

Purpose of Study

Pelynt’s Art curriculum is designed to develop children’s understanding of the value and importance of art in reflecting cultures and the shape of history. Children learn to respond emotionally to art and recognise its influence on other people’s emotions. They are able to question and develop their critical thinking skills as part of their response. Art is recognised as a key form of communication. Teachers model critical thinking and use a range of technical language that enables children to express an opinion. Children have the opportunity to:

- Experiment**
- Invent**
- Create**
- Explore**
- Evaluate**

Experiment – Progression of Techniques

Drawing (pencil, charcoal, inks, chalk, pastels, putty rubbers, felt tips, ball points and other dry material to make marks) Possible Artists – De Vinci, Van Gogh, Poonac, L S Lowry, Picasso		
Years 1/2	Years 3/4	Years 5/6
Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Hold a large paint brush correctly Make marks using paint with a variety of tools Consider consistency when applying paint	Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)	Use first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds Work indoors and outdoors

<p>Colour within the line Draw on smaller and larger scales Begin to add detail to line drawings</p>	<p>Use a variety of brushes and experiment with ways of marking with them Develop shadows Use of tracing</p>	<p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>
<p>Detailed Progression</p>		
<ul style="list-style-type: none"> • Start to record simple explorations in a sketch book. • Experiment creating different line patterns with a pencil. • Experiment using charcoal and white chalk and begin to explore light. Use black felt tip pens to create an outline. • Use colouring pencils and crayons to solidly infill outline shapes in appropriate colours. • Work from imagination, to create fantasy pictures. • Produce patterns and textures that replicate those in the real world (observation) • Work on different types and colours of papers and surfaces. • Record explorations in a sketch book. • Produce a growing range of patterns and textures and tones with a single pencil too replicate those in the real world. • Use charcoal and chalk to show light and shadow • Experiment with pastels in different ways; mixing and hatching solidly infill 	<ul style="list-style-type: none"> • Use a sketch book to plan and develop ideas. • Control a pencil to produce a wide range of tones, patterns and textures. • Explore drawing pencils. • Blend with charcoal and chalk. • Show light and shadow. • Create contrasting effects of line texture & tone. • Draw from observation in large and small scale. • Express different feelings through drawing. • Create an abstract design based on their observation drawings. • Select different techniques for different purposes: shading, hatching, etc. • Consider composition – back, mid, and fore ground. • Explore colour mixing with coloured pencils. 	<ul style="list-style-type: none"> • Start to develop own style using explorations and experimentations from sketch book. • Make quick sketch drawings • Start to process, adapt and change ideas for end pieces. • Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space. • Develop blending skills with charcoal and chalk to show light, shadow, line and texture in observational drawings. • Use a view-finder to focus on small areas. • Work in mixed media. • Mix colours with colour pencils to create a wide tonal range. • Produce a distorted image.

<p>shapes using colour pencils, pastels, etc.</p> <ul style="list-style-type: none"> • Experience working in different ways and on a variety of different coloured, shaped paper. • Use a range of drawing media in different ways: hatching, scribble, stippling, blending 		
<p>Painting Colour (painting, ink, dye, textiles, pencils, crayon, pastels Possible Artists- Pollack, Kandinsky, Klee, Picasso, Hockney, Christian Holt, Rothko, Matisse</p>		
Years1/2	Years 3/4	Years 5/6
<p>Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Create and experiment with shades of colour and name some of these Recognise warm and cold colours Create washes to form backgrounds Explore the relationship between mood and colour</p>	<p>Mix and match colours (create palettes to match images) Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with watercolour, exploring intensity of colour to develop shades Explore complementary and opposing colours in creating patterns</p>	<p>Build on previous work with colour by exploring intensity Introduce acrylic paint Develop watercolour techniques Explore using limited colour palettes Investigate working on canvas experiment with colour in creating an effect Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes</p>
Detailed Progression		
<ul style="list-style-type: none"> • Understand warm and cool colours. • Explore mixing different shades of secondary colours. • Explore different ways of applying paint (sponges, blowing, bubbles, wax relief etc). 	<ul style="list-style-type: none"> • Use a sketch book to store information on colour mixing, brush marks, etc. • Mix colours to a theme (e.g. autumn, plants) • Predict colour mixing and tinting and toning results with increasing accuracy 	<ul style="list-style-type: none"> • Use a sketch book to store information on colour mixing, brush marks, etc. • Mix paints to match the subtle colour of someone or something. • Produce a painting that captures the colour, tone & texture of an object.

