



EYFS – Y6

- Intent, implementation and impact
- Art@ Nancledra
- Programme of study
- Skills coverage Cycle A & Cycle B
- Skills progression Cycle A & Cycle B
- Class curriculum Cycle A & Cycle B
- SEND in Art



Implementation:

Our Art curriculum focus on the different concepts in art and knowledge around different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles.

Children will be taught about the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting). Additionally, the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, printing, textiles, printmaking, photography and mixed media) introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art (for example Style in Art and Narrative Painting are studied in year 1, and then revisited in year 2 in History Painting and in year 5 in Style in Art).

Art tasks are designed with an eye to the importance of learning and practising process. All pupils, from KS1 onwards, demonstrate their art journey in sketchbooks; children in EYFS display artwork in a whole class book. Sketchbooks are promoted as a personal documentation for each individual; children are given time to experiment and practise skills in their sketch book, before applying these to create a final piece of artwork.

Impact:

By the end of each Key Stage, all children can apply and understand the concepts, knowledge and skills they have been taught, so that they are proficient in drawing, painting, sculpture, printing, collage and textiles. Teachers have high expectations and evidence is presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the skills and processes specified. Teachers formatively assess against the National Curriculum expectations. Children will leave Nancledra knowing that mistakes are okay. They will think for themselves and be critical about their own and other's work, showing competences in improving their resilience and perseverance by continually evaluating and improving their work

Intent:

We value the significance of Art and Design and believe it is our children's entitlement to freely share and express their creativity, independence, resilience, and self-reflection, within art and design, as part of a broad and balanced curriculum.

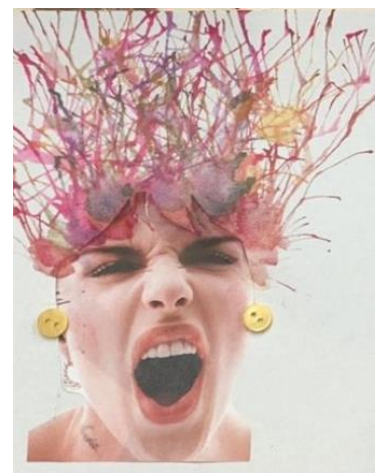
Art and Design provides children with the opportunity to experience the world around them and express themselves in a variety of ways, by widening and deepening their essential knowledge and skills. It is our intent to provide all children with the fundamental skills, techniques and knowledge required to create unique drawings, paintings, sculptures, collages, prints and textiles. We want the children to have a natural sense of wonder and curiosity when experiencing a broad assortment of artwork.

Furthermore, we empower children to discover prominent artists, designers and craft makers that will enable them to explore their own and other's cultural heritages. We give the children the time and space to explore new themes and discover ways to be creative, without the necessity for perfection.

At Nancledra, we believe that the process takes precedence over the product. We want our children to feel enjoyment in the journey of producing art. Our lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. It is through this personalised art experience, that we enable the children to feel safe, proud, and happy, to produce their most creative work.



Art
@Nancedra



Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



Art Skills Coverage		Drawing				Painting	3D	Collage	Printing	Textiles	Other
		Line	Portrait	Landscape	Still Life						
24-25	YR	SPR1 SPR2	AUT1		SPR2	AUT1 AUT2 SPR1 SUM1	SUM2 Clay			SUM2	AUT2 Cutting
23-24	Year One	AUT2 SPR1 SPR2 SUM1	SUM2			AUT1 AUT2 SPR2	SPR1 Clay & mixed media SUM2 Clay & Wire	SPR1	SPR1 SUM1		
23-24	Year Two	AUT1 AUT2 (media) SUM1	SPR1	SPR2		AUT1 SPR1	AUT1 paper & wire SPR2 objects	AUT2	SUM1? SUM2	SUM2 weaving	
CB	KS1	AUT1 AUT2 (media) SUM1	SPR1	SPR2		AUT1 SPR1	AUT1 paper & wire SPR2 objects	AUT2	SUM1 SUM2	SUM2 weaving	
CA	LKS2	AUT1 SPR2 SUM1 SUM2	SPR1		AUT2	SPR2	SPR1 Clay SUM1 SUM2 model	SPR2 SUM1	AUT1		
CB	LKS2	AUT1 AUT2 SPR1		AUT2	AUT1	AUT1 SPR1 SUM1	AUT2 (Cardboard Relief) SPR2 Mixed Media	SUM1		SUM2 Weaving & Cross-Stitch	
CA	UKS2	AUT1 (media) AUT2 SPR1				AUT1 AUT2 SPR2	AUT2 Clay SPR1 mixed	SUM2	SUM1		SUM2 photography
CB	UKS2	AUT2 SUM1	SPR2 (Photography)			AUT2 (Clay) SPR1	AUT2 (Clay) SUM1 (Cardboard Relief)	SPR2	AUT1		SPR2 Photography



