



## TANKERSLEY ST PETERS C OF E PRIMARY SCHOOL CURRICULUM INTENT - ART

### TO BE COVERED ACROSS KS1

### To develop progression in Art techniques and skills and knowledge in Art

Record and explore ideas from first hand observations  
Ask and answer questions about starting points for their work  
Develop their ideas – try things out, change their minds.  
Explore the work of artists, craftspeople and designers from different times and cultures for similarities and differences.  
Review what they and others have done and say what they think and feel about it.  
Identify what they might change in their current work or develop in future work.

### Intent- Overall skills and knowledge

#### Intent - Drawing

**Experiment with a variety of media:** pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk  
**Lines and marks** - Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.  
**Shape** - observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.  
**Tone** - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc.  
**Texture** - Investigate textures by describing, naming, rubbing, copying,

#### Intent – Painting

**Print with a range of hard and soft materials** e.g. Corks, pen barrels, sponges.  
**Make simple marks** on rollers and printing palettes  
**Take simple prints** e.g. *mono-printing Roll printing ink over found objects to create patterns* e.g. plastic mesh, stencils  
**Build repeating patterns** and recognise pattern in the environment  
**Create simple printing blocks** with press print  
**Design repetitive patterns**  
**Use of Colour** - Experiment with overprinting motifs and colour

#### Intent – Textiles

**Match and sort fabrics** and threads for colour, texture, length, size and shape  
**Change and modify threads and fabrics** by knotting, fraying, pulling threads, twisting, plaiting.  
**Cut and shape fabric** using scissors, snips  
**Apply shapes** with glue or by stitching  
**Apply decoration** using beads, buttons, feathers etc.  
**Create cords and plaits** for decoration  
**Apply colour** with printing, dipping, fabric crayons  
**Create and use dyes** i.e. onion skins, tea, coffee  
**Texture -Create fabrics** by weaving materials i.e. *grass through twigs, wool around wire etc.*

#### Intent - 3D and sculpture

**Manipulate malleable materials** in a variety of ways including rolling and kneading  
**Explore sculpture** with a range of malleable media  
**Manipulate malleable materials** for a purpose e.g. a pot or tile  
Understand the **safety and basic care of materials** and tools  
Form  
**Experiment with constructing and joining** recycled, natural and manmade materials  
**Use simple 2D shapes** to create a 3D form  
**Change the surface of a malleable material** e.g. build a textured tile

### Intent – Collage

Create images from a variety of media e.g. photocopied material. Fabric, crepe paper, magazines etc.

Arrange and glue materials to different backgrounds

Sort and group materials for different purposes e.g. Colour, texture

Fold, crumple, tear and overlap papers

Work on different scales

**Colour** -Collect, sort, name, match colours appropriate for an image

**Texture** - Create, select and use textured paper for an image

### Intent – Digital media

Explore ideas using digital sources e.g. internet, graphics tools

Record visual information using ipads and cameras, uploading images/

Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas

**Shapes**

Using eraser, shape and fill tools

**Colours and texture** -Using simple filters to manipulate and create images

Use basic selection and cropping tools.

### CLASS COVERAGE

Year Group	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2	SKILLS LINKS
Class 1	One Giant Leap	Victorians	Set Sail	Castles	Ready Steady Grow	Going Wild DT focus	
Content and knowledge	<p>*Mixing primary colours.</p> <p>*Experimenting to get different colours.</p> <p>*To <b>control</b> the lightness of colour using white.</p> <p>*To <b>control</b> the darkness of colour using black.</p> <p>*Exploring <b>different textures using paint</b>.</p> <p>*Investigate the famous artist – <b>Van Gogh – ‘Starry Starry Night’</b></p> <p>Create a <b>collage in the style of</b> Starry Starry Night.</p> <p>Vocabulary – Tone Shade / Texture</p>	DT Focus	<p>*Self-portrait - <b>Line drawing</b> to represent the face.</p> <p>*<b>Copying</b> shapes. (observe and copy shapes of the face).</p> <p>*<b>Mix</b> colours to match skin tones.</p> <p>*<b>Mix powder paint</b> to make different tones and shades of skin colour.</p>	<p>*<b>Sculpture</b> – To explore materials/process in making sculptures.</p> <p>Egg Box Dragon</p> <p>*To make a sculpture using <b>clay</b>.</p> <p>*Investigating shape – <b>Shapes</b> on a dragon.</p> <p>*<b>Evaluating</b> sculptures.</p>	DT Focus		<p><b>Mix paint</b></p> <p><b>Control paint</b></p> <p><b>Texture of paint</b></p> <p><b>Line Drawing</b></p> <p><b>Copying</b></p> <p><b>Collage</b></p> <p><b>Clay sculptures</b></p> <p><b>Shapes</b></p> <p><b>Evaluation of art</b></p> <p><u>Artist:</u></p> <p><b>Van Gogh</b></p> <p><b>Andy Warhol</b></p> <p><b>Picasso</b></p> <p><b>Neil Wood – Visiting Artist</b></p>

