

A bespoke Art Curriculum- The Tilstock Way



'Every man is an artist'
Joseph Beuys

At our school we have a strong belief that each and every one of our children is an artist.

Through our art pathway, we ensure that children develop each of the 7 areas of learning throughout each school year to enable our children to become proficient in : ***Drawing, painting, printing, collage, textiles, sculpture and ICT*** and these are revisited every year, throughout their school journey. This ensures that children have regular opportunity to develop and master the knowledge and skills required in each area to experiment, invent and create.

We teach each of these areas of learning through a variety of contexts and where possible we link each area of learning to other curriculum subjects to ensure purpose and engagement. This enables them to think critically and develop a more rigorous understanding of art and design.

Within each unit of art, children are exposed to a wide variety of artists throughout history and in the modern day, both locally and in the wider-world in a variety of cultures. This provides inspiration and an understanding of how art reflects and has shaped our history.

Children are continuously encouraged to explore their own ideas and record their experiences in their sketch books, which stay with them throughout their years of study, as a working creative individual document. Furthermore, through subject specific vocabulary, children are supported in the analysis of creative works using the language of art, craft and design.



Art

The Importance of Sketch-books



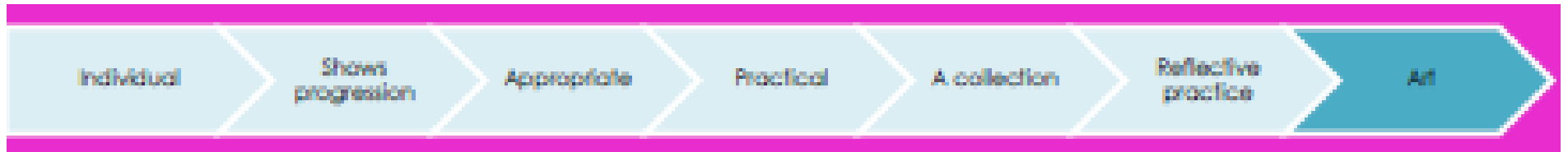
The sketchbook is an important personal record



