighten or darken a colour to make different hues (without adding black or white)	- Know to use a board when working with clay - Know what a thumb pot is - Know how to make a thumb pot - Know how to knead clay - Know how to make marks and patterns with simple clay tools by pressing into the clay
Year 2	Know how to make lines darker and lighter by applying less or more pressure to a pencil	- Know how to mix secondary colours - Know how to mix a tint or a shade	- Know how to join two pieces of clay together - Know how to roll coils - Know how to use a rolling pin to create a clay base - Know how to paint finished pots
Year 3	- Know that pencils come in different grades and can make a pencil mark lighter or darker - Know that the eyes come half way down the face - Know where the facial features are in relation to each other - Know how to blend pencil marks to create tone	- Know what an abstract painting is - Know what the colour wheel is and can identify some complementary colours - Know how to use primary, secondary, tints, shades and hues with more confidence	- Know that we join two pieces of clay together using slip - Know how to smooth the sides of a coil pot - Know how to add a handle - Know how to paint their pots with confidence
Year 4	- Know how to use the hatching technique to create tone - Know how to draw a nose - Know how to draw hair	- Know what a still-life painting is - Know how to use and apply the colour wheel and complementary colours - Know that a tertiary colour mixes 3 primary colours - Know how to mix a tertiary colour-brown	- Know how to roll out and measure slab pieces - Know how to make a simple slab pot
Year 5	- Know how to use the cross-hatching technique to create tone - Know how to draw eyes	- Know what a landscape is - Know how to use and apply their knowledge on complementary colours and tertiary colours confidently - Know how to make a tone	- Know how to create a simple slab pot with a lid to create a box - Know how to consider the final decoration/finishing/painting of their box to create the best final product
Year 6	- Know how to use all previously taught techniques to create tone - Know how to draw lips - Know how to draw ears	- Know what an urban landscape is - Know how to use all previously taught techniques to create an individual sustained piece of work	Know that they can use all previously learnt techniques to create an individual piece of work

Key Vocabulary

Words in bold are the core vocabulary expectations for new arrivals.

	Autumn	Spring	Summer
Rec	simple facial features pencil	colour mixing	salt dough plasticine clay
Year 1	portrait self-portrait line	primary colour secondary colour hue abstract	thumb pot method knead clay
Year 2	tone pressure lighter darker self portrait lines	tint shade abstract primary colour secondary colour	coil pot method coils base
Year 3	blending technique graded pencils	colour wheel complementary colours	slip score
Year 4	hatching technique	still life tertiary colour	slab pot method
Year 5	cross-hatching technique	landscape tone	
Year 6	composition	urban landscape	freestanding

Glossary

Autumn Term

portrait- a picture of someone which usually shows the face, or head and shoulders of a person

self-portrait- a portrait that an artist has produced of themselves

tone (in drawing) – how light or dark something is

blending technique-when pencil lines are merged/smudged together to give a smooth look or transition from light to dark

hatching technique- when closely spaced parallel lines are using to create tones

cross-hatching technique- when closely spaced lines are layered to create tones

composition- the way in which different elements of an artwork are combined together in a picture

Spring Term

colour mixing- when colours are mixed together to create new colours

primary colour- a colour that cannot be made by mixing other colours together: red, yellow, blue

secondary colour-a colour that is made by mixing two colours together: orange, purple, green

tertiary colour- a colour that is made by mixing three primary colours together: brown

hue- colour

hues- different variations/shades of the same colour (without black or white)

abstract art- a form of art with no recognisable subject

a tint- a colour mixed with white to lighten it

a shade- a colour mixed with black to darken it

a tone- a colour mixed with both black and white

colour wheel- a tool artists use to help them decide which colours to use

complementary colour- two colours that lie directly across from each other on the colour wheel:
yellow/purple, red/green, blue/orange

still-life- an arrangement of 'still' objects to be painted or drawn

landscape picture- a scene from nature to be painted or drawn

urban landscape- a scene from a built-up area, such as a town or city, to be painted or drawn

Summer Term

clay- a natural material made up of soil and small particles of rock

a base- the bottom of a structure

to knead (clay)- to press and squeeze the clay to warm it up and to release any air bubbles

thumb pot method- a method where thumbs are used to create a simple pot

coil method- a method that joins clay coils together to create a pot/structure

slab pot method- a method that joins slabs of clay to create a pot/structure

slip- a mixture of water and clay used to join pieces of clay together

score- marks made in clay (so that slip can sink into the clay to aid joining)

Key Dates, Trips and Experiences

Spring Term

Y1-Y6 Visiting MIMA

Assessment