





Squirrel Class 2 Year Rolling Art Curriculum

A spiral approach to the Art curriculum revisits creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions to support progression and secure learning for pupils, and help teachers with sequencing. It is frequently acknowledged that Art benefits from a spiral approach to the curriculum, revisiting concepts, and capabilities to build up pupils' depth of knowledge, understanding and skills, so enabling them to make progress. Our topic units are carefully planned, providing opportunities to develop pupils' learning guided by the aspects and dimensions of history, and revisiting and building on previous learning in an engaging curriculum.

Year 1, Year 2, and the Key Stage National Curriculum statements

Aspects of achievement in History	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;">Yr A: Magnificent Monarchy – The Queen’s coronation</p>  <p>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</p>	<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;">Yr A: Titanic! - Seascapes Yr B: Evacuees – The white cliffs of dover</p> 	<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;">Yr A: The Victorians – William Morris prints Yr B: Treasure Island – Nature sculptures</p> 	End of Key stage Expectations		
<p>Substantive knowledge</p> <p>By the end of year 1 children should know</p> <ol style="list-style-type: none"> how to recognise and describe some simple characteristics of different kinds of art, craft and design. the names of the tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use. <p>By the end of year 2:</p> <ol style="list-style-type: none"> that different forms of creative works are made by artists, craftspeople, and designers, from all cultures and times. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) 	<p>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</p> <p style="text-align: center;">Yr B: The Moon landings – The moon</p>  <p>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 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</p> <p>Knowledge: Van Gough – Starry Night Van Gogh was a Dutch artist who painted portraits and landscapes. He used water colour and oil paint and is famous for using bright colours in his work Claude Monet is a French artist famous for painting landscapes Van Gogh moved to Paris when he became interested in impressionism Impressionism is a style of painting that uses dabs of paint and colour with visible brush strokes Van Gogh was very interested in the nighttime, he used paint to create a swirling effect and yellow paint to make to look as through the moon and stars were glowing</p>	<p>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 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</p> <p>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 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</p> <p>J M W Turner was a famous British artist who painted a range of seascapes inspired by the changing state of light. Turner’s most famous works create atmospheric effects Specific primary colours can be mixed to make specific secondary colours and tertiary colours. Paintings can evoke emotions and personal response Varying tones can be created with the use of colour A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours</p>	<p>Printing: I can print with a variety of items design my own printing block create a print inspired by an artist / craft maker / designer create a repeating pattern make a simple printing block</p> <p>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 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</p> <p>William Morris was a British textile designer best known for creating wall paper and textile designs during the Victorian era</p>	<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
<p>Disciplinary knowledge</p> <p>By the end of year 1 pupils should be able to</p> <ol style="list-style-type: none"> recognise that ideas can be expressed in art work. experiment with an open mind try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities. Show interest in and describe what they think about the work of others 	<p>Shape</p> <ul style="list-style-type: none"> Observe and represent shapes in the face accurately Understand that form is three dimensional and has height, length, and width record shapes accurately taking account of their relationship to one another Consider the impact on their composition of the positioning of different shapes 	<p>Pattern</p> <ul style="list-style-type: none"> explore and create repeating patterns, where placement is controlled and not random Investigation of pattern and symmetry within the architecture of a building Consider the effect of the juxtaposition of hot colours and black in a random arrangement 	<p>Colour</p> <ul style="list-style-type: none"> Know how to make secondary colours from primary colours Know how to make a colour lighter or darker by adding white/black Use colour and painting skills to apply surface techniques to create or suggest a place or time select from a limited palette to create mood and feeling consider the use of colour for effect – warm and hot colours Use contrasting colours together for impact – draw on previous knowledge and apply in own work. 	<p>Form</p> <ul style="list-style-type: none"> Know how this is different to a flat image, drawing or painting add light and dark through shading and cross hatching space develop an awareness of the spaces between shapes consider how the space between, above and below collaged areas contributes to the overall effect of the piece 	<p>Line</p> <ul style="list-style-type: none"> use line to represent the texture of different parts of the building Explore tone using different grades of pencil, experiment and investigate 	