**Art Skills Coverage
CA Year One**

**Art Skills Coverage
CA Year Two**

Drawing

Line
 AUT2: drawing different lines with different materials, drawing lines with a ruler, drawing from the imagination
 SPR1: line drawing (detail)
 SPR2: drawing from the imagination.
 SUM1: observation drawings, creating line patterns, fantasy drawing, choosing and using a range of tools: pencils, black felt pen, white chalk, coloured chalks

AUT1: drawing geometric shapes, using natural objects to draw organic shapes
 AUT2 (media): creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels
 SUM1: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone,

Portrait
 SUM2: Drawing people from life, using charcoal

SPR1: Planning and drawing a face, drawing a profile, drawing with oil pastels

Landscape
 SPR2: detailed drawing

Still Life

Painting
 AUT1: colour mixing, holding and using a brush, using different brushstrokes
 AUT2: painting and colouring neatly inside shapes
 SPR2: painting with dots, using short brushstrokes, colour mixing,

AUT1: colour mixing
 SPR1: mixing skin tones

3D
 SPR1: modelling with clay, designing for a purpose
 SUM2: modelling with clay (building on skills from Architecture)

AUT1: creating sculptures with paper and wire
 SPR2: creating sculptures with found objects

Collage
 SPR1: collage with tissue paper
 AUT2: cutting organic shapes

Printing
 SPR1: cardboard printing
 SUM1: developing control through outlined printing by using “press and stamp” to create prints, use repeating or overlapping shapes

SUM1?
 SUM2: mono-printing

Textiles
 SUM2: weaving, creating a composition

Other



**Art Skills Coverage
CA LKS2**

**Art Skills Coverage
CA UKS2**

Drawing	Line	AUT1: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, SPR2: Drawing fine detail, creating patterns SUM1: Using lines to create a design SUM2: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing	AUT1 (media): Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing AUT2: Using rulers and compasses to draw geometric patterns SPR1?
	Portrait	SPR1: drawing in profile	
	Landscape		
	Still Life	AUT2: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels	
	Painting	SPR2: using different grade brushes, painting with watercolours	AUT1: painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic AUT2: paintings with inks SPR2: Using Chinese painting materials and Chinese painting style – emphasis on brush use
	3D	SPR1: modelling in clay SUM1: working with clay to create a relief, building up and carving away SUM2 model making	AUT2: working with clay – carving and building up, painting clay ? SPR1: Using 3d mixed media to design and create relief sculptures
	Collage	SPR2: collage SUM1: collage	SUM2: Collage - photos
	Printing	AUT1: printing to create lines	SUM1: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils
	Textiles		
	Other		SUM2: photography: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.



**Art Skills Coverage
CB Key Stage One**

**Art Skills Coverage
CA Key-Stage One**

Drawing	Line	AUT1: drawing geometric shapes, using natural objects to draw organic shapes AUT2 (media): creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels SUM1: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone,	AUT2: drawing different lines with different materials, drawing lines with a ruler, drawing from the imagination SPR1: line drawing (detail) SPR2: drawing from the imagination. SUM1: observation drawings, creating line patterns, fantasy drawing, choosing and using a range of tools: pencils, black felt pen, white chalk, coloured chalks
	Portrait	SPR1: Planning and drawing a face, drawing a profile, drawing with oil pastels	SUM2: Drawing people from life, using charcoal
	Landscape	SPR2: detailed drawing	
	Still Life		
	Painting	AUT1: colour mixing SPR1: mixing skin tones	AUT1: colour mixing, holding and using a brush, using different brushstrokes AUT2: painting and colouring neatly inside shapes SPR2: painting with dots, using short brushstrokes, colour mixing,
	3D	AUT1: creating sculptures with paper and wire SPR2: creating sculptures with found objects	SPR1: modelling with clay, designing for a purpose SUM2: modelling with clay (building on skills from Architecture)
	Collage	AUT2: cutting organic shapes	SPR1: collage with tissue paper
	Printing	SUM1? SUM2: mono-printing	SPR1: cardboard printing SUM1: developing control through outlined printing by using “press and stamp” to create prints, use repeating or overlapping shapes
	Textiles	SUM2: weaving, creating a composition	
	Other		



