



**Latimer Primary School**

**Art & Design**

**Curriculum**

**Developing Responsibility; Caring About Achievement**



# Latimer's Art & Design Curriculum

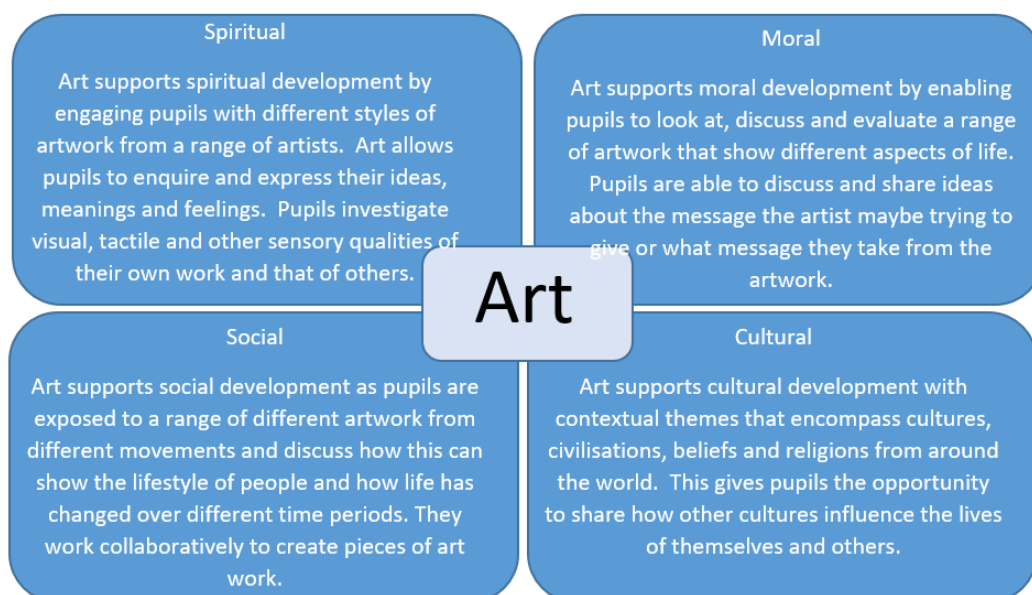
At Latimer, we believe Art and Design is an important part of a pupil's entitlement to a broad and balanced curriculum. Our curriculum is underpinned by the EYFS Development Matters and the Key Stage 1 and 2 National Curriculum.

As our pupils first start school, our EYFS curriculum develops an early awareness and interest in art and artistic forms; encouraging pupils to develop their ideas and exploration of art through a range of mediums, both in adult led and play-based activities.

At Latimer, we use the AccessArt scheme of work to inform our curriculum as we believe it fits with our vision for pupils in art. We aim to foster the ideal that anyone can be an artist and that there is no 'good' or 'bad' art. The curriculum choices we have made allow for pupils to explore a range of different art forms, that can be used for a range of different purposes such as representing nature, expressing feelings, telling stories and preserving or criticising social norms. Pupils at Latimer explore these through a wide range of media, with time to build on prior learning and to practise discrete skills before applying what they know and can do to open-ended, final outcomes. Pupils learn *through* art, as well as *about* art. At Latimer, we aim for our pupils to leave primary school having found an artistic form that is relevant and engaging to them.

In order to accomplish this, pupils at Latimer, are taught through the three domains: theoretical, practical and disciplinary. This enables the pupils to develop technical proficiency, learn about artists and artwork and learn about how art is studied, discussed and judged. Throughout the curriculum pupils use a range of high-quality resources and learn about a range of great artists from different cultures and of different periods, whose approaches pupils will compare, noting similarities and differences in connection, meanings and interpretations between artists.

Our art curriculum is ambitious and achievable for all pupils, regardless of any underlying difficulties such as special educational needs or disability. The assumption is not made that because a pupil has a physical disability or has difficulty in reading, writing or maths, that they will also present with difficulties in accessing the Art and Design curriculum. All pupils are expected to access all aspects of the curriculum; therefore adaptations are made based on an individual's need in order for them to access and be successful in art and design.