Providing a record of ideas, collections and reflections

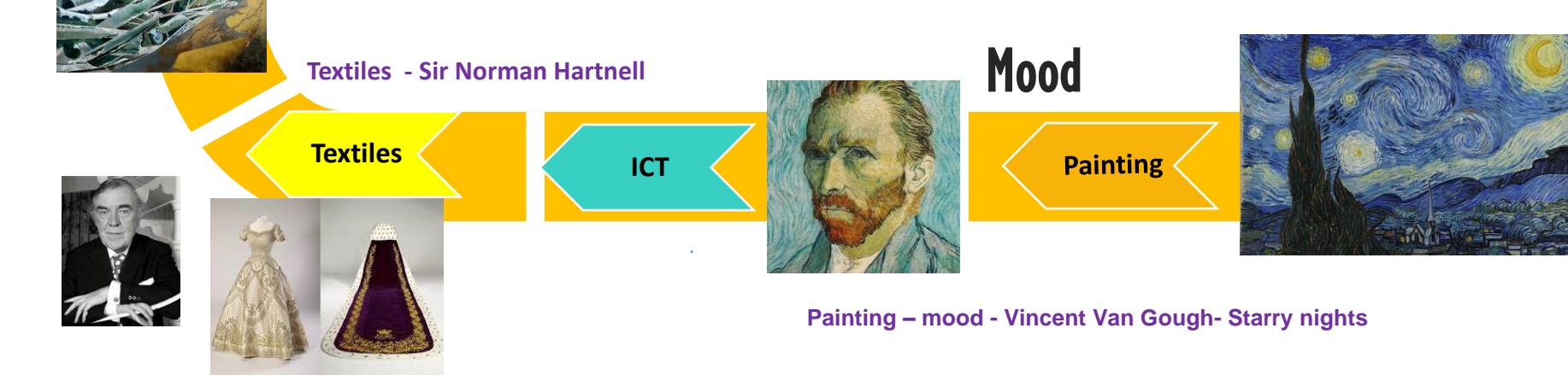
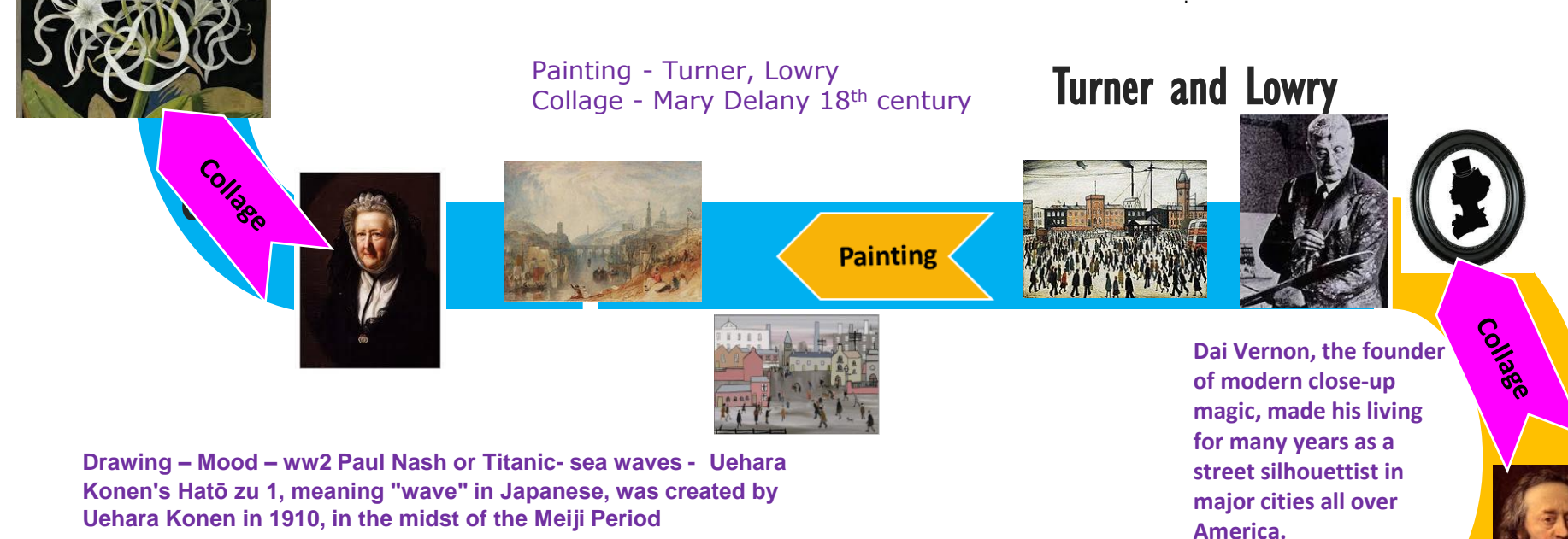
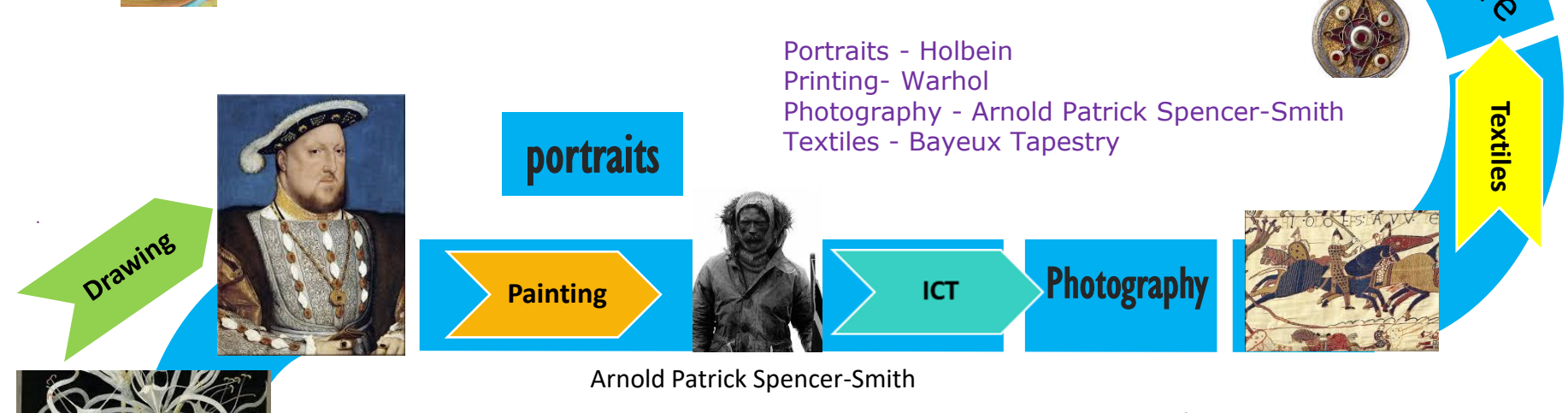
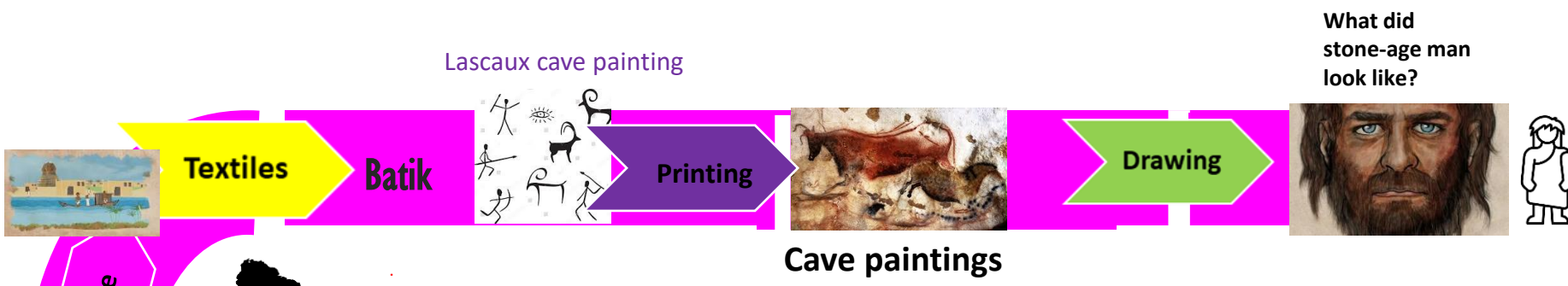