**Art Skills Coverage
CB LKS2**

**Art Skills Coverage
CB UKS2**

Drawing

Line

AUT1: Observational drawing, continuous line drawing, using chalk and charcoal for tone
 AUT2: Using shade to create tone, using line to draw a landscape, colour and tone for depth
 SPR1: line to create emotion and expression – strength of line

AUT2: using rulers and compasses to draw geometric patterns
 SUM1: Using different pencils for different effects and shading, adding detailed pencil shapes and lines

Portrait

Landscape

AUT2: using line to draw a landscape, using foreground, middle ground and background

Still Life

AUT1: Observational line drawing of still life

Painting

AUT1: using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic
 SPR1: colour to create emotion, complementary colours, painting with watercolour and using water to create shades of colour
 SUM1: painting with watercolour, choose appropriate colours, the right brush to use and use smooth and accurate brushstrokes.

AUT2: Painting with inks, painting clay.
 SPR1: Chinese painting materials and Chinese painting style – emphasis on brush use
 SUM1: Using a variety of brush strokes to create texture, choosing appropriate brushes for different areas, use a mixing pallet.

3D

AUT2: creating a relief in cardboard
 SPR2: collaborative model making

AUT2: working with clay – carving and building up, painting clay
 SUM1: using mixed media to create a relief sculpture

Collage

SUM1: collage (mosaics)

Printing

AUT1: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils

Textiles

SUM2: warp thread, weft thread, tapestries and cross-stitch

Other

SPR2: Photomontage

Cycle A 2023-24

Class 1: YR & Y1

Class 2: Y2

Class 3: Y3 & Y4

Class 4: Y5 & Y6

Class One CA 23-24	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Colour	Line	Architecture	Style in Art/ Narrative Art	Printing	Sculpture
<p>Summary Concepts in Art: Colour, Line, Style</p> <p>Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism</p> <p>Skills: Painting, Drawing, 3D form, Collage</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour</p> <p>Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc</p> <p>Collage Collage with tissue paper - tearing</p>	<p>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</p> <p>Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes</p> <p>Skills: colour mixing, holding and using a brush, using different brushstrokes</p> <p>Local: Use local beaches for inspiration, Kurt Jackson, St Just artist</p> <p>PAINTING MIXED MEDIA</p>	<p>Artists: Rembrandt, Miro, Klee</p> <p>Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things</p> <p>Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination, inspired with music</p> <p>DRAWING MIXED MEDIA</p>	<p>Buildings: Westminster Abbey, Truro Cathedral, Local Church, St Paul’s Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p> <p>Concepts: Defining architecture, purpose, features, design process.</p> <p>Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose (cardboard printing), model making with mixed media</p> <p>DRAWING 3D FORM CLAY COLLAGE</p>	<p>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</p> <p>Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings</p> <p>Skills: painting with dots, using short brushstrokes, colour mixing, drawing from the imagination. (Builds on AUT1)</p> <p>PAINTING DRAWING</p>	<p>Artists: Illustrators e.g. Quentin Blake</p> <p>Concepts: visual texture and tone, line</p> <p>Skills: observation drawings, creating line patterns, fantasy drawing, choosing and using a range of tools: pencils, black felt pen, white chalk, coloured chinks, developing control through outlined printing by using “press and stamp” to create prints, use repeating or overlapping shapes</p> <p>DRAWING PRINTING</p>	<p>Artists: Degas, Gormley, Hepworth, Moore, Giacometti, Henry Moore</p> <p>Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale</p> <p>Skills: Drawing people from life, using charcoal, modelling with clay (building on skills from Architecture), casting in plaster, painting plaster and painting detail, sculpting with wire and other materials such as newspaper, foil, soap.</p> <p>DRAWING 3D FORM WIRE</p>

