

Purpose of Study

The Bridge School'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.

Key areas of learning include: drawing, painting, printing, textiles, 3D, collage, IT, knowledge, use of sketchbooks

Through art our children will develop:-

- the knowledge and skills to experiment, invent and create
- the ability to think critically
- an understanding of how art and design reflect and shape our history, contributing to culture and creativity
- proficiency in drawing, painting, sculpture and other art, craft and design techniques
- the ability to use their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- independence, initiative and originality which they can use to develop their creativity
- the ability to select and use materials, processes and techniques skillfully and inventively
- the ability to evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- the ability to reflect on, analyse and critically evaluate their own work and that of others
- a passion for art and design

Key Knowledge/Breadth of Study	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Know how to use a range of materials creatively to design and make products • Know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> • Use experiences/ other subjects across the curriculum and ideas as inspiration artwork • Develop and share ideas in a sketchbook and in finished products • Know how to create a growing number of effects using different techniques, improving mastery of techniques in drawing, painting and sculpture • Know how to use an increasing range of materials • Know about the great artists, architects and designers in history

Art and Design skills, knowledge and vocabulary progress ladder

<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Know 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. • Use experiences and ideas as the inspiration for artwork. • Share ideas and using drawing, painting and sculpture. • Explore a variety of techniques. 	
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Art and Design skills, knowledge and vocabulary progress ladder - EYFS	
Year Group	Content
Nursery	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Know how to Join different materials and explore different textures • Know how to create closed shapes with continuous lines and begin to use these shapes to represent others
Reception	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used

Art and Design skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
Drawing Pencil, charcoal, inks, chalk, pastels,	Year 1	<ul style="list-style-type: none"> • Begin to control lines to create simple drawings from observations • Draw lines of different shapes and thicknesses, using different grades of pencil • Work on different types and colours of paper and surfaces • Colour within the line

Art and Design skills, knowledge and vocabulary progress ladder

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Topic	Year Group	Content
putty rubbers, felt tips, ball points and other dry material to make marks Possible Artists – De Vinci, Van Gogh, Poonac, L S Lowry, Picasso		<ul style="list-style-type: none"> • Work from imagination • Know how to use a range of drawing media in different ways – hatching, scribble, blending.
	Year 2	<ul style="list-style-type: none"> • Begin to add detail to line drawings • Know where they might use different grades of pencil in their drawing and why • Use charcoal and pastels to create different drawing styles • Know how to create different tones using light and dark • Use a viewfinder to focus on a specific part of an artefact before drawing it • Produce patterns and textures that would replicate those in the real world (observation)
	Year 3	<ul style="list-style-type: none"> • Know how to use sketches to plan and develop ideas • Control a pencil to produce a wide range of tones and patterns • Draw from observation in large and small scale • Know how to use different shading techniques to give depth to a drawing • Apply different shading techniques to create texture in a drawing
	Year 4	<ul style="list-style-type: none"> • Start to develop own style using explorations and experimentations from sketchbook • Experiment with drawing techniques to support their observations • Know how to create a sense of proportion in a drawing • Use experimental drawing techniques to create atmosphere in a drawing • Select different techniques for different purposes: shading, hatching, etc.
	Year 5	<ul style="list-style-type: none"> • Know how to create a sense of distance – fore/back and middle ground and proportion in a drawing • 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 • Develop a series of drawings that explore a theme • Explain why they have chosen specific materials to draw with
	Year 6	<ul style="list-style-type: none"> • Communicate ideas through sketches and convey a sense of individual styles, including more abstract representations • Show total qualities using hatching, pointillism, sidestrokes, use of rubber to draw/highlight • Know when to apply different drawing techniques to support their outcomes • Know how to mix colours with colour pencils to create a wide tonal range. • Explain how they have combined different tools and explain why they have chosen specific drawing techniques