Otter Class 2 Year Rolling Art Curriculum

Year 3, Year 4, and the Key Stage National Curriculum statements

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Aspects of achievement in History	Autumn Year A: Fire! Fire! – colour mixing Year B: The Industrial revolution – tile making	Spring Year B: Explorers – Discovering textiles from India Year B: Invaders – Viking collages	Summer Year A: Henry VIII – Tudor portraits Year B: The Georgians – Printed cloth	End of Key stage Expectations	
Substantive	<p>Painting: Children will learn predict with accuracy the colour that I mix know where the primary and secondary colours sit on a colour wheel produce a background using a wash use a range of brushes to create different effects#</p> <p>Sculpture: Children will learn Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. 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.</p>	<p>Textiles I can sew fabric together use more than one type of stitch use sewing to add detail to a piece of work add texture to a piece of work experiment with paste resistance</p> <p>Collage I can cut very accurately and overlap materials experiment using different colours use mosaic and montage</p>	<p>Drawing: I can show facial expressions in my drawings use my sketches to produce a final piece of work write an explanation of my sketch in notes in my sketch book use different grades of pencil shades, to show tones and textures</p> <p>Printing: I can design a printing block and use it to create a print make a 2 colour print identify pattern in the environment</p>	<p>Key stage 2 Pupils should be taught to:</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ☑ about great artists, architects and designers in history.</p>	
Disciplinary	<p>Colour Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings represent things observed or remembered using colour, selecting appropriate paint, colour and brushes Experiment with colour to portray a symbolic message. Experiment with colour to portray a cultural message Select colours to overlap for effect and to create mood</p>	<p>Form build on understanding of layering to create a robust 3D structure</p>	<p>Line Understand how line can be affected by the nature of the range of tools used. Make decisions about which tools to select for the type of line required Make choices of tool, based on the quality of the lines they produce – width, depth, feel Consider the type of line used in the motif. How does this help the motif to tessellate?</p>	<p>Shape consider shapes drawn and the surrounding spaces –how will colour be used in both these areas? Recreate shapes from ancient Islamic art, using curved, straight, dotted lines and the shapes they define Work in 3D on a small scale and combine to make a 3D image Consider size, shape, arrangement of space between and around the motif. How is colour used to emphasize the motif or to extend the motif?</p>	<p>Pattern investigate and apply geometric and interlacing patterns from other cultures and times Apply recognized patterns to their own work, adapt and apply using spatial and geometrical thinking Investigate and apply understanding of pattern: geometric shapes in Islamic pattern (arabesque) Recognise patterns in industrial shapes and use as inspiration for own patterns, make choices about what is repeated and how it is repeated – is the pattern regular or irregular? Understand motif as a single element within a more complex arrangement</p>




Badger Class 2 Year Rolling History Curriculum

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Year 5, Year 6, and the Key Stage National Curriculum statements

