

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.

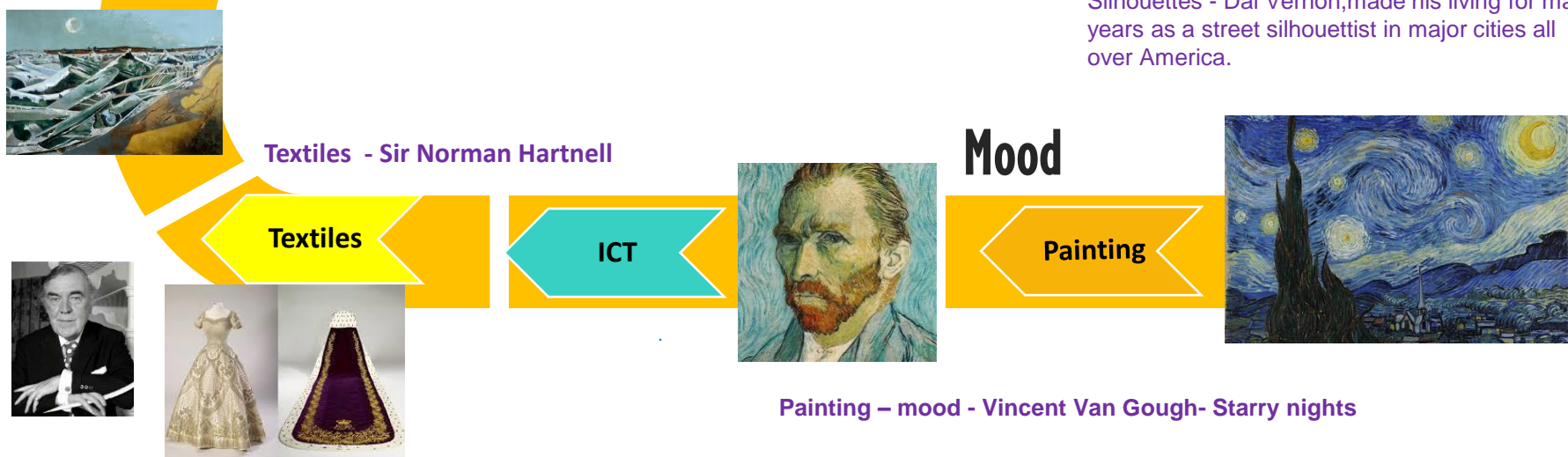
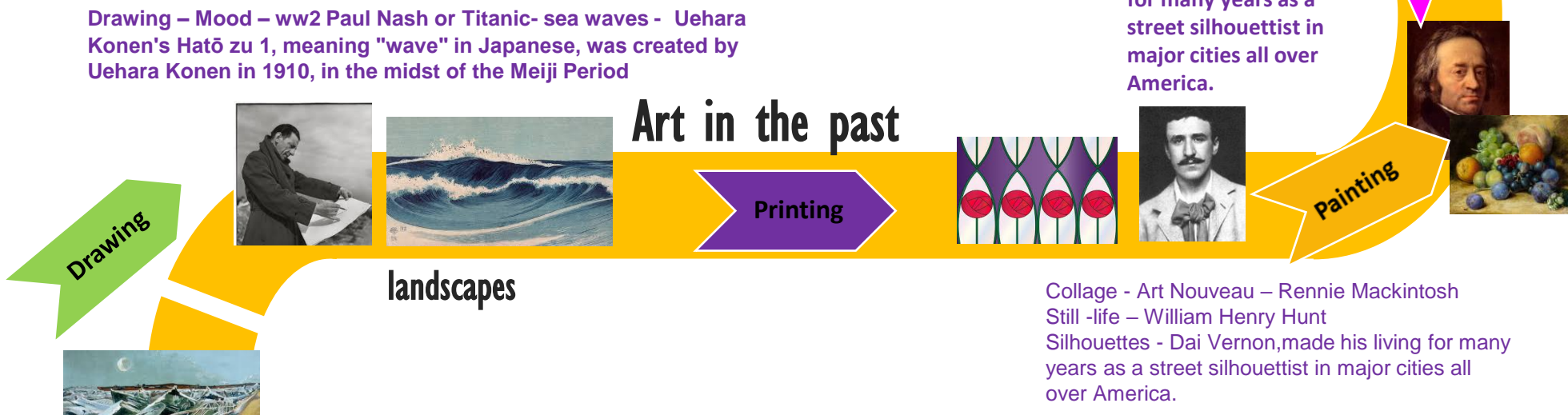
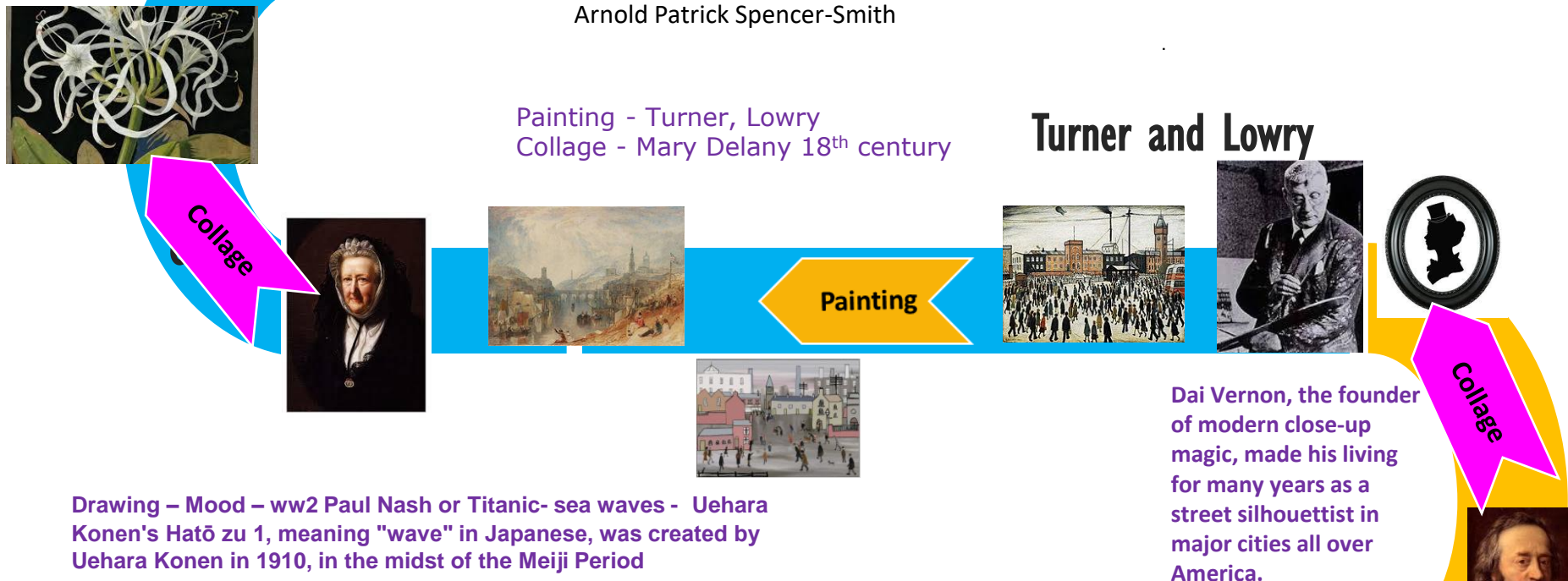