Year Group	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2	SKILLS LINKS
Class 2	<b>Jungle/animal habitats</b>  *Identify differences in natural forms, using a camera take close up <b>photographs</b> . *Make <b>sketches</b> of these natural forms. * <b>Look at</b> <i>Henri Rousseau</i> - Tiger in a storm. Make a paper <b>collage</b> . * Make a Mexican mask using <b>textiles / collage</b> techniques.	<b>Festivals and celebrations</b>  DT focus	<b>Marvellous Medicine</b>  DT focus	<b>Fire of London</b>  *Make <b>rubbings</b> of natural and man-made materials to explore surface textures of buildings. * <b>Print</b> with a variety of objects. *Take <b>photographs</b> of patterns found on buildings. *Make a large mural ( <b>painting</b> ) of buildings using their knowledge of pattern. Look at the mural work of Virginia Pacer.	<b>Fire of London</b>  *Use a section of an image to <b>extend imagination</b> . *Create quick <b>sketches</b> of a scene. *Practice <b>colour mixing</b> ready to start painting. *Create a composition with <b>Charcoal</b> . *Show an understanding of <b>scale</b> . *Draw a picture of a path leading into the distance- <b>perspective</b> . *Create a <b>collage</b> of the city of London on fire. *Create a pattern on a clay tile.	<b>An Island Home</b>  DT focus	<b>Photography</b> <b>Sketching</b> <b>Enlarging to scale</b> <b>Rubbings</b> <b>Printing</b> <b>Collages</b> <b>Painting</b> <b>Colour mixing</b> <b>Charcoal sketches</b> <b>Use of perspective</b> <b>Extend imagination</b>  <b>Artist:</b> <b>Henri Rousseau</b> <b>Virginia Pacer</b>

**TO BE  
COVERED  
ACROSS KS2**

**To develop  
progression  
in Art  
techniques  
and skills and  
knowledge in  
Art**

**Intent- Overall skills and knowledge:**

Select and record from first hand observation, experience, and imagination, and explore ideas for different purposes.  
Question and make thoughtful observations about starting points and select ideas to use in their work.  
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  
Adapt their work according to their views and describe how they might develop it further.  
Annotate work in sketchbook.

**Intent – Drawing - Year 3 and 4**

Experiment with ways in which surface detail can be added to drawings.  
Use sketchbooks to collect and record visual information from different sources.  
Draw for a sustained period of time at an appropriate level.

**Lines and Marks:**

Make marks and lines with a range of drawing implements e.g. *charcoal, pencil, crayon, chalk, pastels, pens etc.*

Experiment with different grades of pencil and other implements to create line and marks.

**Form and Shape:**

Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show awareness of objects having a third dimension.

**Tone:**

Experiment with different grades of pencil and other implements to achieve variations in tone.

Apply tone in a drawing in a simple way.

**Texture:**

Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing

**Intent – Drawing -Year 5 and 6**

Work from a variety of sources including observation, photographs and digital images.

Work in a sustained and independent way to create a detailed drawing.

Develop close observation skills using a variety of view finders.

Use a sketchbook to collect and develop ideas.

Identify artists who have worked in a similar way to their own work.

**Lines, Marks, Tone, Form and Texture:**

Use dry media to make different lines, marks, patterns and shapes within a drawing

Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Explore colour mixing and blending techniques with coloured pencils.

Use different techniques for different purposes i.e. *shading, hatching* within their own work.

Start to develop their own style using tonal contrast and mixed media.

Perspective and Composition.

Begin to use simple perspective in their work using a single focal point and horizon.

Begin to develop an awareness of composition, scale and proportion in their paintings, e.g. *foreground, middle ground and background.*

Show an awareness of how paintings are created, i.e. *composition*

#### Intent – Painting - Year 3 and 4

Experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects.

Work on a range of scales e.g. *thin brush on small picture etc.*

Create different effects and textures with paint according to what they need for the task.