Art and Design skills, knowledge and vocabulary progress ladder

Art and Design skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
Painting painting, ink, dye, textiles, pencils, crayon, pastels Possible Artists- Chris Ofili, Kittie Jones, Kurt Jackson, Georgia O’Keeffe, Alma Thomas, Helen Glassford, Clementine Hunter, Pollack, Kandinsky, Klee, Picasso, Hockney, Christian Holt, Rothko, Matisse	Year 1	<ul style="list-style-type: none"> Recognise and name primary and secondary colours Know how to mix primary colours to make secondary colours Express their feelings through paintings & create a mood Interpret an object through painting Explore the relationship between mood and colour Explore different ways of applying paint (sponges, blowing, bubbles, wax relief etc). Know when to use a thick and when to use a thin brush.
	Year 2	<ul style="list-style-type: none"> Create and experiment with shades of colour and name some of these Experiment with watercolour techniques to create different effects Know how to tint and tone colours Control a brush to create shape and detail. Mix colours to match skin tone.
	Year 3	<ul style="list-style-type: none"> Mix a range of colours in the colour wheel Create palettes to match images Identify what colours work well together Create a background using a wash Use a range of brushes to create different effects
	Year 4	<ul style="list-style-type: none"> Know the different properties of different paints Lighten and darken tones using black and white Know how to use shade to create depth in a painting Experiment with watercolour, exploring intensity of colour to develop shades Create atmosphere with tones of colour Add finer detail with small brushes
	Year 5	<ul style="list-style-type: none"> Create a range of shades using different kinds of paint Explore using limited colour palettes Create mood in a painting Develop fine brush strokes Identify different painting styles and how artists are influenced by these styles over time
	Year 6	<ul style="list-style-type: none"> Explain what their own style is Apply a wide range of techniques in their work and explain why they have chosen these techniques

Art and Design skills, knowledge and vocabulary progress ladder

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Topic	Year Group	Content
Printing Found materials, fruit/veg, wood blocks, press print, lino, string) Possible Artists – Deborah Harris, Angie Lewin, Mark Hearld, Andrew Sharman, William Morris, Escher, Warhol		<ul style="list-style-type: none"> • Have a strong understanding of colour theory and how to use it to create a balanced painting • Mix paints to match the subtle colour of someone or something • Produce a painting that captures the colour, tone & texture of an object
	Year 1	<ul style="list-style-type: none"> • Recognise and explore different marks through printing with different objects - Finger print, sponge print, block print • Explore impressed images, relief printing (polystyrene tiles), block printing (potatoes, wood), mono printing (on plastic and transfer to paper) • Explore overlapping different colours • Experiment with amounts of paint applied and develop control • Repeat a print to make a pattern • Print onto a variety of papers and explore textures
	Year 2	<ul style="list-style-type: none"> • Develop controlled printing against outline /within cut out shapes • Design patterns of repeating complexity and repetition, develop use of symmetry and rotation • Explore mono printing- use PVC marks on plastic and transfer to paper • Develop relief printing, polystyrene and card • Explore resist printing by rolling paint over found objects
	Year 3	<ul style="list-style-type: none"> • Experiment with layered printing using 2 colours or more • Know how printing can be used to make numerous designs • Transfer a drawing into a print
	Year 4	<ul style="list-style-type: none"> • Explore a variety of printing techniques such as batik • Apply fabric dyes • Make a press print (using polystyrene tiles) • Print 2 colour overlays • Create an accurate print design • Use printmaking as a tool with other media to develop a final outcome
	Year 5	<ul style="list-style-type: none"> • Print using a variety of materials – explore intaglio (copper etching), screen printing • Create an accurate print design that reflects a theme or ideas • Make links with printmaking and other media to help develop their work
	Year 6	<ul style="list-style-type: none"> • Overprint using different colours • 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. • Identify different printing methods and make decisions about the effectiveness of their printing methods