A respected document to record progression of skills throughout school



Aims	Our practice
Sketch-books have a purpose	<p>Our sketch-books are used to:</p> <ul style="list-style-type: none"> gather, collect, experiment and reflect. assess children's skills and progression. reporting and sharing with parents and governors. continue with the child throughout the school in order to show their progression of skills throughout their school journey. a way for children to express themselves and their creativity
Individual	Sketchbooks should be owned by the pupils, and should be placed at the centre of pupils' creativity. As such sketchbooks should develop personalities (a class of 30 sketchbooks should not look alike).
Progression	Sketchbooks should be used to show a journey and progression of an art unit- there should be a clear development and build-up of skills/techniques that lead to a final outcome/piece of art shown through the sketchbooks.
Appropriate use	Sketchbooks do not have to be used every single art lesson- Sometimes it is not appropriate to use sketchbooks in an art lesson e.g. doing sculpture/3D art work, display or when you need a bigger canvas than A4. Where practical art work is done teachers have the option to stick photo evidence in sketchbooks. Older children may like to stick photos in and write about what they did, the skills they used, what they enjoyed and the feedback they shared with you.
Practical	Children should paint, chalk, oil pastel, collage and print directly into sketchbooks if appropriate (e.g. if not a final piece that will be used on display) Teachers should not be afraid of using 'messy' materials in sketchbooks.
A collection	<p>The sketchbook can be used as a place to collect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Photographs <input type="checkbox"/> Photocopies of art works – even of other children's work <input type="checkbox"/> Pictures from magazines, comics, cards, calendars, stamps etc <input type="checkbox"/> Samples of textures, fabrics, and other materials <input type="checkbox"/> Titles of music used to stimulate a response <input type="checkbox"/> Poem or stories that were used to stimulate a response <input type="checkbox"/> Lists of resources that the children might need to produce a piece of art
Feedback	Marking should not comment on how good/nice the work is as this can damage children's self-esteem. Marking should be positive and constructive and should link to the key skills/techniques being taught as well as the learning objective. Marking should have a next step so that the children can improve the technique or build upon next time. 'Great toning skills used here. I like the way you caught the shadow'. 'You've made excellent use of your pencil to show gradient'

Tilstock Art Pathway



Year 5/6 Art Pathway



Subject Specific Terminology

Drawing:
Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.