##### **Colour:**

Mix colours and know which primary colours make secondary colours.

Use more specific colour language.

Mix and use tints and shades

#### Intent – Printing - Year 3 and 4

Create printing blocks using a relief or impressed method.

Create repeating patterns.

Print with two colour overlays.

#### Intent – Textiles – Year 3 and 4

Use a variety of techniques e.g. printing, dyeing, weaving, and stitching to create different textural effects.

Match the tool to the material.

Develop skills in stitching, cutting and joining.

#### Intent - 3D and sculpture – Year 3 & 4

Plan, design and make models from observation or imagination.

Join clay adequately and construct a simple base for extending and modelling other shapes.

Create surface patterns and textures in a malleable material.

Use paper Mache to create a simple 3D object.

#### Intent – Collage - Year 3 & 4

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures

Use collage as a means of collecting ideas and information building a visual vocabulary

#### Intent – Painting -Year 5 and 6

Develop a painting from a drawing.

Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.

Create imaginative work from a range of sources e.g. observational drawing, themes, poetry, music.

##### **Colour:**

Mix and match colours to create atmosphere and light effects.

Be able to identify primary, secondary, complementary and contrasting colours.

Work with complimentary colours.

#### Intent – Printing - Year 5 and 6

Create printing blocks by simplifying an initial sketch book idea.

Use relief or impressed method. Create prints with three overlays.

Work into prints with a range of media e.g. colour, pens and paints.

#### Intent – Textiles – Year 5 and 6

Use fabrics to create 3D structures.

Use different grades of threads and needles.

Experiment with batik techniques.

Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.

#### Intent - 3D and sculpture – Year 5 and 6

Shape. form, model and construct from observation or imagination.

Use recycled, natural and manmade materials to create sculptures.

Plan a sculpture through drawing and other preparatory work.

Develop skills in using clay including slabs, coils, slips etc.

Produce intricate patterns and textures in a malleable media e.g. *Clay/Plaster of Paris*

#### Intent – Collage - Y5 and 6

Add collage to a painted, printed or drawn background

Use a range of media to create collages

Use different techniques, colours and textures etc. when designing and making pieces of work.

Use collage as a means of extending work from initial ideas

### Intent – Digital media -Year 3 & 4

Record and collect visual information using digital cameras and video recorders  
Present recorded visual images using software e.g. *IMovie /Morpho*  
Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision/changing the type of brush to an appropriate style e.g. *charcoal*  
Create shapes by making selections to cut, duplicate and repeat  
Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.

### Intent – Digital media Year 5 & 6

Record, collect and store visual information using digital cameras and video recorders  
Present recorded visual images using software e.g. *IMovie / Morpho/ puppet pals*  
Use a graphics package to create and manipulate new images.  
Be able to import an Image (*scanned, retrieved, taken*) into a graphics package.  
Understand that a digital image is created by layering.  
Create layered images from original ideas (sketch books etc.)

### CLASS COVERAGE

#### Class 3

#### Anglo- Saxons

##### Iron age.

\* Plan and design a piece of Iron age jewellery using **clay**.  
\* **Baking:** make a loaf of bread.  
\* Past to present: review metal workings from the past and compare to present *metal sculpture artists*. Create a whole class piece of **metal sculpture**.

##### Move it monsters

\* Pneumatic monsters using **3dcardboard modelling, paint, collage** and a **pneumatic** system.

\* Winter art display: **Paint/sketch/collage**. Mixing paints to create a **tonal effect**.

#### Stone Age

##### Greek craft / mythology

\*Exploring *Ancient Greek art* and their use of repeating patterns to create a whole class **fabric print**, using stamps.  
\* Amphora vase – explore decoration and design to create a decorative Amphora vase using **felt tip** and **collage**.  
\* Pandora's box – design, plan, create a box using a net. Plan **appropriate decoration** for the shape/use.

##### Olympics / action art

\***Pencil sketches** showing movement.  
\* **Explore** artists: *Edward Muybridge, Boccioni, Nolde, Robert Delaunay and Picasso*. Showing how they created movement in their art.  
\* Create a **pastel** art showing movement, inspired by one of the artists.

#### Ancient Greeks

##### Mousehole / landscapes

\* Create a landscape **watercolour** painting showing the technique of **perspective** and **colour mixing**.  
\* Create a **clay sculpture**, inspired by the artist *Bernard Leach*. **Mixing paint** to create a natural tone.  
\* Create a collage by **layering tissue paper**. Using the technique of perspective to create a 'Where the land meets the sea' picture.