Aspects of achievement in History	<p style="text-align: center;">Autumn Year A: Ancient Egypt/ Maya Year B: Ancient Greece</p> 			<p style="text-align: center;">Spring America! - Seascapes The Romans - mosaics</p> 		<p style="text-align: center;">Summer Textile landscapes Inventions – Greek architecture – gargoyles</p> 		End of Key stage Expectations
Substantive	<p>Drawing: I can show facial expressions in my drawings use my sketches to produce a final piece of work write an explanation of my sketch in notes in my sketch book use different grades of pencil shades, to show tones and textures</p> <p>Printing: I can design a printing block and use it to create a print make a 2-colour print identify pattern in the environment</p> <p>Knowledge: Printing and pattern has been used on pottery throughout history. Civilisations have used pattern on pottery to tell stories.</p>			<p>Painting: I can predict with accuracy the colour that I mix know where the primary and secondary colours sit on a colour wheel produce a background using a wash use a range of brushes to create different effects</p> <p>Collage I can cut very accurately and overlap materials experiment using different colours use mosaic and montage</p>		<p>Textiles I can sew fabric together use more than one type of stitch use sewing to add detail to a piece of work add texture to a piece of work experiment with paste resistance use papier Mache to create a simple 3D object</p> <p>Sculpture I can 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. Gargoyles: By definition, a gargoyle is a carving which projects out from a wall, the purpose of which is to drain rainwater away from the wall. Given their utilitarian purpose of water drainage, gargoyles generally have a pipe projecting through the carving itself.</p>		<p>Key stage 2 Pupils should be taught to</p> <p>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p>
Disciplinary	<p>Shape Understand how an overall image is made from the placement of a series of coloured squares Understand and represent proportion accurately</p>	<p>Space Understand how blocking out space projects an image forward How have decisions been made about the layout of the images, text and the background space, spaced between items?</p>	<p>Line consider the visual impact of hard straight lines and symbols Make decisions about the width and type of lines used to decorate or to represent factors of cultural or religious significance • How have decisions been made about line size, style, width and colour in line with the brief? What is the impact on the reader?</p>	<p>Colour Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece Create a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. Mix a full range of colours and shades from a standard water colour palette Understand darkness as the absence of light, Recognise and make choices around the elements of dark against light and light against dark Convey tonal features Investigate different type faces – what is their impact on the reader? How does typeface reflect the time, culture, purpose of the piece? • Mixing and matching colour for effect (to resemble precious metals) • Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour. Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text.</p>	<p>Pattern • Apply previous knowledge of band patterns, considering rotation, reflection</p>	<p>Texture Work in raised relief, using smaller tiles (coloured glass tiles, broken up mosaic style bathroom tiles) to create an image on a larger clay tile Understand how to use brushes of different sizes to create effects that recreate texture in a 2D painting e.g. stippling, dabbing, washing Apply knowledge of using a range of tools to create rough and smooth textures on the surface of the clay, as appropriate for the nature of the piece</p>	<p>Form Build complexity into the surface of a 3D piece How is form created by what is cut out and what is left where pieces have been removed? Continue to develop solid 3D skills, working on a range of scales – small scale, precision How have images been made to look 3D? How have 2 and 3D images been combined?</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.</p>

Assessment tables

Early Years and Key Stage 1			
	EYFS	Yr. 1	Yr. 2
Skills	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> 1. work purposefully responding to colours, shapes, materials etc. 2. create simple representations of people and other things 	<ol style="list-style-type: none"> 1. recognise that ideas can be expressed in art work 2. experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i> 	<ol style="list-style-type: none"> 1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> 3. work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials 	<ol style="list-style-type: none"> 3. try out a range of materials and processes and recognise that they have different qualities 4. use materials purposefully to achieve particular characteristics or qualities 	<ol style="list-style-type: none"> 3. deliberately choose to use particular techniques for a given purpose 4. develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> 5. recognise and describe key features of their own and others' work 	<ol style="list-style-type: none"> 5. Show interest in and describe what they think about the work of others 	<ol style="list-style-type: none"> 5. When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> 6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing 	<ol style="list-style-type: none"> 6. how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ol style="list-style-type: none"> 6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i>

Key Stage 2 Years 3 and 4

	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ol style="list-style-type: none"> about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> <i>1 is about researching and developing ideas</i> <i>2 is the sketchbook thread, recording and experimenting</i> <i>3 is about exploring and developing skills and techniques</i> <i>4 is about applying and using technical skills and acquiring mastery</i> <i>5 is about making judgements</i> <i>6 is about the knowledge of art, cultural context etc.</i> <i>7 is about the knowledge of media, processes, techniques etc.</i> 	

KS2 Years 5 and 6

	Yr. 5	Yr. 6
Skills	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ol style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ol style="list-style-type: none"> provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. how to describe the processes they are using and how they hope to achieve high quality outcomes 	<ol style="list-style-type: none"> how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.