Art and Design skills, knowledge and vocabulary progress ladder

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Topic	Year Group	Content
Textiles Possible Artists – Rachel Parker, Eloise Renouf	Year 1	<ul style="list-style-type: none"> • Know how to make a positive and a negative prints • Categorise a range fabrics and threads by colour and texture • Use a range of fabrics to weave a pattern • Identify and discuss when patterns are used in textile design & what patterns they can see
	Year 2	<ul style="list-style-type: none"> • Bond separate fabrics together • Build an image using fabrics • Create a large scale textile or sculpture piece through class collaboration
	Year 3	<ul style="list-style-type: none"> • Add detail to a piece of work • Add texture to a piece of work • Identify and name a range of materials and show how to use them
	Year 4	<ul style="list-style-type: none"> • Explore a range of textures using textiles • Transfer a drawing into a textile design • Use artists to influence their textile designs
	Year 5	<ul style="list-style-type: none"> • Experiment with different ways of exploring textiles • Research artists then use their methods in their textile designs • Plan, design and create a fabric piece using mixed media
	Year 6	<ul style="list-style-type: none"> • Create work which is open to interpretation by the audience • Include both visual and tactile elements in their work
3D Clay, dough, boxes, wire, paper sculpture, cardboard, mod roc, metal, wood Possible Artists – Dan McCarthy, Phoebe Cummins, Sokari Douglas Camp, Anthony	Year 1	<ul style="list-style-type: none"> • Recognise different textures in different surfaces • Experiment with simple tools and objects to impress and shape. • Select and apply different materials to create raised texture • Scrunch, roll and shape materials to make a 3D form • Look at sculptures and try to recreate them using everyday object
	Year 2	<ul style="list-style-type: none"> • Mould, form and shape and bond materials to create a 3D form. • Apply bonding techniques to add parts onto their sculpture • Apply a smooth surface to a sculptural form • Apply line and shape to their work • Look at sculptures by known artists and natural objects as starting points for own work •
	Year 3	<ul style="list-style-type: none"> • Create texture and shape through adding layers • Work collaboratively to create a large sculptural form

Art and Design skills, knowledge and vocabulary progress ladder

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Topic	Year Group	Content
Gormley, Gaudi, Alexander Calder, Andy Goldsworthy, Henry Moore, Barbara Hepworth		<ul style="list-style-type: none"> Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip
	Year 4	<ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Transform a 2D drawing into a 3D form Introduce 'modroc' Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms
	Year 5	<ul style="list-style-type: none"> Design and create sculpture, both small and large scale Interpret an object in a 3D form Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze
	Year 6	<ul style="list-style-type: none"> 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 Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms Create models on a range of scales
Collage Possible Artists – Elouise Renouf, Andrea D'Aquino, John Stezabar	Year 1	<ul style="list-style-type: none"> Select, cut and tear paper and card for their collages Organise and sort materials by colour Build layers of a range of materials to create an image
	Year 2	<ul style="list-style-type: none"> Interpret an object through collage Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has
	Year 3	<ul style="list-style-type: none"> Overlap materials Use collage as a tool to develop a piece in mixed media Use collage to create a mood boards of ideas
	Year 4	<ul style="list-style-type: none"> Use collage to create a mood boards of ideas Use coiling, overlapping, tessellation, mosaic and montage
	Year 5	<ul style="list-style-type: none"> Overlap materials in a variety of ways to build an image Use collage as a tool to develop a piece in mixed media Use collage to create a mood boards of ideas Combine pattern, tone and shape in collage
	Year 6	<ul style="list-style-type: none"> Justify why they have chosen specific materials Apply and combine patterns, tones and shapes Apply knowledge of collage and use as a tool as part of a mixed media project Express their ideas through collage

Art and Design skills, knowledge and vocabulary progress ladder

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Topic	Year Group	Content
Use of IT	Year 1	<ul style="list-style-type: none"> Use a paint program to create a picture Recognise the different tools and how to use them Make changes to their picture
	Year 2	<ul style="list-style-type: none"> Create a picture independently using a specific program Use simple IT mark-making tools, e.g. brush and pen tools
	Year 3	<ul style="list-style-type: none"> Combine digital images with other media Use IT programs to create a piece of work that includes their own work and that of others (using the web) Use the web to research an artist or style of art
	Year 4	<ul style="list-style-type: none"> Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research
	Year 5	<ul style="list-style-type: none"> Scan images and take digital photos, use software to alter them and adapt them Create digital images with animation, video and sound to communicate their ideas
	Year 6	<ul style="list-style-type: none"> Use packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation
Knowledge	Year 1	<ul style="list-style-type: none"> Describe and discuss what they can see and like in the work of another artist/craft maker/designer Express their feelings and opinions about their own piece of art Express their feelings and positive opinions about a peer's piece of art GDS: Make links between their own artwork and other artist GDS: Evaluate their own and others' artwork and make suggestions for improvement GDS: Comment how an artist/designer has used colour, pattern and shape
	Year 2	<ul style="list-style-type: none"> Make links to an artist to inspire their work Generate and discuss topic links to their art Discuss how other artists, craft makers and designers have used colour, pattern and shape GDS: Make comparisons between their own artwork and other artists GDS: Articulate what they are trying to express in their own artwork GDS: Make suggestions for improvement in their own and others' artwork GDS: Transfer skills into a different medium e.g. using drawing skills when painting
	Year 3	<ul style="list-style-type: none"> Compare the work of different artists Explore work from other cultures Explore changes of art over time Consider artistic expression and feeling from a piece of work

