

## Art Overview

The Art and Design curriculum at Kingswood Parks matches the breadth and ambition of the National Curriculum. The key substantive and disciplinary knowledge have been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. Art and Design vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning. Artists have been chosen to reflect and celebrate the diversity of person and pieces.

### EYFS - Foundation Stage 1

#### Painting

**Key Concept – Colour**  
**Curricular Goal:**  
 Pupils can explore colour and colour mixing when playing freely with paint and are beginning to talk about the pictures they make  
**Learning Objective:**

- To be able to create closed shapes with continuous lines and begin to use these shapes to represent objects
- To be able to show different emotions in their paintings
- To be able to explore colour and colour mixing
- To begin to show a preference for a dominant hand using a comfortable grip

#### Drawing

**Key Concept – Mark Making / Mood and Feeling**  
**Curricular Goal:**  
 Pupils can make marks on paper with details that can be explained and seen by others.  
**Learning Objective:**

- To be able to create closed shapes with continuous lines, beginning to use these shapes to represent objects
- To be able to draw with increasing complexity and detail, such as representing a face with a circle and including details
- To be able to use drawing to represent ideas like movement or loud noises
- To be able to show different emotions in their drawings
- To begin to show a preference for a dominant hand using a comfortable grip

### EYFS - Foundation Stage 2

#### Painting

**Key Concept – Colour**  
**Artist – Wassily Kandinsky**  
**Curricular Goal:**  
 When painting pupils can experiment with a variety of tools to colour mix and explore using colour for a purpose to represent a chosen object  
**Learning Objective:**

- To be able to explore, use and refine a variety of artistic effects to express their ideas and feelings
- To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them
- To be able to develop their fine motor skills to use a range of small tools including a paintbrush

#### Drawing

**Key Concept – Mark Making / Mood and Feeling**  
**Curricular Goal:**  
 Pupils are able to draw imaginatively with details that represent their chosen images and explain what they have drawn  
**Learning Objective:**

- To be able to explore, use and refine a variety of artistic effects to express their ideas and feelings
- To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them
- To be able to develop their fine motor skills to begin to show accuracy and care when drawing

### Year 1

#### Sketching

**Key Concept – Texture / Mood and Feeling**  
**Artist – Vincent Van Gogh**  
**Curricular Goal:**  
 Pupils can sketch a portrait in the style of Van Gogh  
**Learning Objective:**

- To be able to show people's feelings when drawing
- To be able to draw lines of different thicknesses when drawing
- To be able to describe what can be seen and give an opinion about the work of an artist
- To be able to ask questions about a piece of art

#### Painting

**Key Concept – Colour**  
**Artist- Henry Rousseau**  
**Curricular Goal:**  
 Pupils can paint a landscape in the style of Henry Rousseau (Jungle landscape) using their knowledge of colour mixing  
**Learning Objective:**

- To be able to understand how colour is used to create an effect
- To be able to name the primary and secondary colours
- To be able to mix paint to create all the secondary colours
- To be able to use a range of tools to apply colour
- To be able to describe what can be seen and give an opinion about the work of an artist
- To be able to ask questions about a piece of art

#### Sculpture

**Key Concept – Joining**  
**Artist – Fideli Sundqvist (Visi)**  
**Curricular Goal:**  
 Pupils can make a 3D picture in the style of Fideli Sundqvist (Visi) using their knowledge of manipulating paper in different ways  
**Learning Objective:**

- To be able to understand how materials can be folded and cut to create different effects
- To be able to use simple joins to join materials
- To be able to describe what can be seen and give an opinion about the work of an artist
- To be able to ask questions about a piece of art

### Year 2

#### Sketching

**Key Concept – Shading, Texture / Mood and Feeling**  
**Artist - Frida Kahlo**  
**Curricular Goal:**  
 Pupils can sketch a portrait in the style of Frida Kahlo (The Self Portrait – Black curtain background) using their knowledge of shading  
**Learning Objective:**

- To be able to use three different grades of pencils when drawing
- To be able to use a viewfinder when drawing to focus on a specific part of a picture
- To be able to suggest how artists have used colour, pattern, and shape
- To be able to create a piece of art in response to the work of another artist

#### Painting

**Key Concept – Colour Mixing**  
**Artist - Paul Klee**  
**Curricular Goal:**  
 Pupils can paint a landscape in the style of Paul Klee (Mazzaro) using their knowledge of colour mixing (different shades of colours)  
**Learning Objective:**

