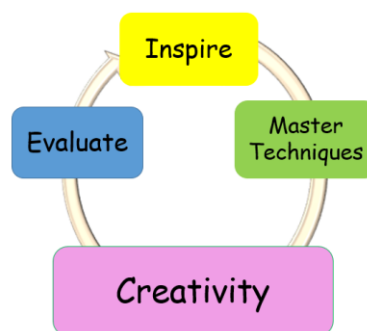


Our Curriculum - Art

"Live life in all its Fullness"

Art - At Leverton Academy we want our children to have the confidence and skills to be inspired by artists, master techniques, be creative and develop their ideas. We provide regular, repeated opportunities to explore our Art and Design Wheel during their time at our school from Reception to Year 6.



Progression

Concept	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inspire	To talk about the artwork, they have made	<ul style="list-style-type: none"> - To begin talk about what they like about a piece of art work. To independently select and use the tools they require for the desired outcome 	<ul style="list-style-type: none"> -To begin to respond to ideas that have been provided. -To begin to explore suggested ideas and collect visual information. -To know different methods and materials as ideas develop. 	<ul style="list-style-type: none"> -To respond to ideas and starting points. -To explore ideas and collect visual information. -To apply different methods and materials as ideas develop. -To describe the work of notable artists, artisans and designers. 	<ul style="list-style-type: none"> -To begin to develop their own ideas from starting point. - With support, select inspiration from information, sketches and resources provided. -To know how to adapt their own ideas as they progress. -To comment on artworks using 	<ul style="list-style-type: none"> -To develop ideas from starting points independently. -To know that information, sketches and resources will support inspiration. -To adapt and refine ideas as they progress. -To know a wide range of visual language and make comment on artworks. 	<ul style="list-style-type: none"> -To develop and begin to extend their own ideas from starting points. -With support, collect information sketches and resources to build a portfolio of ideas. -With support and modelling, begin to spot the potential in unexpected results as work progresses. -To know and use a fluent grasp of visual 	<ul style="list-style-type: none"> -To develop and imaginatively extend ideas from starting points throughout the curriculum. -To collect information, sketches and resources and present ideas imaginatively to create a portfolio. -To explore potential from

		<p>To talk about their own work using appropriate vocabulary</p> <p>To know the name of some famous artists (Van Gogh, Pollock, Giacometti)</p> <p>To know what an art gallery is</p> <p>To design a product for a purpose</p> <p>To talk about materials, they intend to use in their design</p>	<p>-To begin to discuss the work or artists and artisans that are studied.</p>	<p>-To use some of the ideas of artists studied to create pieces.</p>	<p>appropriate visual language.</p> <p>-</p>		<p>language when commenting on artworks.</p>	<p>pieces during progression.</p> <p>-To know and use a fluent grasp of visual language when commenting on artworks.</p>
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Master techniques

Painting	<p>To know that colours can change when they are mixed</p> <p>To explore the colours that are made when they are mixed</p>	<p>To know how to mix primary colours to make orange, green and purple</p> <p>To know how to make colours lighter and darker by adding black/white</p>	<p>-To use thick and thin brushes.</p> <p>-With support, mix primary colours to make secondary.</p> <p>-To begin to add white and black to colours to change their tone.</p>	<p>-To use thick and thin brushes.</p> <p>-To know how to mix primary colours to make secondary.</p> <p>-To know that adding white to colours to make tints and black to colours to make tones.</p> <p>-To create colour wheels.</p>	<p>-To know how to use a number of brush techniques using thick and thin brushes.</p> <p>-To know how to mix colours with support.</p> <p>-To develop watercolour backgrounds before adding detail.</p>	<p>-To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>-To mix colours effectively including a variety of tints and tones.</p> <p>-To use watercolour paint to produce</p>	<p>-To experiment sketching lightly before painting.</p> <p>-To create a colour palette with support and modelling.</p> <p>-To know and use watercolour and acrylic paints to support final pieces.</p> <p>-To combine colours, tones and tints to</p>	<p>-To sketch (lightly) before painting to combine line and colour.</p> <p>-To create a colour palette independently.</p> <p>-To use the qualities of watercolour and acrylic paints to create visually interesting</p>
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		<p>To know how to mix and use powder paints</p> <p>To use paintbrushes with precision and control</p>	<p>-To create a primary colour wheel confidently.</p>		<p>-To begin to understand how mood can create colour.</p>	<p>washes for backgrounds then add detail.</p> <p>-To know and experiment with colour to create mood.</p>	<p>enhance the mood of a piece.</p>	<p>pieces.</p> <p>-To know that a combination of colours, tones and tints to enhances mood of a piece.</p> <p>-To use brush techniques and the qualities of paint to create texture.</p> <p>-To develop a personal style of painting, drawing upon ideas from other artists.</p>
<p>Collage (Textures)</p>	<p>To use glue and tape to attach items when modelling</p> <p>To explore different ways to manipulate materials</p> <p>To explore different textures</p>	<p>To know different ways to join materials (link with pins, tags, string, staple, glue)</p> <p>To know different ways to manipulate paper/materials (scrunch, roll, fold, fringe, bend, cut, tear)</p> <p>To know different ways to manipulate malleable materials (smooth, pinch, squash, score, roll)</p>	<p>-To use a range of materials that are cut, torn and glued.</p> <p>-To begin to sort materials to create texture.</p>	<p>-To use a combination of materials that are cut, torn and glued.</p> <p>-To know how to sort and arrange materials.</p> <p>-To know how to mix materials to create texture.</p>	<p>-To begin to select and arrange materials for a striking effect.</p> <p>-To use coiling, overlapping and mosaic.</p>	<p>-To know, select and arrange materials for a striking effect.</p> <p>-To ensure work is precise.</p> <p>-To use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>-With support and modelling, mix textures (rough, smooth, plain and patterned).</p> <p>-To begin to use ceramic mosaic materials and techniques.</p>	<p>-To mix textures (rough and smooth, plain and patterned).</p> <p>-To combine visual and tactile qualities.</p> <p>-To develop and master ceramic mosaic materials and techniques.</p>