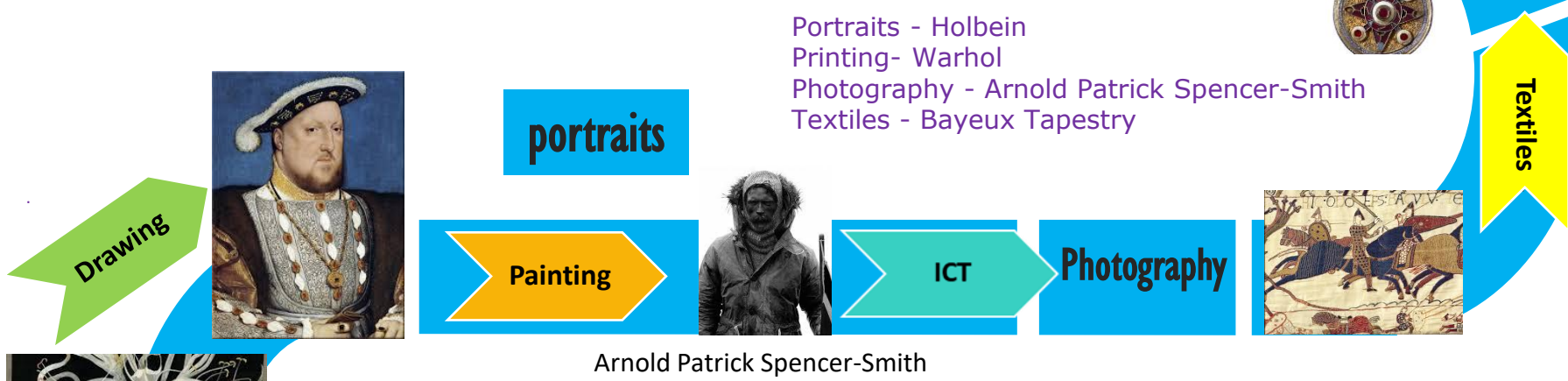
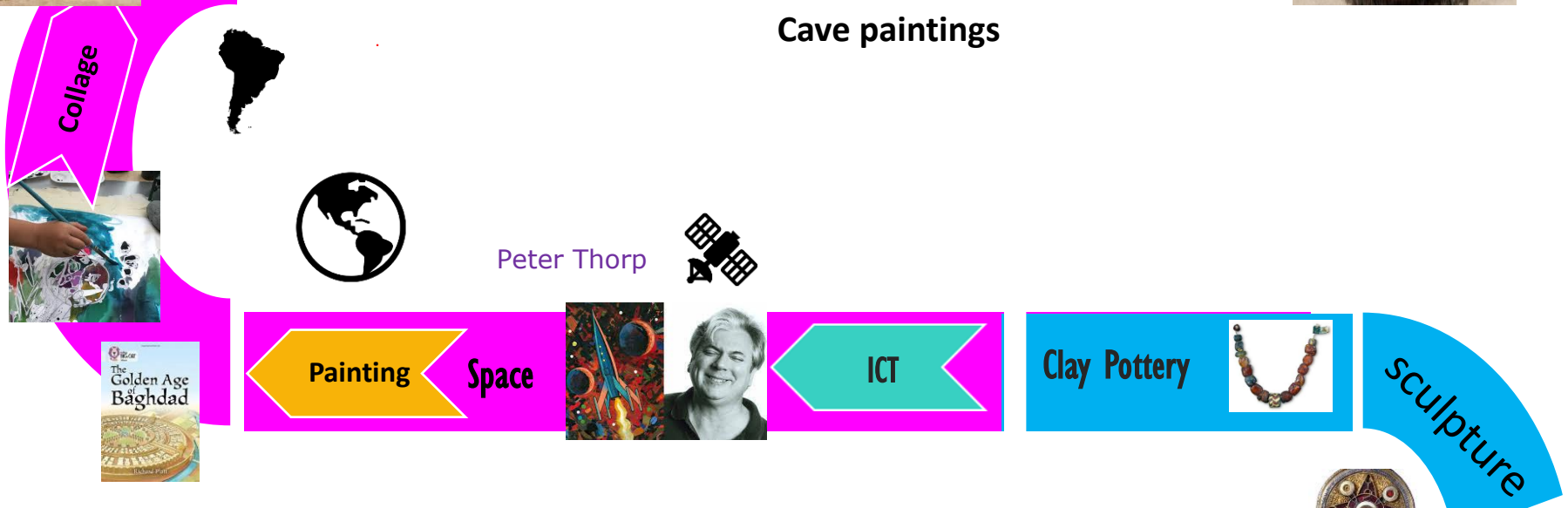
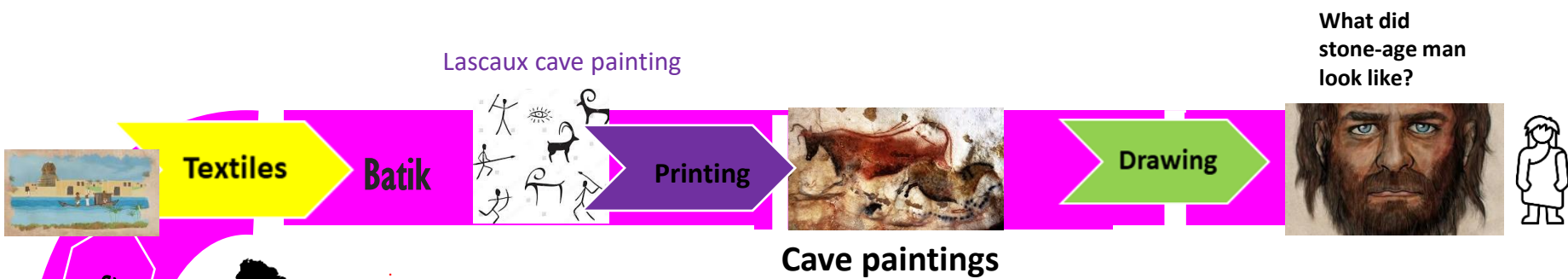
We teach each of these areas of learning through a variety of contexts and where possible we link each area of learning to other curriculum subjects to ensure purpose and engagement. This enables them to think critically and develop a more rigorous understanding of art and design.