##### Saxon craft

\* **Explore** *Saxon art* and create a stained glass window, using **acetate and tissue paper**. Use of **size** and **colour** to create a **pattern**.  
\* **Weaving:** Develop the skill of weaving to create a woven length, using a cardboard loom.

#### Clay Modelling

##### Baking

##### Metal sculptures

##### 3D modelling

##### Painting

##### Mixing paint

##### Collages

##### Sketching

##### Felt tip pen drawings

##### Fabric printing

##### Pencil sketches

##### Pastel drawings

##### Use of Perspective

##### Watercolour paintings

##### Colour mixing

##### Tonal colour mixing.

##### Clay sculpture

##### Layering tissue paper

##### Using scale and colour

##### Weaving

##### Artists:

##### Metal sculpture artists

##### Ancient Greek art

Edward Muybridge  
Boccioni  
Nolde  
Robert Delanauy  
Picasso  
Saxon art  
Bernard Leach

#### Class 4

##### Tudors

\* Tudor roses – Tissue paper **collage**.  
**Tracing** and **transferring** design / pattern.  
\* Tudor Homes. **3D picture**.  
**Watercolour** painting.  
\*Tudor portraits – **portrait drawing** skills – Pencil crayon. **Review** portrait artists: *Hans Holbein the younger*.

##### Ancient Egypt

\*Canopic jar – Create a jar from **clay** and decorate with **paint**.  
**Mixing** appropriate **paint** colours and choosing appropriate design.  
\*Double Egyptian crown – **research** the style and design. **Pencil sketch** a design.  
Problem solve to make own version.

##### Vikings

\*Clay jewellery.  
\*Shields.  
\*Longboat collage.

##### Collages

**Tracing**  
**3D Picture art**  
**Watercolour paintings**  
**Portrait drawings**  
**Pencil crayons**  
**Clay modelling**  
**Mixing paints**  
**Research designs**  
**Pencil sketch**

##### Artists:

**Hans Holbein the younger**

#### Class 5

##### Enchanting Elizabethans

\***TEXTILES** – Elizabethan purse  
\***COLLAGE** – Memento from Elizabethan England (scrap book)  
\***PRINTING** – Elizabeth pattern to add

##### Memorable Miners

\* **DRAWING** – Davy lamps  
\* **DRAWING** – Self-portraits  
\***PAINTING** – Miner scene

##### Momentous Mayas

\* **SCULPTURE** – Maya temple  
\* **DIGITAL MEDIA** – Maya sacrifice

##### Sewing

**Collage**  
**Printing**  
**Animation**  
**Observational drawing**  
**Painting**  
**Pencil sketches**  
**Charcoal sketches**

to collage

\* Discuss use of printing in **William Morris'** work

\* Discuss use of **Chiaroscuro** (light/dark) in **Rembrandt's** The Night Watch.

Use of perspective,  
scale and proportion  
Tonal colour mixing  
Tonal contrast  
Plaster of Paris  
sculpture  
Layering media  
Using scale and colour  
Printing blocks - relief  
method

Artist: **Rembrandt**  
**William Morris**

## Class 6

### Rampaging Romans

\*Roman mosaics- **printing**

\*Roman artefact **sculptures**- create a Roman artefact from clay

\***Digital Media**- green screen animation- Roman invasion of Britain

\*Roman myth –**drawing**

**Rubens** Romulus and Remus scale and proportion

### Perilous Plague

\*Eyam plague cottage- **3D model and sculpture**

\*Observational **drawings** using view finders of the plague doctor using charcoal- shading, tone, hatching, cross hatching and stippling

\*Discuss use of colour blending and tonal contrast in **Leonardo da Vinci's** Last Supper- **drawing**.

### Woeful WW2

\*Propaganda posters- **drawing and painting**

\*The Blitz- **collage**

\***Textiles** – make do and mend

Animation  
Observational drawing  
Painting  
Pencil sketches  
Use of perspective,  
scale and proportion  
Colour mixing  
Tonal colour mixing  
Tonal contrast  
Clay sculpture: slab,  
coil and slip  
Layering media  
Using scale and colour  
Sewing  
Batik  
Printing blocks, relief  
method and overlay

Artists:  
**Leonardo da Vinci**  
(cc RE)

**Peter Paul Rubens-  
Romulus and Remus**