<p>Sculpture</p>	<p>To select and use a range of tools within the creative areas</p> <p>To use tools with some control and safety</p> <p>To select tools for a purpose</p>	<p>To know sculpture is a when we create a 3D representation</p> <p>To explore sculpture in a variety of ways (playdough, box modelling, clay)</p> <p>To know different ways to join materials (link with pins, tags, string, staple, glue)</p> <p>To know different ways to manipulate paper/materials (scrunch, roll, fold, fringe, bend, cut, tear)</p> <p>To know different ways to manipulate malleable materials (smooth, pinch, squash, score, roll)</p>	<p>-To begin to use a combination of known shapes.</p> <p>-To begin to include a range of line and texture.</p> <p>-To begin to use a range of materials such as: rolled up paper, straws, paper, cards and clay.</p> <p>-To use techniques such as rolling, cutting, moulding and carving.</p>	<p>-To use a combination of shapes.</p> <p>-To include vertical and horizontal lines and texture.</p> <p>-To use rolled up paper, straws, paper, card and clay as materials.</p> <p>-To use techniques such as rolling, cutting, moulding and carving with increasing accuracy.</p>	<p>-To create and combine shapes to create recognisable forms.</p> <p>-To include texture that begins to convey feelings and expression.</p> <p>-To use clay and other mouldable materials.</p> <p>-To begin to add materials to provide interesting detail.</p>	<p>-To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>-To include texture that conveys feelings, expression or movement.</p> <p>-To use clay and other mouldable materials with increasing accuracy.</p> <p>-To know that adding materials provides interesting detail.</p>	<p>-To show life-like qualities and real life proportions or, if abstract, provoke different interpretations.</p> <p>-To use tools to carve and add shapes, texture and pattern.</p> <p>-To combine visual and tactile qualities.</p> <p>-To use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>-To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>-To use tools to carve and add shapes, texture and pattern.</p> <p>-To combine visual and tactile qualities.</p> <p>-To use frameworks (such as wire or moulds) to provide stability and form.</p>
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<p>Drawing</p>	<p>To represent objects using pens/pencils such as a face with a circle, eyes, nose and mouth</p> <p>To use drawing to represent ideas, movement or loud noises</p>	<p>To know that hard and soft pencils create different effects</p> <p>To know how to blend with pastels</p> <p>To explore different drawing implements (oil pastels, chalk pastels, pencils, pens, charcoal)</p> <p>To represent objects using observational drawing</p> <p>To use recognisable shapes and lines to represent the item they are drawing</p> <p>To show an understanding of shading</p>	<p>-To begin to draw lines of different sizes and thickness.</p> <p>-To colour (own work) neatly following the lines.</p> <p>-With support, show pattern and texture by adding dots and lines.</p> <p>-To begin to show different tones by using coloured pencils.</p>	<p>-To draw lines of different sizes and thickness.</p> <p>-To colour (own work) neatly following the lines with increasing accuracy.</p> <p>-To show pattern and texture by adding dots and lines.</p> <p>-To show different tones by using coloured pencils.</p>	<p>-To know that different hardness of pencils show line, tone and texture.</p> <p>-To begin to annotate sketches to explain and elaborate ideas.</p> <p>-To know how to sketch lightly.</p> <p>-To begin to use shading to show light and shadow.</p> <p>-To begin to experiment using hatching and cross hatching to show tone and texture.</p>	<p>-To use different hardness of pencils to show line, tone and texture with increasing accuracy.</p> <p>-To know how to annotate sketches to explain and elaborate ideas.</p> <p>-To sketch lightly (no need to use a rubber to correct mistakes).</p> <p>-To use shading to show light and shadow.</p> <p>-To use hatching and cross hatching to show tone and texture.</p>	<p>-To begin to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>-To use suggested techniques to depict movement, shadows and reflection.</p> <p>-To choose a style of drawing suitable for the work (e.g. realistic or impressionistic) - ongoing.</p> <p>-To use lines to represent movement.</p>	<p>-To know that a variety of techniques add interesting effects (e.g. reflections, shadows, direction of sunlight) applying this confidently.</p> <p>-To know and demonstrate a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>-To choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>-To use lines accurately to represent movement.</p>
<p>Digital Media</p>			<p>-To begin to manipulate a wide range of materials and tools to create</p>	<p>-To use a wide range of tools to create different textures,</p>	<p>-To begin to create images, video and sound recordings and explain why they were created.</p>	<p>-To create images, video and sound recordings and explain why they were created.</p>	<p>-To begin to enhance digital media by editing (including sound, video,</p>	<p>-To enhance digital media by editing (including sound, video, animation,</p>

