



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

At Westbury-on-Severn C of E Primary School we believe that the teaching of Art and Design should engage, inspire, and challenge pupils to embrace and develop their creativity. It should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design based upon a rich and thorough knowledge of key **artists** that influence our lives today, as well as the knowledge of the skills and techniques they used. Teaching will be of a high quality and will include technical demonstrations of techniques and relevant artist links. Children will learn about great artists, craft makers and designers. They will also begin to understand the historical and cultural development of different art forms. This knowledge will be used to help inspire their designs, and sketchbooks will show a clear development of ideas and skills throughout the years based on different topics. Children will become proficient over the years in drawing, painting, 3D sculpture, printmaking and textile related crafts. They will develop techniques in using colour, pattern, texture, line, shape, form and space. Within Key Stage 2 they will improve their mastery of these techniques and develop a more rigorous understanding of Art and Design. Children will also be able to critically evaluate and analyse their own, others' and important artists' work, using technical vocabulary and aspirations that they have, for high quality outcomes. This will include looking at similarities, differences, techniques used and suggesting possible improvements. Our Art and Design Curriculum will provide children with the relevant knowledge and skills required for the subject at KS3 and will instil within them a love of Art and creativity, which we hope they will continue to use throughout their lives.

Art	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Knowledge	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail,	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their	to use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture,	to use a range of materials creatively to design and make products to use drawing 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	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 with a range of materials [for example, pencil, charcoal] Learn about great artists, architects and designers in history.			

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Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

	<p>such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes & scissors.</p>	<p>line, shape, form and space learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		
Drawing Skills	<p>Begin to use a variety of drawing tools – felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, DoodleBuddy on ipads, 2Paint on laptops, messy play mark making, marbling ink, water on surfaces, sand tray mark making Use drawings to tell a story Investigate different lines</p>	<p>Extend the variety of drawings tools Explore different patterns Observe and draw landscapes Observe textures observe anatomy (faces, limbs) Sketch</p>	<p>Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, Use of light and dark Sketch to make quick records</p>	<p>Experiment with the potential of various pencils Close observation Initial sketches as a preparation for painting Accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings</p>	<p>Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective</p>
Thematic Focus		<p>LS Lowry William Brown – Bears</p>	<p>Beatrix Potter Damien Hirst Cave Paintings – pastels</p>	<p>Rangoli designs – repeating patterns Portraits of Kings and Queens- looking at a range of historical painting approaches Drawings of the local area using Perspective Representing Greek Architecture using chalk and charcoal.</p>		



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

<p>Painting Knowledge</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>to use a range of materials creatively to design and make products to use painting 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>to use a range of materials creatively to design and make products to use painting 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.</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 painting with a range of materials [for example, paints] Learn about great artists, architects and designers in history.</p>
<p>Painting Skills</p>	<p>Experiment with a variety of media of media; different brush sizes and tools. i.e. sponge brushes, fingers, twigs Begin to control the types of marks made with the</p>	<p>Experiment with a variety of media; different brush sizes and tools. i.e. sponge brushes, fingers, twigs Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketchbook.</p>	<p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Start to mix a range of secondary colours, moving towards predicting resulting colours. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Annotate work in sketchbook.</p>	



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

	<p>range of media. Paint on different surfaces with a range of media.</p>	<p>Use light and dark within painting. Mix colour, shades and tones.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Look at and talk about own work and that of other artists and the similarities in the techniques they had used.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Explore 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> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Start to look at working in the style of a selected artist (not copying).</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review your own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
Focus		<p>Warhol: self-portraits Henry De La Beche – watercolour Van Gogh: texture painting Peter Thorpe – Abstract Pop Art – superheroes</p>	<p>Self- portraits: Gwen John and Picasso Aboriginal Art Mixed media artwork showing the Northern Lights</p>	<p>Self Portraits – Frida Kahlo, the Surrealists, Rembrandt, Van Gogh Mayan Art Mike Barrett – mixed media</p>
Printing Knowledge	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use printing to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use printing to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including printing with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes & scissors.	line, shape, form and space learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	line, shape, form and space learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Printing Skills	<p>Explore taking rubbings: leaf, brick, coin.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Develop simple patterns by using objects.</p> <p>Explore using stencils to create a picture.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Look at and talk about own work and that of other artists and the similarity in techniques they had used.</p>	<p>Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes and take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Create repeating patterns.</p> <p>Explore 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> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Use tools in a safe way.</p> <p>Develop ideas from a range of sources.</p> <p>Demonstrate experience in fabric printing.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how</p>	

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Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

				they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	
Focus		Printing Castles	Printing Roman Mosaics	Printed Wall Art – Banksy and Lady Pink	
Textiles Knowledge	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	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, with a range of materials Learn about great artists, architects and designers in history.

A small school, dreaming big



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

	different textures	Suggested tools: pencils for drawing and writing, paintbrushes & scissors.			
Textiles Skills	Explore playing with and using a variety of textiles and fabric. Show experience of weaving using natural and manmade materials understand the process and some techniques. Show experience in fabric collage: layering fabric. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.	Show awareness and name a range of different fabrics. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries.	Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Apply decoration using needle and thread: buttons, sequins. Change and modify threads and fabrics, Use language appropriate to skill and technique. Use a number of different stitches creatively to produce different patterns and textures. Become confident in applying colour with printing, tie dye. Use batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.		

A small school, dreaming big



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

				Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Identify changes they might make or how their work could be developed further.	
Focus		Sophie Standing - Elmer Collage/ sewing			Fabric Coats of arms (predesigned) using a mixed media approach
3D Knowledge	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	to use a range of materials creatively to design and make products to use 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 learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	to use a range of materials creatively to design and make products to use 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 learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	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 sculpture Learn about great artists, architects and designers in history.



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

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3D Skills	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied to create simple surface patterns</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what I have produced, describing simple techniques and media used.</p> <p>Look at and talk about work of other artists and the techniques they had used.</p>	<p>Use equipment and media with confidence and learn to secure work to continue at a later date.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Join two parts successfully. I can make a slip to join to pieces of clay.</p> <p>Produce surface patterns/ textures and use them when appropriate.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas and to record media explorations and experimentations as well as try out ideas.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and make links to my own work</p>	<p>Work in a safe, organised way, caring for equipment and secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations: newspaper frame for modroc. .</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources and use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in my sketchbook.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>	



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School: Art Curriculum

		I can discuss my own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Discuss and review my own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to me.
Focus	Elizabeth Frink – farm animal sculpture Lesley Anne Greene - African animal sculptures	Lion Man sculpture 'Shadowologist' Vincent Bal	Greek Theatre masks Dragon eyes