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.



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.

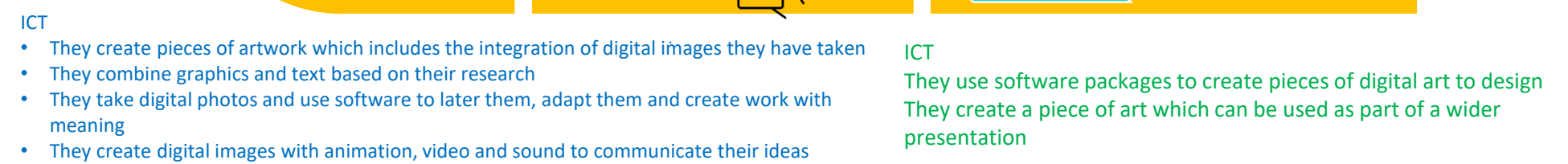
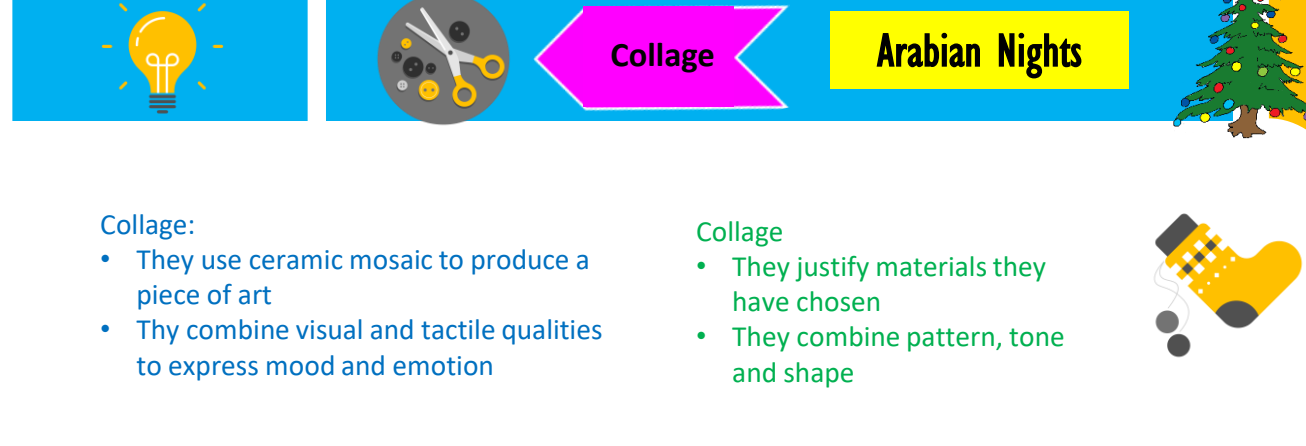
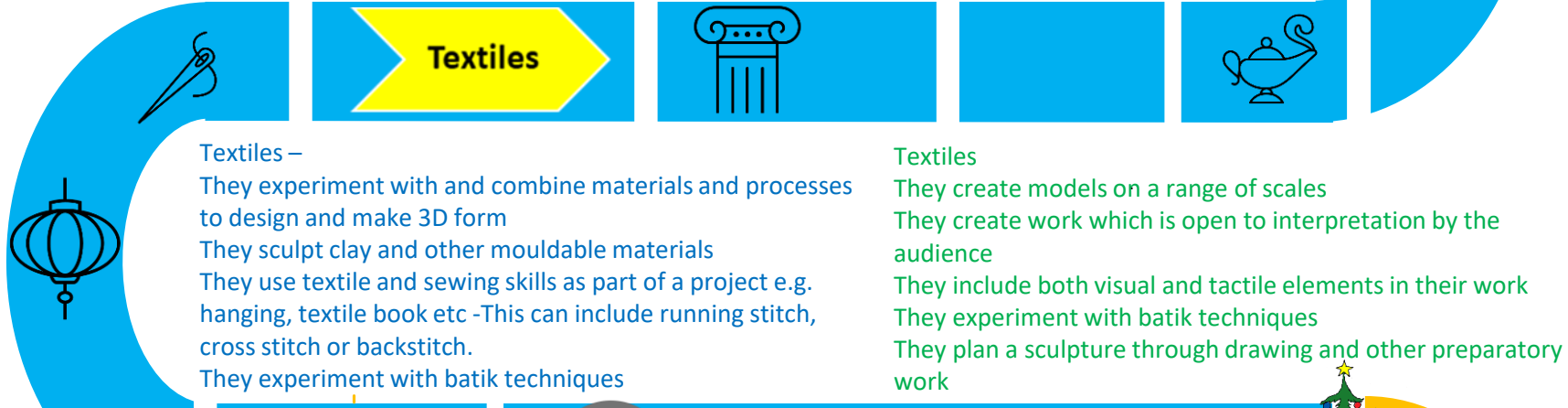
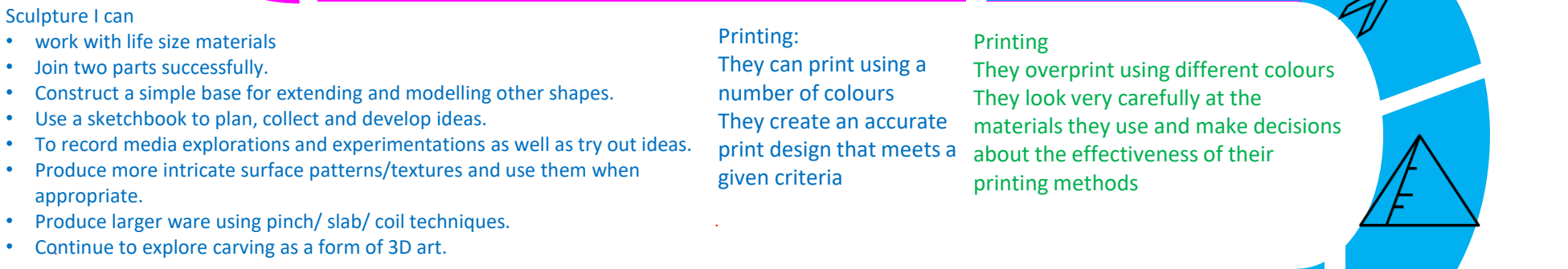


Autumn
Sketch books – year 5
Keep notes in their sketch books about how they might develop their work
Use sketch books to compare and discuss ideas with others

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:
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