Painting:
Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.

Printing:
Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.

Collage & Textiles:
Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.

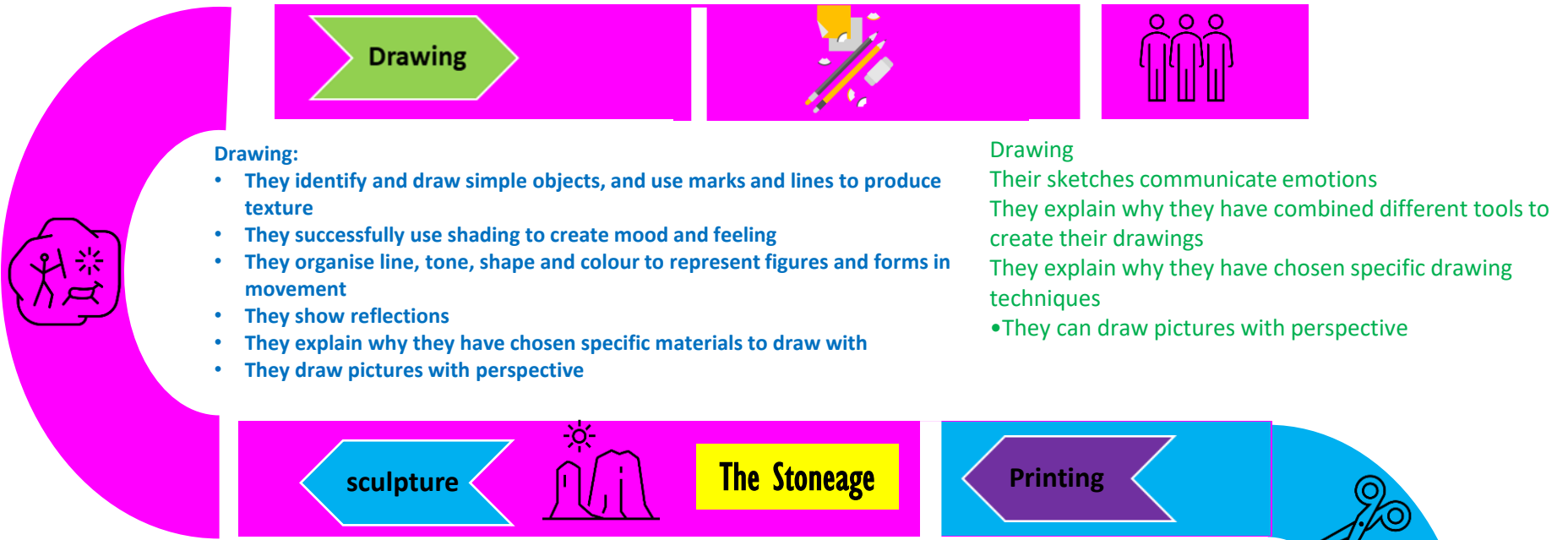


Autumn
Sketch books – year 5
Keep notes in their sketch books about how they might develop their work
Use sketch books to compare and discuss ideas with others

Spring
Sketchbooks – Year 6
They keep notes in their sketch books about how they might develop their work? They compare their methods to those of others?
They adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?

Year 5 Knowledge
Experiment with different styles which artists have used
Learn about the work of others by looking at their work in books, the internet, visit galleries and other sources of information

Year 6 knowledge
• They make a record about the styles and qualities in their work
• They say what their work is influenced by
• They include technical aspects in their work, e.g. architectural design



Drawing:

- They identify and draw simple objects, and use marks and lines to produce texture
- They successfully use shading to create mood and feeling
- They organise line, tone, shape and colour to represent figures and forms in movement
- They show reflections
- They explain why they have chosen specific materials to draw with
- They draw pictures with perspective

