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.

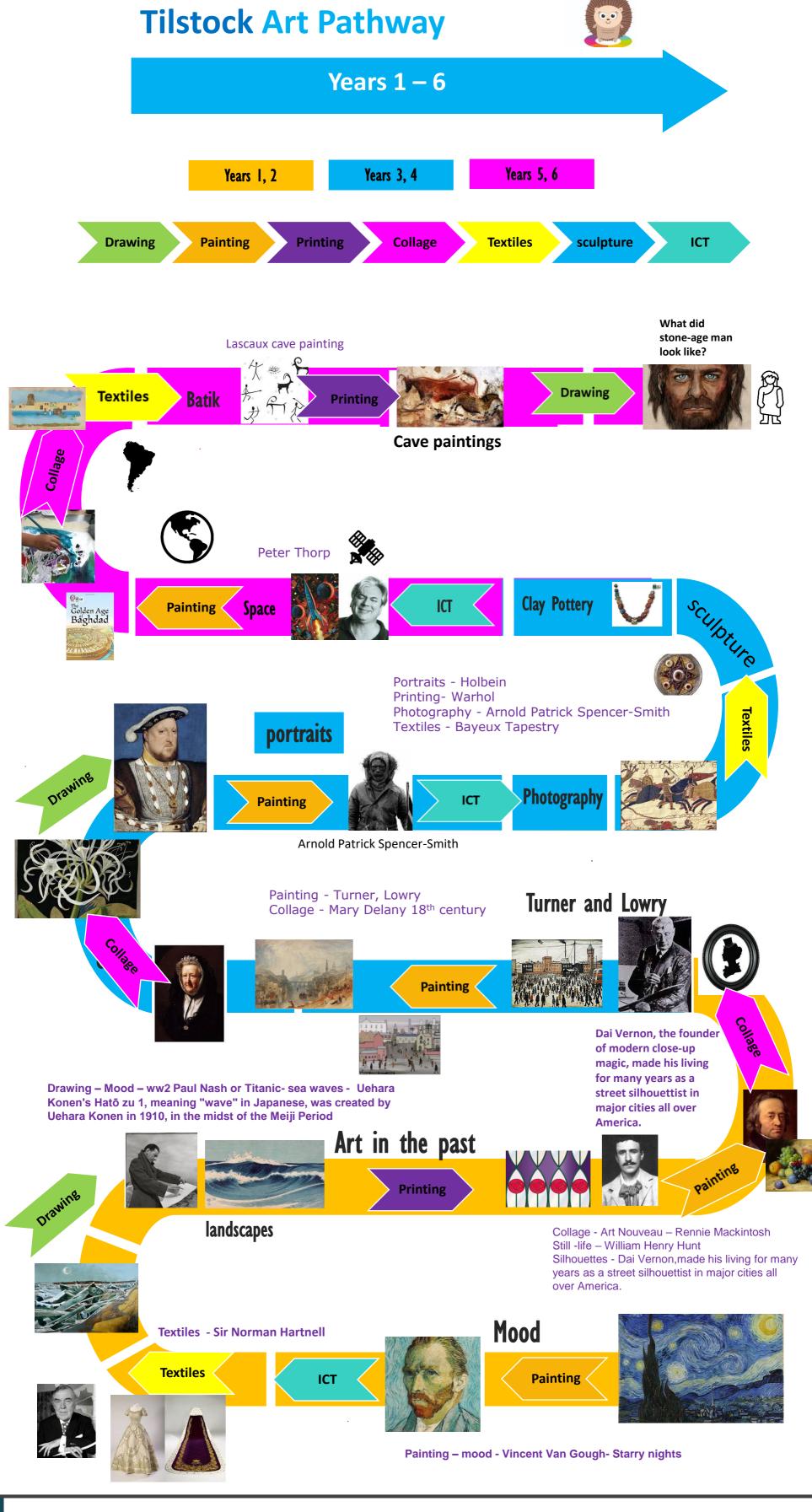
Through our art pathway, we ensure that children develop each of the 7 areas of leaning throughout each school year to enable our children to become proficient in: *Drawing, painting, printing, collage, textiles, sculpture and ICT* and these are revisited every year, throughout their school journey. 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.





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.

Year 5 Knowledge

Subject Specific Terminology

Year 5/6 Art Pathway

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

Autumn

Spring

Summer

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

Sketchbooks - Year 6

Replicate, Soft sculpture. 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 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 show reflections

They draw pictures with perspective

Learn about the work of others by looking at their work in books, the

Experiment with different styles which artists have used

internet, visit galleries and other sources of information





Printing

Their sketches communicate emotions

They explain why they have combined different tools to create their drawings

Printing:

Pressure.

Monotype, Printing plate,

based, Overlap, Intaglio,

Relief, Etching, Engraving,

Indentation, Collograph,

Collage & Textiles:

Cloth, Fray, Taffeta, Organdie, Poplin, Tweed,

Embellished, Manipulated,

Embroidered, Warp, Weft,

Inking up, Water-based, Oil-

They explain why they have chosen specific drawing techniques

•They can draw pictures with perspective

The Stoneage sculpture

They explain why they have chosen specific materials to draw with

They identify and draw simple objects, and use marks and lines to produce

They organise line, tone, shape and colour to represent figures and forms in

They successfully use shading to create mood and feeling

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













Collage







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

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

Arabian Nights

They plan a sculpture through drawing and other preparatory work



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:

- · 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
- They create digital images with animation, video and sound to communicate their ideas



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

Space

Drawing:

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

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



Subject Specific Terminology

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

Autumn

Spring

Summer

Year 4 knowledge

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

Year 4 sketch books

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

They explain art linked to their topic?

They experiment with different styles which artists have used

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 disli They make notes in their sketchbooks about techniques used by an artist

They suggest improvements to their work by keeping notes in sketch books

Pottery

Tribal jewellry



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

Textiles

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

Textiles

- 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

Tribes

Textiles

Photography

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





They use mosaic to produce a pattern

They print using at least four colours

They create an accurate print design

They combine visual and tactile qualities





They cut very accurately and overlap materials

They experiment using different colours



They make a 2 colour print and identify pattern in the environment



Collage

Printing: They design a printing block and use it to create a print





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





They show facial expressions in my 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, to show tones and textures



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

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





Yr 4, 5 skills • Technical Terminology • Knowledge

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.

Subject Specific Terminology

Year 1/2 Art Pathway

Printing:

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

Autumn

Spring

Summer

Sculpture:

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

Collage & Textiles:

Stick, Scissors, Sew,

Scraps, Wool, Yarn,

Satin, Net, Weave.

Needle, Felt, Hessian,

Thread, Fur, Tweed, Silk,

Fabric, Colour, Pattern, Shape, Texture, Glue,

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

Sketch books

I can set out my ideas in my sketch book

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



Still life

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

Collage

- 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 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

sculpture

design my own printing block

Printing: I can

- create a print inspired by an artist / craft make
- 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





The Magical Monarchy

ICT I can

Textiles

- 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
- edit my own work



ICT

- choose to use thick and thin brushes
- paint a picture of something I can see
- communicate something about myself.

Painting: I can

Painting

- 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

The moon landings





- name the primary and secondary colours
 - Create mood