# Art & Design Curriculum Overview

Year Group	Drawing and Sketch Books	Surface and Colour	Working in Three Dimensions
EYFS	<p><u><a href="https://www.accessart.org.uk">Finding Circles (accessart.org.uk)</a></u> – How can we use shape to make pictures? Extend to other shapes. Exploring the shapes of objects</p> <p>Patterning linked to handwriting development</p>	<p><u>Simple Printmaking</u> – How can we make prints using the things we find around us? Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>Method 1: Plasticine Print</p>	<p><u>Painting the Savannah</u> – How can use a range of materials to create a collage?</p> <p>Explore a range of materials to create a topic themed picture. Encourage and allow children to make their own decisions.</p>
Year 1	<p><u>Spirals</u> – How can we use our whole bodies to make drawings?</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Inspired by Flora &amp; Fauna</u> – How can we use shape, line and colour to make collages inspired by flora and fauna around us?</p> <p>Explore how artists make art inspired by flora and fauna. Make collages of Mini Beasts and display as a shared artwork.</p>	<p><u>Making Birds</u> – How can we transform materials into sculpture? How can we transform 2D paper into 3D form? How can we use drawing and texture to add character to our sculpture?</p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>
Year 2	<p><u>Explore &amp; Draw</u> How can we become open, curious, explorers of the world and use what we find to inspire us to make art?</p> <p>Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p> <p>Project 1: Wax Resistant Autumn Leaves</p>	<p><u>Expressive Painting</u> – How can we explore colour using a variety of mark-making tools?</p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.</p>	<p><u>Stick Transformation Project</u> – How can we transform an object and turn it into sculpture, using our imagination?</p> <p>Explore how you can transform a familiar object into new and fun forms.</p> <p>Project 1: Stick people version 2 &amp; Project 2: Tree House</p>
Year 3	<p><u>Gestural Drawing with Charcoal</u> – How can we use gestural drawing with charcoal to make drawings full of energy and drama?</p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p><u>Cloth, Thread, Paint</u> – How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?</p>	<p><u>Telling Stories Through Drawing &amp; Making</u> – How can we create 3 dimensional characters inspired by character in film or fiction?</p>





















# Art & Design Curriculum Overview

	<p>Option 1: Charcoal and Drama: Drawing by Torchlight</p>	<p>Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature.</p> <p>Option 2: Plasticine Models and Decorated Plinths inspired by 'Dirty Beasts'.</p>
Year 4	<p><b><u>Storytelling Through Drawing – How can we create visual narrative inspired by poetry or prose?</u></b></p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p>Option 2: Explore Manga – Poetry through drawings</p>	<p><b><u>Exploring Still Life – How can we use drawing, painting and collage skills to create still life images?</u></b></p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p> <p>Option 3: Clay Fruit Tiles - Clay, texture, paint</p>	<p><b><u>The Art of Display – How does the way my work is presented, change how I and others view it?</u></b></p> <p>Explore how the way we display our work can affect the way it is seen. to bring us together?</p> <p>Option 3: Build Sculptures: Plinth People</p>
Year 5	<p><b><u>Typography &amp; Maps – How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</u></b></p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p><b><u>Making Monotypes – How can we use mono type to make a creative response to poetry or prose?</u></b></p> <p>Combine the monotype process with painting and collage to make visual poetry zines.</p>	<p><b><u>Architecture: Dream Big or Small? – What is our responsibility as an architect? How can we make a better world?</u></b></p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>
Year 6	<p><b><u>2D Drawing to 3D Making – How can we transform 2D drawings into 3D objects?</u></b></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome.</p> <p>Option 1: Flat but Sculptural</p>	<p><b><u>Activism – How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?</u></b></p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p>Option 1: Make a poster.</p>	<p><b><u>Brave Colour – How can we create imaginative, immersive environment which enable viewers to engage with colour in a physical way?</u></b></p> <p>Exploring how artists use light, form and colour to create immersive environments.</p> <p>Sculpture challenge 2: Colourful walls</p>



















# Artists & Designers in our Curriculum



Year Group	Autumn Term Drawing and Sketch Books	Spring Term Surface and Colour	Summer Term Working in Three Dimensions
Year 1	<p style="text-align: center;"><u><a href="#">Spirals</a></u></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Molly Haslund – Contemporary artist using whole body</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Various – Kolam drawings – Traditional</p> </div> </div> </div>	<p style="text-align: center;"><u><a href="#">Inspired by Flora &amp; Fauna</a></u></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Henri Rousseau – Post-Impressionist</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Erin Anfinson – Animator</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Hannah Berger – Painter, potter</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Eric Carle – Author &amp; Illustrator</p> </div> </div> </div>	<p style="text-align: center;"><u><a href="#">Making Birds</a></u></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Andrea Butler – visual artist sculpture, photography &amp; paint</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Hoang Tien Quyet – Origami artist</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Dusciana Bravura – Mosaic sculptor</p> </div> </div> </div>
Year 2	<p style="text-align: center;"><u><a href="#">Explore &amp; Draw</a></u></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Rosie James – Textile artist</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Alice Fox – Embroiderer &amp; textile Artist</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Andy Goldsworthy – Land artist</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Hassan Hajjaj – Contemporary artist</p> </div> </div> </div>	<p style="text-align: center;"><u><a href="#">Expressive Painting</a></u></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Marcela Zacarias – Muralist painter &amp; sculptor</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Charlie French – Abstract artist</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Vincent Van Gogh – Post-impressionist painter</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Cezanne – Post impressionist Painter</p> </div> </div> </div>	<p style="text-align: center;"><u><a href="#">Stick Transformation Project</a></u></p> <div style="display: flex; align-items: center; gap: 10px;">  <div> <p>Chris Kenny - Sculptor</p> </div> </div>