- To be able to mix a tertiary colour
- To be able to mix paint to create many tones of one colour
- To be able to darken colours when colour mixing
- To be able to use thick and thin brushes when painting for effect
- To be able to use a viewfinder when painting to focus on a specific part of a picture
- To be able to suggest how artists have used colour, pattern, and shape
- To be able to create a piece of art in response to the work of another artist

#### Sculpture

**Key Concept – Moulding**  
**Artist - Ellen Schön**  
**Curricular Goal:**  
 Pupils can sculpt a clay pot in the style of Ellen Schön  
**Learning Objective:**

- To be able to manipulate clay to create different effects
- To be able to replicate patterns and textures in 3D form
- To be able to suggest how artists have used colour, pattern, and shape
- To be able to create a piece of art in response to the work of another artist

Year 3		
Sketching	Painting	Sculpture
<p><b>Key Concept – Shading and texture</b>  <b>Artist – Edward Hopper</b>  <b>Curricular Goal:</b>  Pupils can make a portrait in the style Edward Hopper (182 artworks painting) using their knowledge of scaling  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to use different grades of pencils when sketching, to show shade and the different tones and textures</li> <li>To be able to understand the proportions of a face</li> <li>To be able to sketch a portrait with scaling</li> <li>To be able to identify the techniques used by different artists</li> <li>To be able to compare the work of different artists</li> <li>To be able to recognise when art is from different cultures and historical periods</li> </ul>	<p><b>Key Concept – Colour Mixing / Texture</b>  <b>Artist – Claude Monet</b>  <b>Curricular Goal:</b>  Pupils can paint a landscape using watercolour in the style of Claude Monet (At Dusk)  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to create a background using a wash</li> <li>To be able to use a range of brushes to create different effects when painting a landscape</li> <li>To be able to apply colour when painting a landscape</li> <li>To be able to identify the techniques used by different artists</li> <li>To be able to compare the work of different artists</li> <li>To be able to recognise when art is from different cultures and historical periods</li> </ul>	<p><b>Key Concept – Moulding</b>  <b>Artist – Bernard Leach</b>  <b>Curricular Goal:</b>  Pupils can sculpt a clay pot with a handle in the style of Bernard Leach  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to manipulate clay to create and combine shapes in 3D form</li> <li>To be able to join a handle to a clay cup</li> <li>To be able to use a range of tools to create different effects when moulding a clay cup</li> <li>To be able to identify the techniques used by different artists</li> <li>To be able to compare the work of different artists</li> <li>To be able to recognise when art is from different cultures and historical periods</li> </ul>
Year 4		
Sketching	Painting	Sculpture
<p><b>Key Concept – Texture, Shading, Line</b>  <b>Artist – Lois Mailon</b>  <b>Curricular Goal:</b>  Pupils can sketch a portrait in the style of Lois Mailon Jones (Woman in the act of painting) using their knowledge of scaling, shading and texture  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to sketch a portrait using line, shape and shading to represent light</li> <li>To be able to sketch a portrait with scaling, shading and texture</li> <li>To be able to create different facial expressions when sketching, including the mouth, eyes and skin creases</li> <li>To be able to use lines and marks to create texture</li> <li>To be able to experiment with the styles used by other artists</li> <li>To be able to explain some of the features of art from historical periods</li> <li>To be able to understand how different artists developed their specific techniques</li> </ul>	<p><b>Key Concept – Colour / Shapes and Textures / Brush Techniques</b>  <b>Artist – John Horace Hooper</b>  <b>Curricular Goal:</b>  Pupils can paint a landscape using watercolour including a reflection in the style of John Horace Hooper (Iffley Mill)  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to use a number of brush techniques to produce lines, patterns, shapes and textures</li> <li>To be able to represent figures and forms in movement</li> <li>To be able to show reflections when painting a landscape</li> <li>To be able to experiment with the styles used by other artists</li> <li>To be able to explain some of the features of art from historical periods</li> <li>To be able to understand how different artists developed their specific techniques</li> </ul>	<p><b>Key Concept – Moulding</b>  <b>Artist – Magdalene Odundo</b>  <b>Curricular Goal:</b>  Pupils can sculpt a clay pot with two handles, like a vase, in the style of Magdalene Odundo  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to use tools to sculpt clay</li> <li>To be able to add shapes, patterns and textures to clay</li> <li>To be able to make a trophy with handles and a removable lid</li> <li>To be able to experiment with the styles used by other artists</li> <li>To be able to explain some of the features of art from historical periods</li> <li>To be able to understand how different artists developed their specific techniques</li> </ul>
