# A bespoke Art CurriculumThe 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 leaning 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.


Tilstock Art Pathway


Years 1 - 6

Years I, 2
Years 3, 4
Years 5, 6


Painting Printing Collage Textiles sculpture ICT


## Painting：

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

Year 5／6 Art Pathway

## Subject Specific Terminology

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，

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

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

Replicate，Soft sculpture．
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？


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


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
sculpture

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


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

## Arabian Nights



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

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

## Painting

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


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

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, Abstract, Natural, Bold,
Delicate, Detailed, Colour Delicate, Detailed, Colou
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

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


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.

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 dis They make notes in their sketchbooks about techniques used by an artist They suggest improvements to their work by keeping notes in sketch books

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

Textiles

- They sew fabric together and use more than one type of stitch

Textiles

- They use sewing to add detail to a piece of work
- They add texture to a piece of work and experiment with paste resistance
They use papier mache to create a simple 3D object

- They experiment with and combine materials to design and make 3D form - They begin to sculpt clay and other mouldable materials - They use early textile and sewing skills as part of a project - They experiment with paste resistance
- They use papier mache to create a simple 3D object

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)

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


Collage
They use mosaic to produce a pattern
They combine visual and tactile qualities

Collage
They cut very accurately and overlap materials
They experiment using different colours
They use mosaic and montage
Printing:
They design a printing block and use it to create a print
They make a 2 colour print and identify pattern in the environment

Painting:
They predict with accuracy the colour that I mix
They know where the primary and secondary colours sit on a colour wheel
They produce a background using a wash
They use a range of brushes to create different effects
Painting

- They create all the colours they need
- They create mood in their paintings
- They successfully use shading to create mood and feeling


## Drawing

## Drawing:

They show facial expressions in $m y$ drawings They use my sketches to produce a final piece of work
They write an explanation of my sketch in notes in my sketch book
They use different grades of pencil shades, They use different grades of

Drawing
They begin to show facial expressions and body language in their sketches They identify and draw simple objects, and use marks and lines to produce texture
They organise lines, tones, shapes and colours to represent figures and forms in movement
They show reflections
They explain why they have chosen specific materials to draw with

## 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.

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

Sketch books

- I can set out my ideas in my sketch book

Year 1/2 Art Pathway
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, Bend, Attach,
Assemble, Statue Assemble, Statue,
Stone, Shell, Wood, metal.

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

- 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


Collage I can explain why I have chosen them


- create individual and group collages
- use different kinds of materials on my collage and
- 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



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

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

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

$\square$
in the correct way.

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 mak - create a repeating pattern - make a simple printing block



## 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


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.


Painting


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