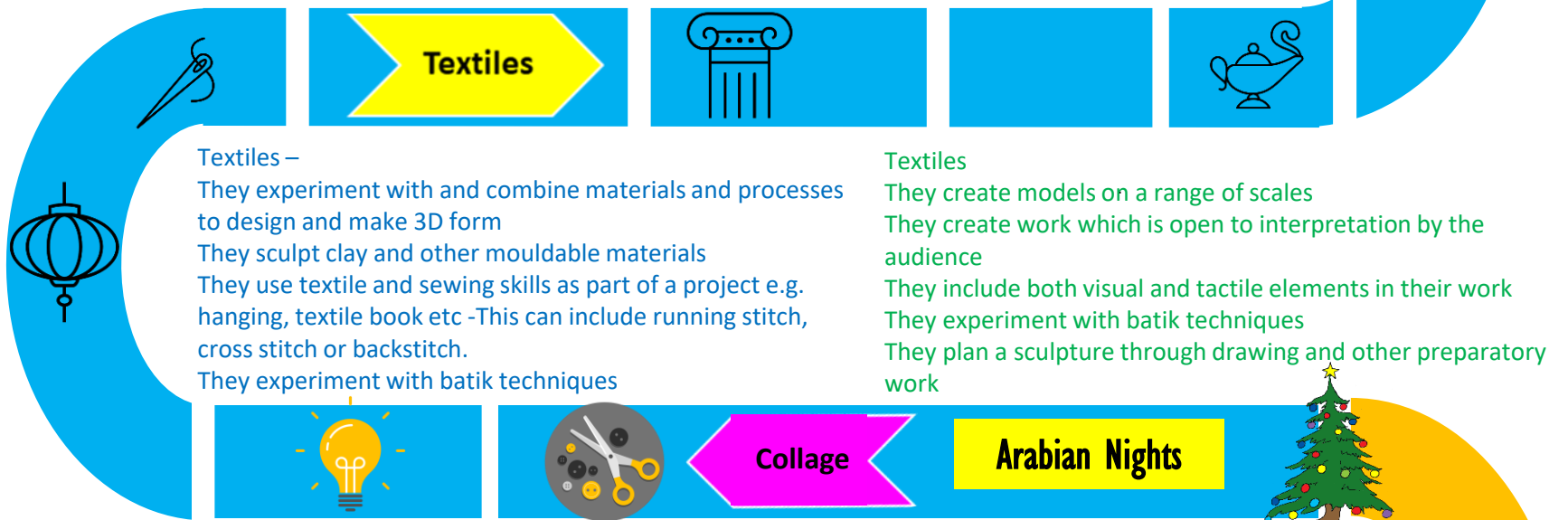
Drawing
Their sketches communicate emotions
They explain why they have combined different tools to create their drawings
They explain why they have chosen specific drawing techniques
• They can draw pictures with perspective

Sculpture I can

- work with life size materials
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas.
- To record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.

Printing:
They can print using a number of colours
They create an accurate print design that meets a given criteria

Printing
They overprint using different colours
They look very carefully at the materials they use and make decisions about the effectiveness of their printing methods



Textiles –
They experiment with and combine materials and processes to design and make 3D form
They sculpt clay and other mouldable materials
They use textile and sewing skills as part of a project e.g. hanging, textile book etc -This can include running stitch, cross stitch or backstitch.
They experiment with batik techniques

Textiles
They create models on a range of scales
They create work which is open to interpretation by the audience
They include both visual and tactile elements in their work
They experiment with batik techniques
They plan a sculpture through drawing and other preparatory work



Collage:

- They use ceramic mosaic to produce a piece of art
- They combine visual and tactile qualities to express mood and emotion

Collage

- They justify materials they have chosen
- They combine pattern, tone and shape



Painting:

- They create a range of moods in their paintings
- They express their emotions accurately through their paintings and sketches
- They explain what their own style is
- They use a wide range of techniques in their work
- They explain why they have chosen specific painting techniques



ICT

- They create pieces of artwork which includes the integration of digital images they have taken
- They combine graphics and text based on their research
- They take digital photos and use software to later them, adapt them and create work with meaning
- They create digital images with animation, video and sound to communicate their ideas

ICT
They use software packages to create pieces of digital art to design
They create a piece of art which can be used as part of a wider presentation

Drawing:
 Frame, Cartoon, Comic strip,
 Map, Position, Boundary, Label,
 Line, Symbol, Practical,
 Impractical, Change, Improve.

Painting:
 Abstract, Natural, Bold,
 Delicate, Detailed, Colour
 descriptors e.g. scarlet,
 crimson, emerald, eau de nil,
 turquoise, Watery, Intense,
 Strong, Opaque, Translucent,
 Wash, Tint, Shade, Background,
 Foreground, Middleground.