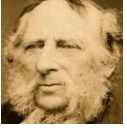








# Artists & Designers in our Curriculum



<p>Year 3</p>	<p><u><a href="#">Gestural Drawing with Charcoal</a></u></p>  <p>Laura McKendry – Illustrator</p>  <p>Edgar Degas – Impressionist</p>	<p><u><a href="#">Cloth, Thread, Paint</a></u></p>  <p>Alice Kettle – contemporary textile / fabric artist</p>  <p>Hannah Rae – Textile Artist</p>	<p><u><a href="#">Telling Stories Through Drawing &amp; Making</a></u></p>  <p>Rosie Hurley – 3D illustrator</p>  <p>Inbal Leitner = Animator</p>  <p>Roald Dahl – Author</p>  <p>Quentin Blake – Illustrator &amp; author</p>
<p>Year 4</p>	<p><u><a href="#">Storytelling Through Drawing</a></u></p>  <p>Laura Carlin – Illustrator &amp; ceramicist</p>  <p>Shaun Tan – Artist, writer &amp; Filmmaker</p>  <p>Irina Richards – Comic artist, illustrator &amp; educator</p>	<p><u><a href="#">Exploring Still Life</a></u></p>  <p>Paul Cezanne – French post-impressionist painter</p>  <p>Jacob Vosmaer – Dutch 16<sup>th</sup> century artist</p>  <p>Rachel Dormor – ceramicist</p>  <p>Hilary Pecis – Contemporary still-life artist</p>	<p><u><a href="#">The Art of Display</a></u></p>  <p>Anthony Gormley – Sculptor</p>  <p>Yinka Shonibare – British-Nigerian artist</p>  <p>Thomas J Price – British sculptor</p>

# Artists & Designers in our Curriculum



<p>Year 5</p>	<p><u>Typography &amp; Maps</u></p>  <p>Louise Fili – Graphic Designer</p>  <p>Grayson Perry – Contemporary artist</p>  <p>Paula Scher – Graphic designer</p>	<p><u>Making Monotypes</u></p>  <p>Kevork Mourad – Visual artist &amp; animator</p>	<p><u>Architecture: Dream Big or Small?</u></p>  <p>The Shoreditch Sketcher (Phil Dean) - Graphic designer</p> <p>Various artists – anonymous</p>
<p>Year 6</p>	<p><u>2D Drawing to 3D Making</u></p>  <p>Lubaina Himid – Art activist and Curator</p>  <p>George Cruikshank – Illustrator &amp; caricaturist</p>	<p><u>Activism</u></p>  <p>Faith Ringold – Activist artist – narrative quilt painting</p>  <p>Kate Deciccio – Community activist artist</p>  <p>Luba Lukova – Visual activist artist</p>  <p>Shepard Fairey – activist artists</p>	<p><u>Brave Colour</u></p>  <p>Olafur Elisasson – sculptor &amp; large scale installation artist</p>  <p>Yinka Ilori – multi-disciplinary artist &amp; designer</p>  <p>Krijn de Koning – installation artist</p>  <p>Carnovsky (Francesca Rugi &amp; Silvia Quintanilla) - designers</p>







# Art & Design: Progression of Skills

Domains	Practical: Knowledge of how we make art	Theoretical: Knowledge of art and the history of art	Disciplinary: Purpose / visual Literacy / Articulation Knowledge of how quality and value have been expressed by experts (what is art?)
Year Group	<b>Pupils will have the opportunity to...</b>		
<p>EYFS</p> <p>Through art specific units, adult-directed learning, exploration &amp; play, pupils in EYFS will have the opportunity to...</p> <p>Specific art units:</p> <p>FC: Finding Circles</p> <p>SP: Simple Printmaking</p> <p>PS – Painting the Savannah</p>	<ul style="list-style-type: none"> <li>✚ Explore a range of resources to make their own creations including, drawing, painting, construction and making. (All)</li> <li>✚ Explore marks, drawing resources pcan make by changing the way they are held. (FC &amp; PS)</li> <li>✚ Explore and create at different scales. (All)</li> <li>✚ Develop control over resources such as pencils, different types of crayons, scissors, paintbrushes etc. (All)</li> <li>✚ Create with intention, choosing resources and colours with purpose. (All)</li> <li>✚ Use a range of resources to create different textures. (PS)</li> <li>✚ Draw from first hand observation. (SP)</li> <li>✚ Test out printmaking ideas (SP)</li> <li>✚ Use their hands and feet to make simple prints, using primary colours. (SP)</li> <li>✚ Explore concepts like “repeat” “pattern” “sequence”. (SP)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Understand that they can control the lines they make by being aware of how we hold a drawing tool. (FC)</li> <li>✚ Understand that they can make a new colour by mixing the colours they already have. (FC, PS)</li> <li>✚ That artists can work together to share ideas and to create. (All)</li> <li>✚ Understand prints are made by transferring an image from one surface to another. (SP)</li> <li>✚ Understand relief prints are made when we print from raised images (plates)</li> <li>✚ Understand that artists use a range of resources to create (PS)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Share their thoughts about different types or artwork.</li> <li>✚ Understand that it is ok for their friend to have a different opinion as long as they share these kindly.</li> <li>✚ Share their creations with others, talking about what they have created and how.</li> <li>✚ To take photos of their work to document it.</li> </ul>
		<p>In addition to the AccessArt units, EYFS have continual access to a variety of different art forms and media through enhanced and continuous provision. Art is used within other areas of learning to support learning with a multi-sensory approach. Pupils are encouraged to use what they know in art to explore, create and share their ideas, experiences and knowledge.</p>	