			different textures.	lines, tones, colours and shapes.			animation, still images and installations).	still images and installations).
Print	To explore printing in different ways (playdough/paint/clay)	To explore printing in a variety of ways (using printing blocks, random objects, using different media - paint, playdough etc)	<ul style="list-style-type: none"> -To overlap shapes as a form of printing. -To begin to mimic print from the environment using suggested ideas. -To know objects create prints (e.g. fruit, vegetables or sponges). -To press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> -To know that repeating and overlapping shapes creates prints. -To mimic print from the environment (e.g. wallpapers). -To know objects to create prints and demonstrate this skill with increasing accuracy (e.g. fruit, vegetables or sponges). -To press, roll, rub and stamp to make prints with increasing accuracy. 	<ul style="list-style-type: none"> -To begin to experiment using layers of two or more colours. -To know how to replicate patterns observed in natural or built environments. To know how to make printing blocks (e.g. from coiled string glued to a block). -To make precise repeating patterns. 	<ul style="list-style-type: none"> -To use layers of two or more colours to create a print. --To accurately replicate patterns observed in natural or built environments. -To make printing blocks (e.g. from coiled string glued to a block). -To make precise repeating patterns. 	<ul style="list-style-type: none"> -To build up layers of colours. -To create a pattern, showing fine detail. -To use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> -To build up layers of colours. -To create an accurate pattern, showing fine detail. -To use a range of visual elements to reflect the purpose of the work.
Textiles			<ul style="list-style-type: none"> -To practice weaving. -To know that materials can be joined by glue and/or a stitch. -To begin to use plaiting. -To use dip dye techniques. 	<ul style="list-style-type: none"> -To use a weaving to create a pattern. -To join materials using glue and/or a stitch. -To use plaiting. -To use dip dye techniques. 	<ul style="list-style-type: none"> -To shape and stitch materials. -To use basic cross stitch and back stitch. -To know how to colour fabric. --To create weaving. --To begin to quilt, pad and gather fabric 	<ul style="list-style-type: none"> -To shape and stitch materials with increasing accuracy. -To cross stitch and back stitch. -To know how to colour fabric with increasing accuracy. -To create weavings. -To quilt, pad and gather fabric. 	<ul style="list-style-type: none"> -To show developing precision in a range of techniques. -To choose from a range of stitching techniques. -To combine previously learned techniques to create pieces - ongoing. 	<ul style="list-style-type: none"> -To show precision in a range of techniques. -To choose from a range of stitching techniques. -To combine previously learned techniques to create pieces - ongoing.
Creativity			<ul style="list-style-type: none"> -To know that ideas can arise. -To know to experiment you 	<ul style="list-style-type: none"> -To know that ideas can be generated by doing as well as thinking. 	<ul style="list-style-type: none"> -To know and gather and review information from different sources. 	<ul style="list-style-type: none"> -To know how to use sketchbooks and drawing to improve understanding, inform 	<ul style="list-style-type: none"> -To know how to engage in open ended research and exploration to initiate 	<ul style="list-style-type: none"> -To know how to develop a range of ideas which show curiosity,

			<p>need an open mind.</p> <p>-To know that looking at other people's work is a good way to inspire your own ideas.</p>	<p>-To know that ideas can be expressed through art.</p> <p>-To know how to use drawing to record ideas and experiences.</p> <p>-To know that informed and intuitive choices can be made when creating.</p>	<p>-To know how to gather resources related to their ideas and intentions.</p> <p>-To know how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.</p> <p>-To replicate some of the techniques used by notable artists, artisans and designers.</p> <p>-To begin to create original pieces which are influenced by the study of others.</p>	<p>ideas and explore potential.</p> <p>-To know that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.</p> <p>-To know that inspiration can come from many rich and personal sources to feed into creative projects.</p> <p>-To replicate some of the techniques used by notable artists, artisans and designers with increasing accuracy.</p> <p>-To create original pieces which are influenced by the study of others.</p>	<p>and explore personal ideas.</p> <p>-To know that sketchbooks are used for a variety of purposes including, recording observations, developing ideas, testing materials, planning and recording information.</p> <p>-To know that sketchbooks are places to explore personal creativity and as such they should be imperfect and demonstrate skill and inquisitive questions.</p> <p>-To create original pieces that show a range of influences and styles.</p>	<p>imagination and originality.</p> <p>-To now how to use sketchbooks to plan, investigate, research and test ideas and other approaches.</p> <p>-To know how to use digital media to identify and research artists and designers.</p> <p>-To know how to use digital media to collect and see art work.</p> <p>-To create original pieces that show a range of influences and styles with increasing accuracy and mastering of techniques.</p>
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