Year 3/4 Art Pathway



Printing:
 Imprint, Impression, Mould,
 Monoprint, Background,
 Marbling, Surface, Absorb,
 Stencil, Pounce, Negative
 image, Positive image.
Collage & Textiles:
 Tie and dye, Natural, Synthetic,
 Vat, Bunching, Dip, Soak,
 Resist, Threading, Stitching,
 Embroidery, Cross stitch,
 Running stitch, Stem stitch,
 Shrunken, Wool tops, Carding,
 Tease, Matting.

Subject Specific Terminology

Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.

Autumn

Spring

Summer

Year 3 Knowledge

They compare the work of different artists • explore work from other cultures • explore artwork linked to their topic • beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work

Year 4 knowledge

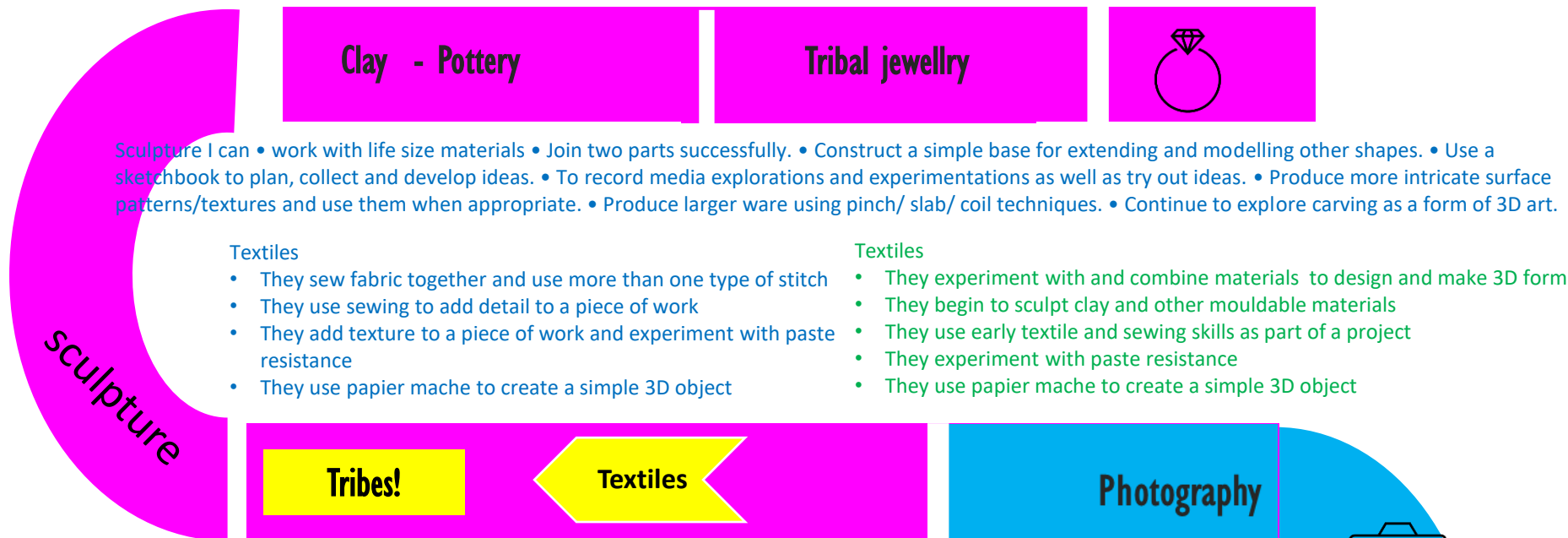
They experiment with different styles which artists have used
 They explain art linked to their topic?