# Art & Design: Progression of Skills

<p>Year 1</p> <p>S = Spirals</p> <p>FF = Flora &amp; Fauna</p> <p>MB = Making birds</p>  	<ul style="list-style-type: none"><li>Explore mark making made using a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. (All)</li><li>Explore drawing from still images, observing detail and using a range of mark marking tools. (All)</li><li>Draw from what they see, observing detail and using a range of mark making tools. (All)</li><li>Develop experience of primary and secondary colours and explore how these colours can be created. (All)</li><li>Create collage, exploring colour, shape and composition. (FF)</li><li>Combine collage with making, by cutting &amp; tearing drawn imagery and using them to create a sculpture. (MB)</li><li>Use a combination of two or more materials to make sculpture. (MB)</li></ul>	<ul style="list-style-type: none"><li>Look at the work of artists who draw, sculpt and paint, listening to the artists' intention behind the work and the context in which it is made.</li><li>Understand that drawing is a physical activity. (S)</li><li>Understand collage is the art of using elements of paper to make images. (FF &amp;MB)</li><li>Understand there is a relationship between drawings on paper (2D) and making (3D). That we can transform 2D drawings into 3D objects. (MB)</li><li>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions (MB).</li></ul>	<ul style="list-style-type: none"><li>Understand we may all have different responses in terms of their thoughts and the things they make. That we may share similarities. Understand all responses are valid.</li><li>Reflect upon the artists' work, and share your response verbally (I liked...)</li><li>Present their artwork (the journey and any final outcomes), reflect and share verbally (I enjoyed... This went well...)</li></ul>
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# Art & Design: Progression of Skills

<p>Year 2</p> <p>ED = Explore &amp; Draw</p> <p>EP = Expressive painting</p> <p>ST = Stick transformation</p> 	<ul style="list-style-type: none"> <li>✚ Understand that they can hold drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. (ED)</li> <li>✚ Explore quality of line, texture &amp; shape. (ED)</li> <li>✚ Explore the composition and qualities of objects through arranging, sorting &amp; representing objects. (ED)</li> <li>✚ Make observational drawings of objects combining and experimenting with mark making using a range of media. (ED)</li> <li>✚ Make observational drawings of small objects, drawn to scale and developing mark making. (ED)</li> <li>✚ Combine observational drawing to create new artwork, thinking carefully about composition. (ED)</li> <li>✚ Explore colour and colour mixing, using primary colours to create secondary colours. (EP)</li> <li>✚ Create an arrangement of objects and use this as the focus for an abstract still life painting using gestural marks using skills developed in this unit. (EP)</li> <li>✚ Explore construction through play. (ST)</li> <li>✚ Transform found objects into sculpture using construction techniques explored inc. cutting, tying, sticking. Think about shape (2D), form (3D), texture, colour and structure. (ST)</li> <li>✚ Develop mark making skills. (All)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Understand that we can use different media to capture the nature of something. (ED)</li> <li>✚ Understand that a person's sketches &amp; work is unique to them. (All)</li> <li>✚ Make visual notes about artists studied. (ED)</li> <li>✚ Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. (EP)</li> <li>✚ Understand that the properties of the paint that we use, and how we can use, will affect their mark making. (EP)</li> <li>✚ Understand the concept of still life. (EP)</li> <li>✚ Understand that we can combine collage with other disciplines such as drawing, printmaking and making. (ED)</li> <li>✚ Understand when we make sculpture by adding materials it is called Construction. (ST)</li> </ul> 	<ul style="list-style-type: none"> <li>✚ Understand artists take their inspiration from around them, collecting and transforming.</li> <li>✚ Understand that in art we can experiment and discover things for ourselves.</li> <li>✚ Look at work of artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</li> <li>✚ Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand all responses are valid.</li> <li>✚ Reflect upon the artists' work, and share your response verbally (I liked...)</li> <li>✚ Present their artwork (the journey and any final outcomes), reflect and share verbally (I enjoyed... This went well...)</li> <li>✚ Talk about intention.</li> <li>✚ Share responses to peers' work, appreciating similarities and differences.</li> <li>✚ Document work using by making a drawing of the work or taking photographs.</li> </ul>
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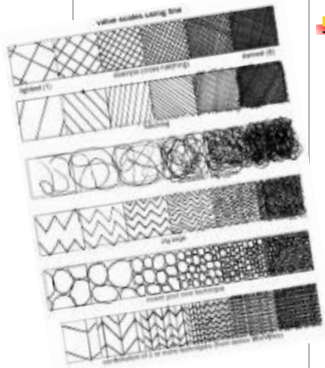
# Art & Design: Progression of Skills