Class Two CA 23-24	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Colour & shape	Colour, Shape and Texture	Portraits and Self-Portraits	Landscape and Symmetry	History Painting	Murals and Tapestries
<p>Summary</p> <p>Concepts in Art: Colour, Shape, Texture, Pattern, Symmetry</p> <p>Types of Art: Portraits, Landscapes, AngloSaxon Art, Murals, Tapestries</p> <p>Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects</p> <p>Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching</p> <p>Textiles Weaving</p> <p>Printing Mono-printing with polystyrene</p>	<p>Nancledra Focus Artists: Kandinsky</p> <p>PKC Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder</p> <p>Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes</p> <p>Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p> <p>3D FORM WIRE & PAPER PAINTING DRAWING</p>	<p>Nancledra Focus Artists: Matisse</p> <p>PKC Artists: Matisse, Durer, Jan van Eyck</p> <p>Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture</p> <p>Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p> <p>COLLAGE DRAWING</p>	<p>Nancledra Focus Artists: Picasso & Lynnette Yiadom-Boakye</p> <p>PKC Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi</p> <p>Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism</p> <p>Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels</p> <p>DRAWING PAINTING</p>	<p>Nancledra Focus Artists: Turner & Andi Goldsworthy</p> <p>PKC Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy</p> <p>Concepts: What is a landscape, different methods to paint landscapes, Turner’s style, symmetry in nature and art, temporary art</p> <p>Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects</p> <p>MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE</p>	<p>Nancledra Focus Artists: Picasso & Banksy</p> <p>PKC Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann</p> <p>Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told</p> <p>Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage</p> <p>DRAWING MIXED MEDIA</p>	<p>Nancledra Focus Artists: Leanardo da Vinci</p> <p>PKC Artists/ Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy</p> <p>Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition</p> <p>Skills: mono-printing, weaving, creating a composition</p> <p>PRINTING TEXTILES</p>

Class Three CA 23-24	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
<p>Summary</p> <p>Concepts in Art: Line, Form, Pattern, Symmetry</p> <p>Types of Art: Still life, History painting, Ancient Egypt, Architecture</p> <p>Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light</p> <p>3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media</p> <p>Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene</p>	<p>Nancledra Focus Artists: Klee & Hokusai PKC Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai</p> <p>Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines</p> <p>Skills: continuous line drawing, line weight, drawing contour lines, monoprinting</p> <p>DRAWING PRINTING</p>	<p>Nancledra Focus Artists: Cezanne & Yayoi Kusama PKC Artists: Warhol, Morandi, Stubbs, Cezanne, Moser</p> <p>Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form</p> <p>Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels</p> <p>DRAWING</p>	<p>Nancledra Focus Artists: Alaa Awad PKC Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun’s death mask, Book of the Dead</p> <p>Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods</p> <p>Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile</p> <p>3D FORM CLAY DRAWING</p>	<p>→</p>	<p>Nancledra Focus Artists: Gaudi PKC Architecture/Architects : Parthenon , Callicrates), St Paul’s Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa</p> <p>Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi’s use of curved lines, nature, mosaics and stained glass</p> <p>Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage</p>	<p>Nancledra Focus Artists: Frank Gehry Zaha Hadid PKC Architecture/Architects : Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)</p> <p>Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers</p> <p>Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM</p>

Class Four CA 23-24	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
<p><u>Summary</u></p> <p>Concepts in Art: Style, Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air,</p> <p>Types of Art: Rococo, Abstract, Italian Renaissance, Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement</p> <p>Skills: Painting, Drawing, 3D form, Printing, Mixed media</p> <p>Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of</p>	<p>Painting Using acrylic on canvas, creating texture with acrylic, using watercolours – light to dark, broken brushstrokes, painting plaster</p> <p>Drawing Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), casting in plaster</p> <p>Collage Collage with paper</p> <p>Printing Reduction printing with polystyrene</p>	<p>Nancledra Focus Artists: Rothko v Watteau Rachel Jones PKC Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</p> <p>Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art</p> <p>Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvas, painting patterns, using colour theory to make colour</p>	<p>Nancledra Focus Artists: Leonardo de Vinci PKC Artists: Michelangelo, Raphael</p> <p>Concepts: Italy and ‘rebirth’ (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.</p> <p>Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.</p> <p>PAINTING DRAWING</p>	<p>Nancledra Focus Artists: Flippo Brunelleschi Bernard Leach PKC Artists/Architects and architecture: Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter’s</p> <p>Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto</p> <p>Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.</p> <p>DRAWING 3D FORM</p>	<p>Nancledra Focus Artists: Paul Cezanne PKC Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin</p> <p>Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).</p> <p>Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage</p> <p>PAINTING DRAWING COLLAGE</p>	<p>Nancledra Focus Artists: Rowena Cade PKC Architects/Architectures: Pugin, Barry – The Houses of Parliament</p> <p>Concepts: Classical v Gothic architecture</p> <p>Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes.</p> <p>Artists (Pre-Raphaelites): Rossetti, Millais</p> <p>Concepts: Reaction against ‘ideal’ forms of the renaissance. Aims as artists. Pursuance of photographic reality.</p> <p>Skills: Working in watercolour from light to dark. Observing nature closely.</p> <p>PAINTING DRAWING</p>	<p>Nancledra Focus Artists: William Morris Angie Lewin PKC Artist/Designer: William Morris – a detailed study</p> <p>Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.</p> <p>Skills: Creating a design based on nature, relief reduction printing.</p> <p>DRAWING PRINTING</p>