Year 5		
Sketching	Painting	Sculpture
<p><b>Key Concept – Texture, shading, Mood and Feeling</b>  <b>Artist – Leonardo Da Vinci</b>  <b>Curricular Goal:</b>  Pupils can create a portrait in the style of Leonardo Da Vinci (Mona Lisa) using their knowledge of realism, depth and texture  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to accurately use perspective and shading for depth, texture and realism</li> <li>To be able to express emotion in art</li> <li>To be able to sketch a portrait with realism, depth and texture</li> <li>To be able to research the work of an artist and use their work to replicate a style</li> <li>To be able to experiment with media to create emotion in art</li> <li>To be able to know how to use images created, scanned and found; altering them where necessary to create art</li> </ul>	<p><b>Key Concept – Tone and Colour / Mood and Feeling</b>  <b>Artist – Vincent Van Gogh</b>  <b>Curricular Goal:</b>  Pupils can paint a landscape from a non-visual stimulus in the style of Vincent Van Gogh (Starry Night) drawing on their knowledge of mood and feeling  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to create paintings from their imagination using stories, music and poems as stimuli</li> <li>To be able to paint a landscape from a non-visual stimulus</li> <li>To be able to use tone to create mood and feeling.</li> <li>To be able to organise line, tone, shape and colour to represent forms in movement</li> <li>To be able to research the work of an artist and use their work to replicate a style</li> <li>To be able to experiment with media to create emotion in art</li> </ul>	<p><b>Key Concept – Moulding</b>  <b>Artist – Sir Anthony Gormley</b>  <b>Curricular Goal:</b>  Pupils can sculpt a life-like figure/ landmark in the style of Sir Anthony Gormley (Angel of the North and other works)  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to sculpt clay showing life like qualities and real-life proportions</li> <li>To be able to make a life-like figure or landmark</li> <li>To be able to research the work of an artist and use their work to replicate a style</li> <li>To be able to experiment with media to create emotion in art</li> </ul>
Year 6		
Sketching	Painting	Sculpture
<p><b>Key Concept – Texture, shading, Mood and Feeling, Colour</b>  <b>Artist – Banksy</b>  <b>Curricular Goal:</b>  Pupils can sketch a portrait in the style of Banksy (The girl with the pierced eardrum) using their knowledge of scale, depth, texture and tone  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to sketch a portrait with convincing scale, depth, texture and tone</li> <li>To be able to use a range of sketching pencils when creating a piece of observational art</li> <li>To be able to explain why chosen specific techniques have been used</li> <li>To be able to use feedback to make amendments and improvements to their artwork</li> <li>To be able to explain the style of art used and how it has been influenced by a famous artist</li> <li>To be able to explain what an artist is trying to achieve</li> </ul>	<p><b>Key Concept – Tone and Colour / Perspective</b>  <b>Artist – L.S. Lowry</b>  <b>Curricular Goal:</b>  Pupils can paint a landscape in a personal style using L.S. Lowry as a stimulus (Lost') drawing on their knowledge of perspective  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to paint a landscape in own personal style</li> <li>To be able to overprint to create different patterns</li> <li>To be able to explain why chosen, specific techniques have been used</li> <li>To be able to use feedback to make amendments and improvements to my landscape painting</li> <li>To be able to explain the style of art used and how it has been influenced by a famous artist</li> <li>To be able to explain what an artist is trying to achieve</li> <li>To be able to understand why art can be very abstract and the message that the artist is trying to convey</li> </ul>	<p><b>Key Concept – Moulding</b>  <b>Artist – Marisol Escobar</b>  <b>Curricular Goal:</b>  Pupils can make a figure in their own personal style using Marisol Escobar (Women and Dog) as a stimulus.  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>To be able to select tools, materials and techniques to fulfil a design brief</li> <li>To be able to explain why different tools have been used to create a sculpture</li> <li>To be able to make a figure in their own personal style</li> <li>To be able to explain the style of art used and how it has been influenced by a famous artist</li> <li>To be able to explain what an artist is trying to achieve</li> <li>To be able to understand why art can be very abstract and the message that the artist is trying to convey</li> </ul>