Year 3

GD = Gestural Drawing with Charcoal

CTP= Cloth, Thread, Paint


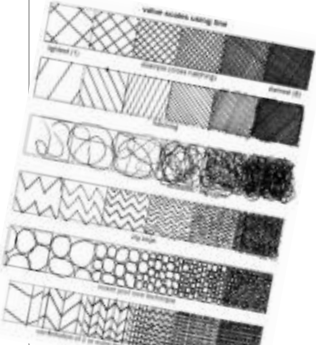
TS = Telling Stories Through Drawing & Making



- ✚ Explore the qualities of charcoal. (GD)
- ✚ Make marks using charcoal using hands as tools. Explore qualities of marks available using charcoal. (GD)
- ✚ Make charcoal drawings which explore Chiaroscuro and which explore narrative / drama through lighting / shadow. (GD)
- ✚ Develop mark making skills by deconstructing the work of artists. (GD)
- ✚ Use paint, mixing colours, to complete a sculpture inspired by literature. (TS)
- ✚ Continue to develop colour making skills. (CTP)
- ✚ Explore painting over different surfaces e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. (CTP)
- ✚ Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character and structure. (TS)
- ✚ Make an armature to support the sculpture. (TS)
- ✚ Develop mark making skills. (All)
- ✚ Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on larger scale. (GD)
- ✚ Understand charcoal and earth pigment were our first drawing tools as humans. (GD)
- ✚ Know that Chiaroscuro means “light / dark” and we can use the concept to explore tone in drawings. (GD)
- ✚ Make visual notes using a variety of media using the “show me what you see” technique when looking at other artists work to help consolidate learning and make the experience their own. (All)
- ✚ Understand that paint acts differently on different surfaces. (CTP)
- ✚ Understand the concept of still life and landscape, (CTP)
- ✚ Understand that we can create imagery using natural pigment and light. (TS)
- ✚ Understand that many makers use other art forms as inspiration, such as literature, film, drama or music. (TS)
- ✚ Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). (TS)
- ✚ An armature is an interior framework which support a sculpture. (TS)
- ✚ To understand that visual artists look to other art forms for inspiration.
- ✚ Look at the work of an artist who uses gestural marks which convey movement, illustrations and makers who take inspiration from literature, painters, who also use textiles.
- ✚ Understand artists often collaborate on projects, bringing different skills together.
- ✚ Discuss an original artwork, making visual notes to nurture pupils own creative response to the work.
- ✚ Understand that we have different responses in terms of our own thoughts and the things we make. That we may share similarities and all responses are valid.
- ✚ Reflect upon the artists’ work, and share your response verbally (I liked...)
- ✚ Present your artwork (the journey and any final outcomes), reflect and share verbally (I enjoyed... This went well...)
- ✚ Talk about intention.
- ✚ Work collaboratively to present outcomes to others, presenting as a team.
- ✚ Share responses to peers’ work, appreciating similarities and differences. Listen to feedback about your own work and respond.
- ✚ Document work using still image. If using photography consider lighting and focus.






# Art & Design: Progression of Skills

<p>Year 4</p> <p>SD = Storytelling Through Drawing</p> <p>ESL = Exploring Still Life</p> <p>AD = The Art of Display</p> 	<ul style="list-style-type: none"><li>✚ Create own narratives by creating staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk to convey drama and mood. Use light and portray light/shadow, (SD)</li><li>✚ Interpret poetry to create sequenced images in comic book format. Work in a variety of media according to intention inc. handwriting pen, graphite or ink. (SD)</li><li>✚ Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. (SD)</li><li>✚ Practise drawing skills. (All)</li><li>✚ Test and experiment with materials. (All)</li><li>✚ Explore colour (and colour mixing), line, shape, pattern and composition in creating still life. To consider lighting, surface, foreground and background. (ESL)</li><li>✚ Use close observation and explore different hues and tones to capture 3D form in 2 dimensions. (ESL)</li><li>✚ Work in clay, make reliefs inspired by still life (fruits). (ESL)</li><li>✚ Develop mark making skills. (All)</li></ul>	<ul style="list-style-type: none"><li>✚ Understanding that artists and illustrators interpret narrative texts and create sequenced drawings. (SD)</li><li>✚ Make visual notes to record ideas and process discovered through looking at other artists. (All)</li><li>✚ Understand that still life is the name given to the genre of painting (or making) a collection of objects. (ESL)</li><li>✚ That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. (ESL)</li><li>✚ Understand that a plinth is a device for establishing the importance or context of a sculptural object. (AD)</li><li>✚ To construct sculptural self portraits on a plinth, using a variety of materials including fabric. (AD)</li></ul> 	<ul style="list-style-type: none"><li>✚ Look at the work of illustrators, graphic artists, painters and sculptures. Understand the processes and outcome intentions of different artists.</li><li>✚ Understand artists often collaborate on projects, bringing different skills together.</li><li>✚ Deconstruct and discuss an original artwork.</li><li>✚ Understand we may all have difference responses in term of our thoughts and the things we make. That we may share similarities and all responses are valid.</li><li>✚ Reflect upon the artists' work, and share your response verbally (I liked...)</li><li>✚ Present your artwork (the journey and any final outcomes), reflect and share verbally (I enjoyed... This went well...)</li><li>✚ Talk about intention.</li><li>✚ Work collaboratively to present outcomes to others, presenting as a team.</li><li>✚ Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li><li>✚ Document work using still image. Using photography consider lighting and focus.</li></ul>
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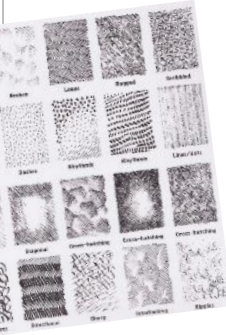
# Art & Design: Progression of Skills