Cycle B 2024-25

Class 1: YR

Class 2: Y1 & Y2

Class 3: Y3 & Y4

Class 4: Y5 & Y6

Class Two CB 24-25	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
		Colour & shape	Colour, Shape and Texture	Portraits and Self-Portraits	Landscape and Symmetry	History Painting	Murals and Tapestries
<p><u>Summary</u></p> <p>Concepts in Art: Colour, Shape, Texture, Pattern, Symmetry</p> <p>Types of Art: Portraits, Landscapes, AngloSaxon Art, Murals, Tapestries</p> <p>Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects</p> <p>Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching</p> <p>Textiles Weaving</p>	<p>Nancledra Focus Artists: Kandinsky</p> <p>PKC Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder</p> <p>Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes</p> <p>Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p> <p>3D FORM WIRE & PAPER PAINTING DRAWING</p>	<p>Nancledra Focus Artists: Matisse</p> <p>PKC Artists: Matisse, Durer, Jan van Eyck</p> <p>Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture</p> <p>Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p> <p>COLLAGE DRAWING</p>	<p>Nancledra Focus Artists: Picasso & Lynnette Yiadom-Boakye</p> <p>PKC Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi</p> <p>Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism</p> <p>Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels</p> <p>DRAWING PAINTING</p>	<p>Nancledra Focus Artists: Turner & Andi Goldsworthy</p> <p>PKC Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy</p> <p>Concepts: What is a landscape, different methods to paint landscapes, Turner’s style, symmetry in nature and art, temporary art</p> <p>Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects</p> <p>MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE</p>	<p>Nancledra Focus Artists: Picasso & Banksy</p> <p>PKC Artists: Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann</p> <p>Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told</p> <p>Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage</p> <p>DRAWING MIXED MEDIA</p>	<p>Nancledra Focus Artists: Leanardo da Vinci</p> <p>PKC Artists/ Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy</p> <p>Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition</p> <p>Skills: mono-printing, weaving, creating a composition</p> <p>PRINTING TEXTILES</p>

Class Three CB 24-25	Skills Progression		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
			Light	Space	Design	Monuments of Ancient Rome	Monuments of the Byzantine Empire	Needlework, Embroidery and Weaving
<p>Summary Concepts in art: Light, Space, Design – Elements of Art, Pattern</p> <p>Types of Art: Ancient Rome, Byzantine Empire, Textiles</p> <p>Skills: Painting, Drawing, 3D form, Collage, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone</p> <p>3d form Cardboard reliefs, Model making with mixed media</p> <p>Collage Collage with paper Textiles Embroidery, weaving</p>	<p>Nanchedra Focus Artists: Caravaggio Rana Begum PKC Artists: Caravaggio, Vermeer, Begum</p> <p>Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways</p> <p>Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic</p> <p>DRAWING PAINTING</p>	<p>Nanchedra Focus Artists: Millet PKC Artists: Matisse, Millet, Bonheur, Bruegel, Turner</p> <p>Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth</p> <p>Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard</p> <p>3D FORM DRAWING</p>	<p>Nanchedra Focus Artists: Munch & Jean Michel Basquiat PKC Artists: Matisse, Munch, Kauffman</p> <p>Concepts: Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours</p> <p>Skills: Arranging a composition, using lines to show expression, painting with watercolour</p> <p>DRAWING PAINTING</p>	<p>Nanchedra Focus Artists: As per PKC PKC Monuments: Pantheon– Hadrian Colosseum– Vespasian Trajan’s Column— Trajan</p> <p>Concepts: What is a monument, monuments shows Emperor’s power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan’s column</p> <p>Skills: Following instructions, model making, working as a team</p> <p>3D FORM</p>	<p>Nanchedra Focus Artists: As per PKC PKC Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons</p> <p>Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon</p> <p>Skills: copying patterns, painting with watercolour, collage</p> <p>PAINTING COLLAGE</p>	<p>Nanchedra Focus Artists: Margaret MacDonald Annie Albers PKC Designers/Artists: MacDonald, Hartnell –Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers</p> <p>Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries</p> <p>Skills: cross-stitch design, cross-stitch, weaving</p> <p>TEXTILES</p>	