Year 4 sketch books

They use their sketch books to express their feelings about various subjects and to describe their likes and dislikes
 They produce a montage all about themselves
 They use their sketchbooks to adapt and improve their original ideas
 They keep notes about the purpose of their work in the sketch books

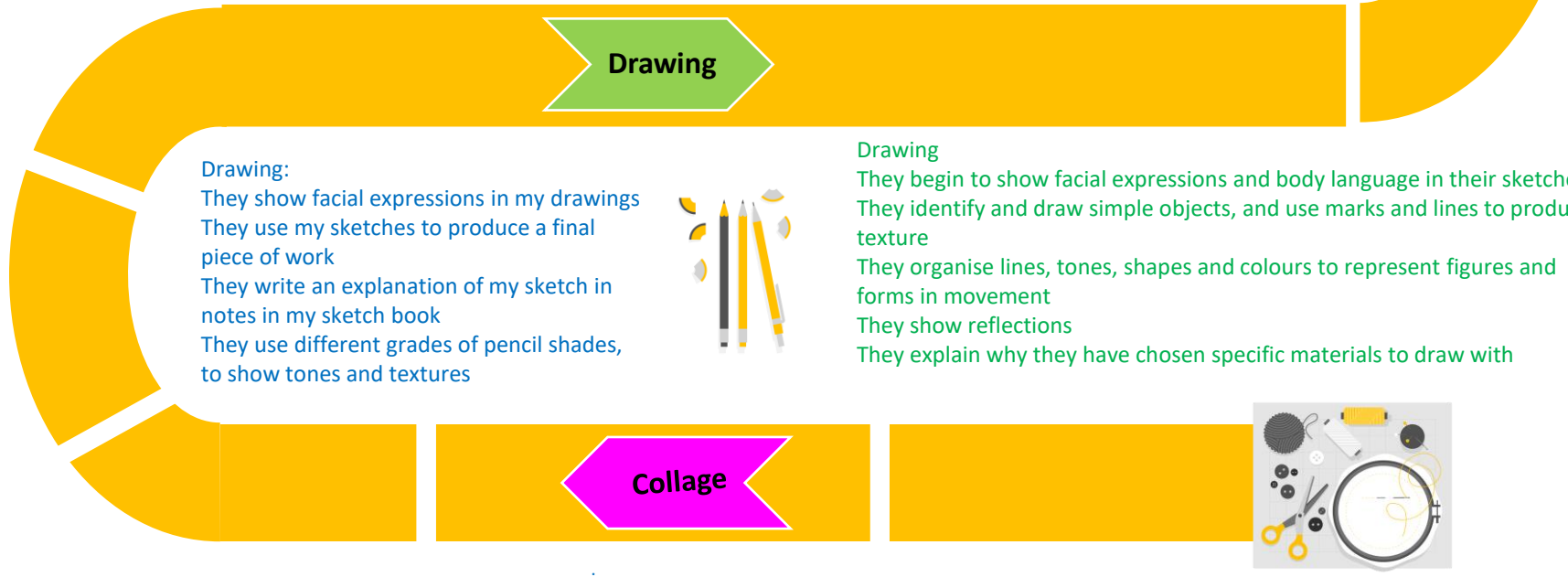
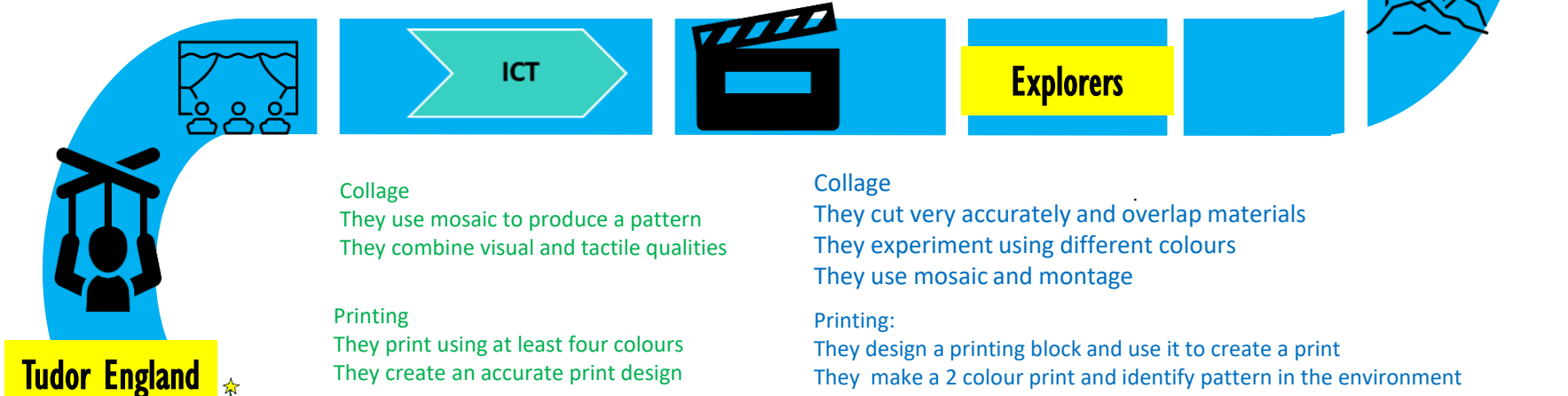
Year 5 Sketch books