<p>Year 5</p> <p>TM = Typography &amp; Maps</p> <p>MM = Making Monotypes.</p> <p>A = Architecture</p>  	<ul style="list-style-type: none"> <li>✚ Create fonts inspired by objects around you. (TM)</li> <li>✚ Use close observational drawing with pen to inspire and create skills to transform letters. (TM)</li> <li>✚ Explore how you can make mark making more visually powerful. (TM)</li> <li>✚ Explore qualities of your personality by combining drawing with making to create pictorial / 3 dimensional maps.</li> <li>✚ Explore line, weight, rhythm, grip, mark making and shape, and explore how 2D can become 3D through manipulation of paper. (TM)</li> <li>✚ Explore ideas related to design; exploring thoughts about inspiration source materials, textures, colours, mood and lighting etc. (A)</li> <li>✚ Combine mono type with painting and collage to make an 'artist's book' inspired by poetry. (MM)</li> <li>✚ Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.(MM)</li> <li>✚ Create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that they can understand how your intention relates to the reality of what you are building. (A)</li> <li>✚ Explore mark making. (All)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Understand that designers create fonts and work with Typography. (TM)</li> <li>✚ Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. (TM)</li> <li>✚ Reflect upon the artists studied. (All)</li> <li>✚ Understand that some artists generate ideas through poetry and prose. (MM)</li> <li>✚ Reflect on the artists studied. (All)</li> <li>✚ Understand that monotypes is a process where images are formed by transferring ink from one surface to another to make a single print. (MM)</li> <li>✚ Understand that artists sometimes use printmaking to create a larger artwork. (MM)</li> <li>✚ Understand that architects and other artists have responsibility towards society. Understand that architects can help shape the world for the better. (A)</li> </ul> 	<ul style="list-style-type: none"> <li>✚ Look at the work of designers, artists and architects.</li> <li>✚ Understand the processes, intentions and outcomes of different artist.</li> <li>✚ Understand we may all have different responses in terms of our own thoughts and the things we make. That we may share similarities and all responses are valid.</li> <li>✚ Reflect upon the artists' work, and share your response verbally (I liked...)</li> <li>✚ Present your artwork (the journey and any final outcomes), reflect and share verbally (I enjoyed... This went well...)</li> <li>✚ Talk about intention.</li> <li>✚ Work collaboratively to present outcomes to others, presenting as a team.</li> <li>✚ Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>✚ Document work using still image (photography). Consider lighting and focus.</li> <li>✚ Discuss the ways in which artists have a responsibility to themselves / society what purpose does art serve? (All)</li> </ul>
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# Art & Design: Progression of Skills

<p>Year 6</p> <p>DM = 2D drawing to 3D making</p> <p>Ac = Activism</p> <p>BC = Brave Colour</p>  	<ul style="list-style-type: none"> <li>✚ Explore using negative and positive space to 'see' and draw a simple object. (DM)</li> <li>✚ Use the grid system to scale up the image above, transferring the image onto card. (DM)</li> <li>✚ Use collage to add tonal marks to the 'flat image'. (DM)</li> <li>✚ Explore what your passions, hopes and fears may be. What makes you, you? How can you make visual equivalents to share your voice and passion with the world? (Ac)</li> <li>✚ Explore colour: make colours, collect colours, experiment with how colour work together. (Ac &amp; BC)</li> <li>✚ Explore combinations and layering of media. (Ac)</li> <li>✚ Use screen printing and / or mono printing over collages and painted sheets to create your piece of activist art. (Ac)</li> <li>✚ Use the device of a scaled model to imagine what your installation might be, working in response to a brief / challenge to enable a viewer to have a 'physical experience of colour'. (BC)</li> <li>✚ Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, here. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. (BC)</li> <li>✚ Develop mark making. (Ac, DM)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Understand that there is often a close relationship between drawing and making. Understand that we can transform 2D drawing to 3D objects. (DM)</li> <li>✚ Understand that graphic designers use typography and image to create packaging. (DM)</li> <li>✚ Understand that there are technical processes we can use to help us see, draw and scale up our work. (DM)</li> <li>✚ Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. (Ac)</li> <li>✚ Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. (Ac)</li> <li>✚ Understand that artists use a variety of media inc. light and sound as well as physical media to create installations. Understand that installations are immersive, enabling the viewer to enter the artwork. (BC)</li> <li>✚ Understand that artists and designers add colour, texture, meaning and richness to our life. (BC)</li> <li>✚ Reflect on the artists studied. (All)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Look at the work of artists, designers, art activists, installation artists.</li> <li>✚ Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</li> <li>✚ Reflect upon the artists' work, and share your response verbally (I liked...)</li> <li>✚ Present your artwork (the journey and any final outcomes), reflect and share verbally (I enjoyed... This went well...)</li> <li>✚ Talk about intention.</li> <li>✚ Work collaboratively to present outcomes to others, presenting as a team.</li> <li>✚ Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>✚ Document work using still image (photography). Consider lighting and focus.</li> <li>✚ Discuss the ways in which artists have a responsibility to themselves / society what purpose does art serve? (All)</li> </ul>
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# Art & Design: Key Vocabulary