UKS2 CB	Skills Progression	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
<p>Summary</p> <p>Concepts in Art: printmaking, colour, Pattern, Abstract</p> <p>Types of Art: Islamic, African, Chinese, Printmaking, modernism</p> <p>Skills: Painting, Drawing, 3D form, Collage, Printing</p> <p>Process: verbal, observational, analytical & imaginative drawing activities, annotation of artwork, sketching a design for a finished piece, written & verbal evaluation of own artwork, independently choosing materials & creating a design for a finished artwork - collaboration</p>	<p>Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use</p> <p>Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs</p> <p>Printing Mono-printing with Perspex, screenprinting</p>	<p>Nancledra Focus Artists: Warhol</p> <p>PKC Artists: Rembrandt, Hogarth, Hokusai, Warhol</p> <p>Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.</p> <p>Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.</p> <p>PRINTING</p>	<p>Nancledra Focus Artists: As per PKC</p> <p>PKC Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <p>Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.</p> <p>Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p> <p>DRAWING PAINTING 3D FORM</p>	<p>Nancledra Focus Artists: As per PKC</p> <p>PKC Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p>Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.</p> <p>Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.</p> <p>PAINTING</p>	<p>Nancledra Focus Artists: Dorothy Lange Kadijah Saye</p> <p>Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind</p> <p>Concepts: The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography.</p> <p>Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.</p> <p>PHOTOGRAPHY COLLAGE</p>	<p>Nancledra Focus Artists: Rufai Zakari</p> <p>PKC Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p> <p>Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art.</p> <p>Skills: Using 3d mixed media to design and create relief sculptures.</p> <p>3D FORM DRAWING</p>	<p>Art in the 20th Century – Modernism and Beyond</p> <p>Nancledra Focus Artists: Thomas J Price</p> <p>PKC Artists: Picasso, Hepworth, Auerbach, Freud, Bowling, Himid</p> <p>Concepts: Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender.</p> <p>Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>

SEND in ART

Barriers to and solutions for Engagement, Progress and Achievement in Art/DT								
	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions • Vocabularly • Managing practical interactions 	<ul style="list-style-type: none"> • Reading • Navigating classroom • Managing resources and equipment 	<ul style="list-style-type: none"> • Managing physical resources particularly "fiddly bits" such as cutting and sewing • Difficulty recording 	<ul style="list-style-type: none"> • Recall of instructions • Remembering key facts and vocab • Retaining focus 	<ul style="list-style-type: none"> • Noise and movement- over stimulation • sharing equipment • amount of vocab 	<ul style="list-style-type: none"> • waiting and frustration especially when art doesn't look as planned • turn taking • maintaining attention • recording 	<ul style="list-style-type: none"> • understanding of process, language • retention/ application of language knowledge to task • remembering vocabulary 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and "air-time"
Solutions identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> • Positioning in classroom • Soundfield • visuals 	<ul style="list-style-type: none"> • positioning • adapted resources • pre-experience/pre-teach 	<ul style="list-style-type: none"> • alternative ways of recording • prepared resources such as pre-threaded needles, cut out resources 	<ul style="list-style-type: none"> • visual representation and recording • video and pictorial instructions • well prepared resources 	<ul style="list-style-type: none"> • Own set of equipment where possible • Sufficient quiet space • Well planned transitions – ie between carpet and desk • Visual instruction • Worked examples • Noise defenders 	<ul style="list-style-type: none"> • Sufficient quiet space • Well planned transitions – ie between carpet and desk • Visual instructions • Worked examples 	<ul style="list-style-type: none"> • Word/definition bank 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Careful pairings • Own resources/working alone where appropriate

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
- For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating