

# Our World of Learning in Art

Love learning and inspire  
each other to thrive in the  
world.

**Language  
and  
Literacy**

**First  
Hand  
Learning**

**My  
World  
and Me**

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Early Years Foundation Stage		
Expressive Arts and Design		
<p><b>Ages and Stages – Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p><b>ELG Creating with Materials</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used</li> </ul>	
<p><b>National Curriculum KS1</b></p> <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>• 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.</li> </ul>	<p><b>National Curriculum KS2</b></p> <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> <li>• to 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;</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</li> <li>• about great artists, architects and designers in history.</li> </ul>	
Intent	Implementation	Impact
<p>At Brindle Gregson Lane our Art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Art and design provides the children with the opportunities to develop and extend their skills and an opportunity to express their individual interests, thoughts and ideas. Our curriculum has appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork as set out in the National Curriculum and so will enable the children to reach and exceed their full potential. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Art at BGL is taught on a termly basis. Children are taught key skills relating to drawing, painting, craft design materials and techniques including formal elements of art Colour, Form, Line, Pattern, Shape, Texture, Tone. These skills are taught across year groups in progressive steps to ensure development of skills is built up from previous learning. At BGL, teachers make use of Art Scheme Kapow to inform planning. Sketch books are used within art lessons as a platform to practise skills and experiment with techniques. Emphasis is placed in encouraging children to apply their metacognition and reflection towards original art pieces, evaluating their response and comparing with others. Art at BGL allows children to become familiar with a range of artists, crafts people and designers as well as subject specific vocabulary relating to techniques and artistic movements.</p>	<p>Through implementation of the Art curriculum at BGL, children will:</p> <ul style="list-style-type: none"> <li>• Understand and apply subject specific vocabulary</li> <li>• Achieve age related expectations at the end of each academic year</li> <li>• Retain and build on knowledge, understanding and skills in art</li> <li>• Have the opportunity to perform and develop artistic skills and techniques.</li> <li>• Use art as a form of expression.</li> <li>• Participate in wider art-based activities, applying the skills taught across different curriculum areas.</li> <li>• Develop a love for art and an appreciation of different art forms.</li> </ul>

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Art Elements		Y1	Y2	Y3	Y4	Y5	Y6
Making Skills - Procedural Knowledge	Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life
	Painting	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
	Craft, Design, Materials and Techniques	Learn a range of materials and techniques such as clayetching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.



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<p><b>Knowing and applying the formal elements: Colour, Form, Line, Pattern, Shape, Texture, Tone</b></p>	<ul style="list-style-type: none"> <li>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</li> <li>Learn about form and space through making sculptures and developing language. Use, express and experiment with line for purpose, then use appropriate language to describe lines.</li> <li>Understand patterns in nature, design and make patterns in a range of materials.</li> <li>Identify, describe and use shape for purpose.</li> <li>Use materials to create textures.</li> <li>Understand what tone is and how to apply this to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</li> <li>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> <li>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</li> <li>Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.</li> <li>Compose geometric designs by adapting the work of other artists to suit their own ideas.</li> <li>Identify and describe different textures. Select and use appropriate materials to create textures.</li> <li>Experiment with pencils to create tone. Use tone to create form when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</li> <li>Further develop their ability to describe 3D form in a range of materials, including drawing.</li> <li>Express and describe organic and geometric forms through different types of line. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</li> <li>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</li> <li>Analyse and describe texture within artists' work.</li> <li>Develop skill and control when using tone. Learn and use simple shading rules.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</li> <li>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</li> <li>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</li> <li>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</li> <li>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</li> <li>Use a range of materials to express complex textures. <ul style="list-style-type: none"> <li>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Select and mix more complex colours to depict thoughts and feelings.</li> <li>Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line.</li> <li>Construct patterns through various methods to develop their understanding.</li> <li>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</li> <li>Develop understanding of texture through practical making activities.</li> <li>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</li> <li>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</li> <li>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</li> <li>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</li> <li>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</li> <li>Understand how artists manipulate materials to create texture.</li> <li>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</li> </ul>

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Generating Ideas Conceptual Knowledge	Sketch Books	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
	Creating Original Art Work	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
Knowledge Factual Knowledge Artists, Crafts people and designers		Beatrice Milhazes Bridget Riley David Hockney and Vija Celmins Louis Wain Kandinsky Bernal, Bolotowsky, Vincent Van Gogh Jasper Johns Renoir Sorolla, Kroyer Louise Bourgeois	Max Ernst, Ed Ruscha, Clarice Cliff, Nancy McCrosky, Damien Hirst, Julian Opie Edwina Bridgeman	Carl Giles Diego Velazquez Puppets: Craft & Design: Puppets Prehistoric Artists: Prehistoric Art:	Luz Perez Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Rae Giuseppe Sokari Douglas El Anatsui Barbara Hepworth	Hundertwasser Banksy Every Andy Warhol John Singer Sargent Magdalene Odundo	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger Hannah Hoch, Peter Kennard, Jerry Uelsmann Jenny Holzer Edward Weston Edvard Munch Paul Cezanne, Jaromir Funke, Ben Nicholson
Evaluation Metacognitive Knowledge	Identify similarities and differences to others work	<ul style="list-style-type: none"> <li>Recognise and describe key features of their own and other's work.</li> </ul>	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
	Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.

Art Elements		Y1	Y2	Y3	Y4	Y5	Y6
Language	Vocabulary	<p><b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p><b>Sculpture &amp; Collage Lessons:</b> Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature.</p> <p><b>Landscapes Lessons:</b> Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p> <p><b>Art &amp; Design Skills Lessons:</b> Geometry, Tudor, Great Fire of London, printmaking.</p>	<p><b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.</p> <p><b>Art &amp; Design Skills Lessons:</b> Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.</p> <p><b>Human Form Lessons:</b> Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.</p> <p><b>Sculpture &amp; Mixed Media Lessons:</b> Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.</p>	<p><b>Formal Elements Lessons:</b> Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p><b>Art &amp; Design Skills:</b> Puppet, shadowpuppet, decorate, detail, observation, tint, shade, light and dark.</p> <p><b>Prehistoric Art:</b> Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p> <p><b>Craft:</b> Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p>	<p><b>Formal Elements Lessons:</b> Colour, line, tone, form, shape, pattern texture, symmetrical, mark making.</p> <p><b>Sculpture Lessons:</b> Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p> <p><b>Art and Design Skills Lessons:</b> Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.</p>	<p><b>Formal Elements Lessons:</b> Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p> <p><b>Every Picture Tells a Story Lessons:</b> Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.</p> <p><b>Design For A Purpose Lessons:</b> Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</p> <p><b>Art &amp; Design Skills Lessons:</b> Annotate, visualise, scale, collage.</p>	<p><b>Still Life Lessons:</b> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.</p> <p><b>Make My Voice Heard Lessons:</b> Graffiti, contrasting, commissioned, Guernica, sculpture.</p> <p><b>Photography Lessons:</b> Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.</p> <p><b>Art &amp; Design Skills Lessons:</b> Impressionism, zentangle, prototype, appreciation.</p>