Year Group	Drawing and Sketch Books	Surface and Colour	Working in Three Dimensions
EYFS	<p><u>Finding Circles</u></p> <ul style="list-style-type: none"> <li>shape</li> <li>2D</li> <li>3D</li> <li>explore</li> <li>collect</li> <li>mark making</li> <li>artist</li> </ul>	<p><u>Simple Printmaking</u></p> <ul style="list-style-type: none"> <li>print</li> <li>relief print</li> <li>pressure</li> <li>rubbing</li> <li>primary colours</li> <li>texture</li> <li>plate</li> </ul>	<p><u>Painting the Savannah (Surface and Colour)</u></p> <ul style="list-style-type: none"> <li>rubblings</li> <li>warm colours</li> <li>cold colours</li> <li><b>primary colours</b></li> <li>pattern</li> <li><b>mark making</b></li> <li>texture</li> </ul>
Year 1	<p><u>Spirals</u></p> <ul style="list-style-type: none"> <li>spiral</li> <li>pressure</li> <li>continuous line</li> <li><b>mark making</b></li> <li>blending</li> <li>observational</li> <li>experiment</li> </ul>	<p><u>Inspired by Flora and Fauna</u></p> <ul style="list-style-type: none"> <li>flora</li> <li>fauna</li> <li>collage</li> <li>media</li> <li>tear, crumple</li> <li>tone, hues, tints</li> <li><b>observational</b></li> </ul>	<p><u>Making Birds</u></p> <ul style="list-style-type: none"> <li>origami</li> <li>manipulate</li> <li>transform</li> <li><b>sculpture</b></li> <li>personality, character</li> <li>three dimensional</li> <li>malleable materials</li> <li><b>collage</b></li> <li><b>texture</b></li> </ul>
Year 2	<p><u>Explore &amp; Draw (Project 1)</u></p> <ul style="list-style-type: none"> <li><b>pattern</b></li> <li><b>pressure</b></li> <li><b>continuous line</b></li> <li><b>experiment</b></li> <li><b>mark making</b></li> <li><b>observation</b></li> <li><b>tone</b></li> <li>composition</li> <li>wax resist</li> <li>watercolour</li> </ul>	<p><u>Expressive Painting</u></p> <ul style="list-style-type: none"> <li><b>primary &amp; secondary colours</b></li> <li><b>tone, hues, tints</b></li> <li>impressed printing</li> <li>relief printing</li> <li><b>texture, form</b></li> <li>pattern</li> <li>gesture</li> <li><b>abstract</b></li> <li>detail</li> <li><b>medium</b></li> </ul>	<p><u>Stick Transformation Project</u></p> <ul style="list-style-type: none"> <li>design</li> <li>construct</li> <li>fasten</li> <li><b>personality, character</b></li> <li><b>sculpture</b></li> <li>transform</li> <li><b>shape, form, texture</b></li> <li>scale</li> <li>balance</li> <li>composition</li> </ul>





# Art & Design: Key Vocabulary

<p>Year 3</p>	<p><u>Gestural Drawing with Charcoal (Option 1)</u>          charcoal          gestural          chiaroscuro          atmospheric          tonal values          negative shape          lighting  <b>composition</b>  <b>mark making</b>  <b>observational</b></p>	<p><u>Cloth, Thread, Paint</u>          multi-media          cloth          thread, stitch, needle,          experiment          background          foreground  <b>gesture</b>          dilute          tension  <b>pattern</b></p>	<p><u>Telling Stories Through Drawing &amp; Making</u>  <b>experiment</b>          respond  <b>character, personality</b>          Modroc  <b>sculpture</b>  <b>watercolour:</b> line, shape, wash, layer  <b>exaggerate</b></p>
<p>Year 4</p>	<p><u>Storytelling Through Drawing</u>          illustration          interpretation          imagery          Manga          Scale          proportion          quality of line - weight  <b>medium</b></p>	<p><u>Exploring Still Life</u>          still life          traditional / contemporary  <b>composition</b>          view finder  <b>background &amp; foreground</b>  <b>lighting</b>  <b>tonal values</b>          2D / 3D  <b>Colour, shape, texture, form</b></p>	<p><u>The Art of Display</u>          plinth          intention          presentation          viewpoint          figurative          perspective          position          empathy  <b>composition</b></p>
<p>Year 5</p>	<p><u>Typography &amp; Maps</u>          typography          graphic design          theme          combination          visual impact          critique  <b>intention</b>  <b>crumpling</b>  <b>tone</b></p>	<p><u>Making Monotypes</u>          monotones          installation          evoke  <b>layer</b>  <b>multi-media</b>  <b>respond</b>          mood</p>	<p><u>Architecture: Dream Big or Small?</u>          architecture  <b>form</b>  <b>structure</b>  <b>balance</b>          interior          exterior  <b>scale</b>  <b>design</b>          maquette</p>



# Art & Design: Key Vocabulary

Year 6	<u>2D Drawing to 3D Making</u> Surrealism <b>scale</b> – scaling up <b>tonal</b> <b>structure</b> <b>form</b> negative space / positive space scaling up net <b>typography</b> <b>graphic design</b> <b>collage</b>	<u>Activism</u> activism voice community Zine <b>contemporary</b> complementary colours	<u>Brave Colour</u> <b>Installation</b> <b>Light, colour, form</b> Immersive context senses
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**Bold = have been introduced to this vocabulary previously.**

During each unit pupils are invited to evaluate their own and others' art work and act as a critical friend. Pupils become familiar with and use the vocabulary: present, share, reflect, respond, articulate, feedback, critic, similarities and differences over the course of the primary phase. As pupils move through the school the depth of their response develops, with pupils increasingly using the language of art, particularly key vocabulary within individual units.

EYFS & KS1: Present, share, reflect, respond, discuss, feedback

Year 3: As above + outcome, composition, similarities, differences

Year 4, 5 & 6: As above + articulate, critic



## Art & Design: Key Vocabulary

In EYFS, art is assessed within the ELG of Expressive Art - Creating with Materials, end of year assessment made in EYFS are based on the teacher's knowledge of each pupil against the EYFSP statements. This knowledge of pupil's ability within Art and Design is based upon interaction with pupils through adult - directed activity, planned play opportunities and child-led exploration within play. The pupil has demonstrated over time and consistently their skills and knowledge of what they know and can do, in a range of situations. This includes the skills and knowledge pupils share away from school. The statutory requirements within the Early Years Profile are adhered to, when assessing pupils with SEND or whose home language is not English. a

Formative assessment occurs throughout the learning process, enabling adults to identify what pupils don't know and to respond to this swiftly; providing additional or different opportunities in play, ensuring adults are available to support pupils in exploring those areas in which development is required or by adapting planned activities – play or adult directed.

Children are given opportunity to share their creations and to discuss that of others, this allows further insight to a pupil's processes and understanding of key concepts. Even though a piece of artwork may not look how we'd expect, a pupil 'telling us about' their creation can change perceptions and often leads to improved understanding of the processes, skills and knowledge a child may have. Time is given for this understanding to take place.

As pupils move through the primary phase, the assessment of art is approached sensitively. Creativity is a fragile process that is hard to measure and assess. The assessment of art and design at Latimer is based on a pupil's ability within the skills and knowledge of art and its history. Assessment, including marking, is never based on how aesthetically pleasing an outcome is, instead assessment is based on a pupil's understanding of processes and the knowledge and skills that run alongside this. Over time, have pupils tried out new idea and methods, have they started to develop proficiency and do they use what they know to make choices about how they demonstrate their thinking of an issue, topic or them - are they making artistic choices? Assessment is never based on the assumption that art can be 'good' or 'bad' as this is subjective and does not give a reliable measure of progress made.

Teachers make ongoing assessments about how well pupils have understood learning. Progress is often determined through providing pupils the time to practise and apply skills and knowledge. Effective dialogue between pupils and teachers helps to assess progress made within a lesson. Progress may also be assessed either through recorded work or through conversations with peers or as a class. These observations, made by the teacher, informs next steps in planning – this approach is often referred to as assessment for learning.

Throughout the art programme, pupils learn about the concept of art itself, such as the ways it is judged, valued and evaluated (disciplinary knowledge). They are given the opportunity to appraise the work of established artists and that of their peers. They learn how to reflect on their own artwork and evaluate it against given criteria.



## Art: Year 6

End of unit projects provide pupils with the opportunity to demonstrate that they know more and can do more. They are required to use their practical, theoretical and disciplinary knowledge to complete an end product; demonstrating they are able to make connections between the different domains. For example, they can assess: the elements of practical knowledge applied; the artistic processes used to create the pieces and how well the pupil has communicated meaning.

Progress in art is not linear and should not be treated as such.