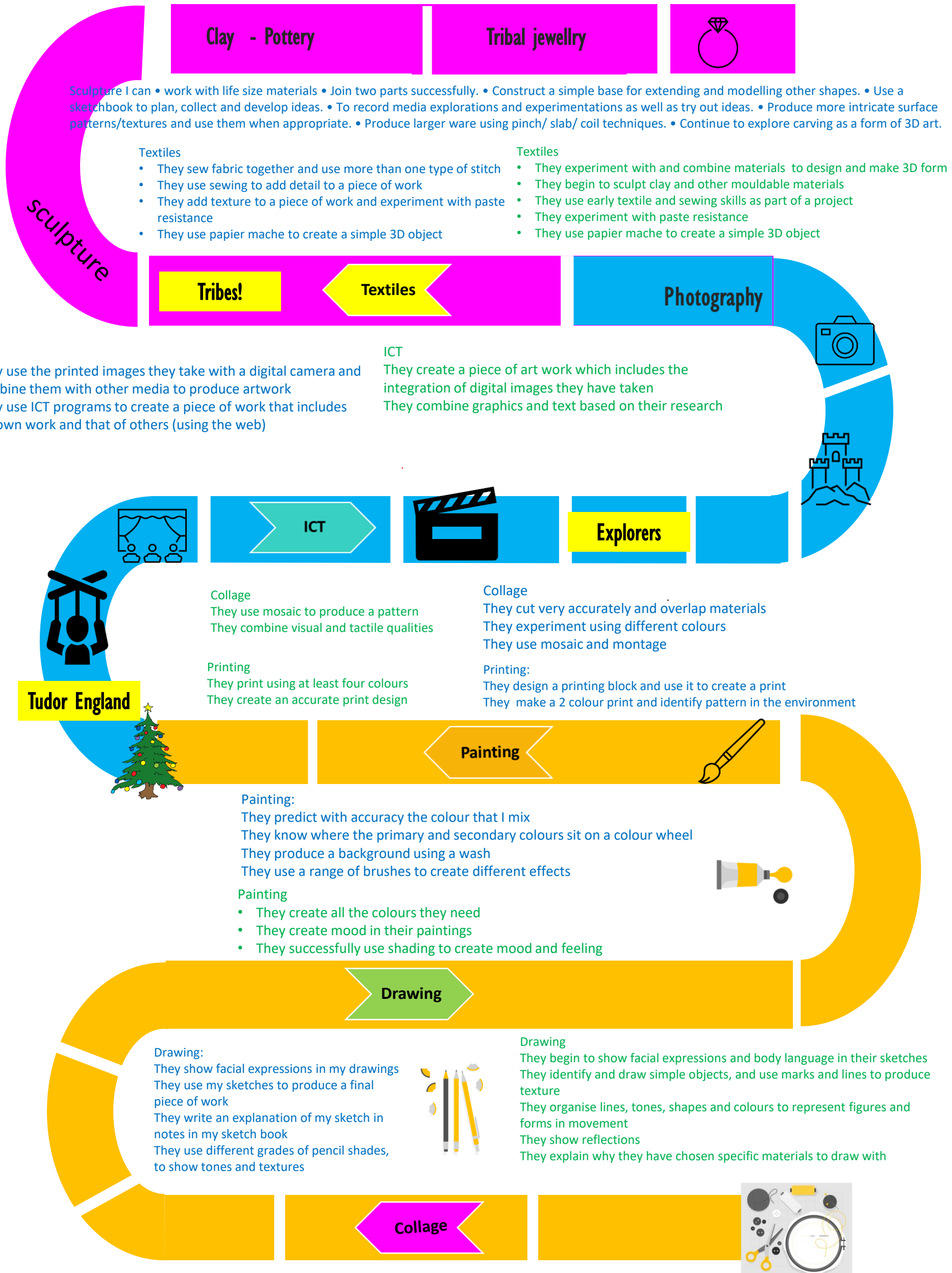
They experiment with different styles which artists have used
They explain art linked to their topic?

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



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

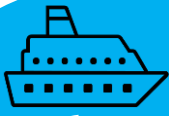
- experiment in a variety of malleable media such as clay, papier mache, salt dough, modroc.
- shape and model materials for a purpose, e.g. pot, tile from observation and imagination.
- continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- impress 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

WWI, 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