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Topic	Year Group	Content
		<ul style="list-style-type: none"> Communicate their own feelings through their own work GDS: Evaluate their learning process and make suggestions for improvement in their own and others' artwork GDS: Adapt or improve their original ideas GDS: Explain why they have selected specific materials for their artwork GDS: Begin to communicate influences of their artwork e.g. mood boards, artists, objects and nature
	Year 4	<ul style="list-style-type: none"> Experiment with different styles which artists have used Research and learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class GDS: Critique their own and others' artwork throughout the learning process to develop and support each other GDS: Use a range of sources e.g. books, internet and galleries to influence their ideas GDS: Experiment with combining different materials and discuss their effectiveness GDS: Discuss how a range of factors influences art from different cultures
	Year 5	<ul style="list-style-type: none"> Critique each other's work as a way of developing and supporting each other's ideas Understand how different media can be combined and work together Have the knowledge to develop an idea through exploration and experimentation GDS: Keep detailed notes, quotes and annotations using advanced vocabulary to explain and reflect on their artistic process e.g. form, composition and tone GDS: Carefully plan their art, taking into account layout, composition and perspective GDS: Explain their own style of art and what has influenced their choices. E.g. mood, events, geography, nature, history and artists
	Year 6	<ul style="list-style-type: none"> Record information about the styles and qualities in their pieces Consider and explain who or what their work is influenced by Include technical aspects in their work, e.g. architectural design Have the knowledge of a wide range of artists and form their own opinions on their different styles GDS: Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements GDS: Able to work independently, confidently and take creative risks in their work
Sketchbooks	Year 1	<ul style="list-style-type: none"> Begin to demonstrate their ideas through sketches in their sketchbooks Show experiments using a variety of media to develop techniques. E.g. pencils, pastels, charcoal etc. GDS: Plan their art using a range of techniques e.g. sketches, discussion and mood boards
	Year 2	<ul style="list-style-type: none"> Create links with an artist and show this in their sketchbooks

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Topic	Year Group	Content
		<ul style="list-style-type: none"> Use their sketchbooks as a mode to record emotions
	Year 3	<ul style="list-style-type: none"> Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Create notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books
	Year 4	<ul style="list-style-type: none"> Produce a mood board to inspire and influence their work Use their sketch books to adapt and improve their original ideas Create notes about the purpose of their work in their sketch books Evaluate their learning and record in sketchbooks
	Year 5	<ul style="list-style-type: none"> Experiment with different styles which artists have used Use their sketchbooks as a mode to record the learning journey Use their sketchbooks to explore and practice a range of materials, record ideas and experiment Use their sketchbooks to build and record their knowledge Compare sketchbook ideas and give supportive and constructive feedback on peer's development
	Year 6	<ul style="list-style-type: none"> Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books

Art and Design Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
line, dark, light, contrast, primary colour, secondary colour, pattern, repetition, mosaic, texture, collage, 3d, sketch, hatching, scribble, blending, fabric, thread, scrunch, roll,	tone, focus, zoom, grade scale, shade, crosshatching, smudging, stippling, complimentary, contrasting, warm tone, cool tone, effect, smooth, rough,	mood board, depth, transfer, contour, shading, stippling, highlight, shadow, acrylic, batiq, digital image, water colour, large and small scale, palette	perspective, background, foreground, midground, distance, atmosphere, lino print, mono print, accuracy, realistic, abstract, complimentary, contrasting,	transparent, perspective, dimension, digital animation, form and space, tonal range, intaglio, screen print, multilayer image, pigment, palette	fine art, naturalistic, hue, tint, mixed media, matte, prime, saturation, engraving, woodcut, etching, lithography, monotyping, screen printing, impression,

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	sculpture, mould, form, collage, fabric, view finder, bond,		exhibition, gallery, modroc, intensity		technique, pointilism,
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