They use their sketch books to express feelings about a subject and to describe my likes and dislikes
 They make notes in their sketchbooks about techniques used by an artist
 They suggest improvements to their work by keeping notes in sketch books



ICT
 They use the printed images they take with a digital camera and combine them with other media to produce artwork
 They use ICT programs to create a piece of work that includes my own work and that of others (using the web)

ICT
 They create a piece of art work which includes the integration of digital images they have taken
 They combine graphics and text based on their research



Year 1/2 Art Pathway



Drawing:
Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.

Painting:
Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.

Printing:
Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, repeat, rotate, cloth

Collage & Textiles:
Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.

Sculpture:
Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.

Subject Specific Terminology

Autumn

Spring

Summer

Year 1 Knowledge I can

- describe what I can see and like in the work of another artist / craft maker/ designer
- ask sensible questions about a piece of art
- say what I like and dislike about a piece of work

Year 2 Knowledge I can

- link colours to natural and man-made objects
- say how other artist / craft makers / designers have used colour, pattern and shape
- create a piece of work in response to another artist's work
- talk about likes and dislikes in relation to their own work and others

Sketch books

- I can set out my ideas in my sketch book

Sketch books I can

- begin to demonstrate my ideas through photographs and in my sketch books
- set out my ideas, using a variety of ideas and media in my sketch books

Still life

Collage



Collage I can

- create individual and group collages
- use different kinds of materials on my collage and explain why I have chosen them
- use repeating patterns in my collage

Collage I can

- cut and tear paper and card for my collages
- gather and sort materials I will need
- sort materials according to texture and colour

The Victorians

sculpture

Sculpture I can

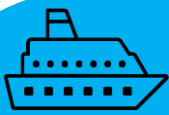
- experiment in a variety of malleable media such as clay, papier mache, salt dough, modroc.
- shape and model materials for a purpose, e.g. pot, tile from observation and imagination.
- continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- impress and apply simple decoration techniques: impressed, painted, applied.
- use tools and equipment safely and in the correct way.

Sculpture I can

- shape, form, construct and model from observation and imagination.
- use a sketchbook to plan and develop simple ideas and making simple informed choices in media.
- demonstrate experience in surface patterns/textures and use them when appropriate.
- explore carving as a form of 3D art

Printing

WW1, WW2



Drawing: I can • draw using pencils and crayons • draw lines of different shapes and thickness, using different grades of pencils • communicate something about myself • create mood

Drawing: I can

use different grades of pencils, charcoal and pastels in my drawings
create different tones using light and dark? show patterns and texture in my drawings
use a viewfinder to focus on a specific part of an artefact before drawing it

Printing: I can

- print with a variety of items
- design my own printing block

Printing: I can

- create a print inspired by an artist / craft maker
- create a repeating pattern
- make a simple printing block

Drawing

The Titanic



Textiles I can

- weave with fabric and thread and add texture by using tools
- make a variety of shapes and structures, cut, roll and coil mouldable materials
- create cords and plaits for decoration
- experiment with constructing and joining recycled, natural and manmade materials

Textiles I can

- join fabric
- create part of a class textile freeze
- create cords and plaits for decoration
- use simple 2-D shapes to create a 3-D form



Textiles

The Magical Monarchy



ICT I can

- use a simple painting program to create a picture
- use tools in a painting package • go back and change their picture

ICT I can

- create a picture independently
- use simple ICT mark-making tools e.g. brush and pen tools
- edit my own work



ICT

Painting



The moon landings

Painting: I can

- choose to use thick and thin brushes
- paint a picture of something I can see
- name the primary and secondary colours
- communicate something about myself.
- Create mood

Painting: I can

- mix paint to create all the secondary colours
- mix and match colours, predict outcomes
- make tints by adding colour to white
- make tones by adding black