<ul style="list-style-type: none"> • Know when to use a thick and when to use a thin brush. • Use the term landscape and portrait. • Mix thick and thin paint • Tint and tone colours. • Revise colour mixing skills. • Experiment creating different tints and tones of secondary colours. • Create a wash with watercolour paints. Know to start at the top of the page and paint in the same direction. • Make a wax resist picture • Control a brush to create shape and detail. • Paint a portrait carefully placing facial features correctly. • Mix colours to match skin tone. 	<ul style="list-style-type: none"> • Create atmosphere with tones of colour (e.g grey). • Create a range of textured powder paint. • Experience using the colour wheel. • Create a watercolour wash starting at the top, painting in the same direction. Add a silhouette. • Select and work from direct observation • Add finer detail with small brushes. • Use warm or cool colours in a design. 	<ul style="list-style-type: none"> • Develop confidence in working from direct observation and imagination. • Design based on a theme adding detail (E.g; a class themed alphabet) • Design a product considering logo, colour, use etc • Begin to use simple perspective. • Demonstrate consideration about the use of colours and their relationships.
<p>Printing (Found materials, fruit/veg, wood blocks, press print, lino, string) Possible Artists – William Morris, Escher, Warhol</p>		
Years 1/2	Years 3/4	Years 5/6
<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control Develop controlled printing against outline /within cut out shapes Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns Experiment with marbling, investigating</p>	<p>Use roller and ink printing. Use simple block shapes formed by children Blend two colours when printing Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays Form string roller prints to create continuous patterns</p>	<p>Create polystyrene printing blocks to use with roller and ink Explore monoprinting (see below for artists) Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point Experiment with screen printing Design and create motifs to be turned into printing block images Investigate techniques from paper printing to work on fabrics</p>

Detailed Progression		
<ul style="list-style-type: none"> • Use my body/hands/fingers to transfer paint onto paper • Rubbings • Print with a variety of objects- manmade and natural • Repeating patterns • Explore overlapping different colours • Use printing to add texture to large scale work • Create patterns • Develop impressed images • Relief printing (polystyrene tiles) • Block printing (potatoes, wood) • Mono Printing (on plastic and transfer to paper) • Explore resist printing (ink over found objects – eg plastic mesh) • Print onto a variety of papers and explore textures • Print with a growing range of objects • Identify the different forms printing takes • Design patterns of repeating complexity and repetition, develop use of symmetry and rotation • Mono printing- use PVC marks on plastic and transfer to paper • Develop relief printing, polystyrene and card • Resist printing by rolling paint over found objects 	<ul style="list-style-type: none"> • Understand the batik process using Easy Batik glue and recap wax resist pictures. • Apply fabric dyes • Make press print (Use polystyrene tiles) • Print two colour overlays. • Print creating repeating patterns considering the use of colour in the ink and paper used. • Develop skills with relief printing (using string or sticky wax) 	<ul style="list-style-type: none"> • Use screen printing technique to decorate fabric. • Create an abstract batik design learn the cold or hot wax method • Use batik technique to create a multi-layered image- using wax resist on plain fabric, painted with dyes, then waxed again and painted with dyes again. • Combine techniques to produce end piece: embroidery over tie dye, etc. • Create a transfer print combining sharp line & soft colour (overlay up to 3 colours) • Understand how to make an abstract design • Produce detailed relief print. • Create a mono-print from an observation line drawing • Make positive & negative monoprints based on a painting • Starting to overwork prints with biro / colour pencils / paints, etc.

3D/Sculpture (clay, dough, boxes, wire, paper sculpture, cardboard, mod roc, metal, wood) Possible Artists – Anthony Gormley, Gaudi, Alexander Calder, Andy Goldsworthy, Henry Moore, Barbara Hepworth, African Art		
Years 1/2	Years 3/4	Years 5/6
Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools Look at sculptures by known artists and natural objects as starting points for own work	Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip Introduce 'modroc' Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms	Design and create sculpture, both small and large scale Make masks from a range of cultures and traditions, building a collage element into the sculptural process Use objects around us to form sculptures Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) Create human forms showing movement
Detailed Progression		
<ul style="list-style-type: none"> • Draw objects & make mini models using modelling material. • Roll out clay to an even thickness to create a tile. • Experiment with simple tools and objects to impress and shape. • Learn papier maché technique using cellulose paste or watered down PVA and strips of newspaper. • Use pinch coil techniques to produce a clay object. • Join clay using slip. • Make distinct patterns with impressed shapes. 	<ul style="list-style-type: none"> • To plan and develop ideas in a sketchbook and make informed choices about media. • Make a clay object using pinch/thumb pot technique. • Learn the coil pot technique with clay. • Blend attached pieces with slip for strength. • Use tools appropriately to carve into media using tools safely. • Decorate using impressions to make patterns or replicate textures. • Use papier maché to make a mask or object. 	<ul style="list-style-type: none"> • Use a sketchbook to inform, plan and develop ideas. • Cut and model clay to required shape. • Blend shapes of clay carefully & effectively to make a larger object. • Create a richly textured clay relief tile or a 3D clay sculpture. • Recognise sculptural forms in the environment: furniture, buildings, etc. • Design 3D objects using paintings etc as inspiration • Become aware of the effect of time, etc. upon sculptures.

<ul style="list-style-type: none"> • Make a papier maché relief picture. 	<ul style="list-style-type: none"> • Create a sculpture from observational drawing (E.g part of human body). • Use cardboard materials to create an object/construction. 	<ul style="list-style-type: none"> • Combine cardboard & papier mache to create a carefully made sculpture creating mood through the colours. Colour with tissue paper.
Digital Media		
Years 1 / 2	Years 3 / 4	Years 5 / 6
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Detailed progression		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •