

Art and Design Curriculum Overview

Our Intent

Curzon specific aims of Art and Design

Art and Design inspires the growth of creativity through a range of media and art forms. Our aim as a school is to inspire children with an ownership of their creative process, supporting all pupils to develop confidence as artists. A key way we do this is by utilising our local environment as we are situated in an area of outstanding natural beauty. Through providing opportunities to reflect, evaluate and refine skills, we aim for our children to aspire to become artists, who have the growth mindset to persevere and overcome the challenges of learning new artistic skills.

We have high ambitions for all pupils. Our ethos is to allow all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different skills, media and including some opportunities for collaborative group work, we ensure that all pupils, including SEND, can participate fully. Our curriculum is also designed to challenge high attainers by developing the ability to self evaluate their work and make their own improvements.

Whilst following the National Curriculum and the end of key stage end points, we have made our art and design curriculum unique to Curzon:

Topics chosen to fit with the school's local context

Many of our topics reflect the school's local surroundings. Artists such as Andy Goldsworthy and Monet are chosen as they used their local environments to inspire art. Many of our topics involve children using natural materials to create art. The local church is used as a point of inspiration in KS1 (creating stained glass windows) and in Year 6 (close observation drawing).

Our art curriculum promotes our vision and key values

Kindness and respect: our art and design curriculum teaches all children to give respectful and constructive feedback to others

Courage: our art and design curriculum encourages children to develop the confidence to try out new techniques and to persevere to improve their work.

All children understand that art is a journey (linked to our vision of growing like the mustard seed).

How this links with our school vision: growing in creativity and imagination. Growing in self confidence as an artist.

Topics chosen to provide strong cross curricular links

We emphasise cross-curricular links between art and other subjects as we aim that children retain their substantive and disciplinary knowledge by applying it in more than one curriculum area. For example, Diormas in Year 3 link with the Geography Rainforest topic. In Year 4 children study and recreate Hokusai's The Great Wave while they are learning about coasts in humanities.

A range of artists are chosen

As part of our emphasis on the importance of diversity we have selected artists from a range of eras and cultures. For example, our youngest pupils produce an Andy Warhol inspired portrait of Nelson Mandela. Year 4 study Hokusai and KS1 learn about Ndebele art.

Skills that we intend our pupils to achieve

We have identified four key skill strands and have mapped the development of each of these skills throughout the year groups, identifying what children in each year group need to attain in each of the strands by the end of each academic year.

Year group	Generating Ideas	Making	Evaluating	Knowledge and understanding	Key vocabulary
EYFS	Explore colour and colour mixing.	Create closed shapes with continuous lines Express ideas through art and design. Experiment with colour shape and design through pattern.	Share creations and processes used.	Know how to hold equipment correctly The names of colours, shapes and some of the tools	Drawing: line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. Painting primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab
Year 1	Recognise that ideas can be expressed in art work experiment with an open mind.	Try out a range of materials and processes and recognise that they have different qualities	Show interest in and describe what they think about the work of others	Know how to recognise and describe some simple characteristics of	

		Use materials purposefully to achieve particular characteristics or qualities.		different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	3D: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric, architect Collage: collage, squares, gaps, mosaic, features, cut, place, arrange.
Year 2	Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.	Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for instance they do not accept the first mark but seek to refine and improve)	When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")	Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).	Textiles: textiles, fabric, weaving, woven, alternate, over, under Printing: shape, printing, printmaking, relief printing, objects.
Year 3	Gather and review information, references and resources related to ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)	Know about and describe the work of some artists, craftspeople, architects and designers Explain how to use some of the tools and techniques they have chosen to work with	Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, Collage: texture, shape, form, pattern Sculpture: rectangular, concrete , 2D shape,

Year 4	Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.	Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers. Demonstrate, how tools they have chosen to work with, should be used effectively and with safety	peak, edging, trimmings, shape, form, shadow, light, Textiles: pattern, line, texture, colour, shape, thread, needle, textiles, decoration. Printing: line, pattern, texture, colour, shape, block printing ink,
Year 5	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording.	Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes	Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait Painting: blend, mix, line, tone, shape, abstract, absorb, colour Sculpture: form, structure, texture, shape, mark, soft, join, cast. Collage: shape, form, arrange, fix.
Year 6	Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful and finished work.	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work	Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.	Textiles: colour, fabric, weave, pattern. Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

				Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.	
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Our Implementation

Organisation of topics

In EYFS children have discrete art sessions each week. Art is included in continuous provision. For example, based on the reading of Iggy Peck the Architect, children design and construct their own bridges using a range of materials.

KS1 is taught on a 2 year rolling programme. A different unit is studied each half term .

Each year group in KS2 has 2 terms of discrete art lessons. Art and design is also taught in other curriculum areas such as during the design process in D&T and RE where there are units on representing religious events and picturing Jesus. Opportunities are given for children of all ages to use natural materials to create art in Forest School sessions.

Art is given a high profile in the school and the whole school participates in an art/DT book making week.

Our topics are organised and sequenced so that a range of different art and design areas are covered in each year group. These key areas are started in KS1 and then built on during KS2. For example, basic sewing techniques, taught through making puppets with adult support in KS1, are built on in Year 4 where children learn different stitches and create place mats. Printing, taught in KS1, is built on in Year 6 where children design, use and evaluate their own ink printing tiles.

Organisation of topics to show coverage of key areas

Areas	Year A	Year B
Drawing	Patterns Art around the World Playgrounds	Patterns in buildings Festival art Mother Nature
Painting	Patterns Art around World Recycling Playgrounds	Colours Festival art Mother Nature Artists and their Styles
Sculpture	Art around the World Recycling Sculpture Playgrounds	Patterns in buildings Mother Nature Artists and their Styles
Collage	Materials Sculpture	Mother Nature Patterns in Buildings Artists and their styles
Textiles	Materials	Puppets
Printing	Patterns	Festivals Mother Nature

Artists	Patterns: Metzinger, Hundertwasser Art around World: Kandinsky Materials: Matisse Sculpture: Goldsworthy Playgrounds: Rockwell	Patterns in Buildings: Gaudi Mother Nature: Andy Goldsworthy, Van Gogh Colours: Mondrian, Miranda Lloyd Artists and their styles: Hundertwasser Warhol, Monet, Metzinger
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Areas	Year 3	Year 4
Drawing	Winter trees Rainforest scene	Self portraits Hokusai
Painting	Kandinsky Rousseau 'In the Jungle'	Hokusai 'The Wave' Monet 'Waterlilies'
Sculpture	Paper weaving – palm leaves Rainforest diorama Egyptian eye- clay tiles	
Collage	Rainforest diorama	
Textiles		Book marks and mats
Printing		
Artists	Rousseau Kandinsky Charles Rennie Mackintosh	Mike Parr Margaret Godfrey Hokusai Monet

Areas	Year 5	Year 6
Drawing	Georgia O'Keefe	Church, proportion portraits
Painting	Greek clay pots Viking Long ships	Church
Sculpture	Greek clay pots	DT Making a tagine Creation of Easter Basket (D&T cc)
Collage	Viking Long ships	Hand art in advertising
Textiles	Containers	Victorian Day sewing Hand art in advertising
Printing		William Morris DT printing tiles
Artists	Georgia O' Keefe	William Morris

Within each unit, skills are built up in carefully sequenced lessons. Children study and discuss work by an artist and then design and create their own version, In KS1, different artists/stimuli are used each lesson. Lessons start and end with a recap of prior learning. In KS2, the work of an artist is used to teach skills over a series of weeks with a recap of key learning. By the end of each unit, KS2 children draw all these skills together to create and evaluate a final piece of art work. Throughout the school, children are given the opportunity to experiment and record their ideas in a sketchbook including research and design elements, for example rainforest dioramas. Children are encouraged to develop their own identify in sketchbooks when recording and learn about different art processes and explore various artists' work. Children are taught how to support each other and make constructive and respectful comments. They are encouraged to take pride in their work through resilience when learning new skills as artists.

Progression of knowledge and skills in art and design

Skills and substantive knowledge (works of art, artists, types of media, themes) for each year group are carefully mapped out to ensure progression throughout the school. Key vocabulary is identified for each phase.

EYFS

EYFS art is taught mainly through continuous provision covering the following key skills and following the same broad units as KS1:
 Creating with Materials ELG- 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;

Our EYFS art curriculum also provides rich opportunities for children to develop skills in other areas e.g. gross and fine motor skills; the natural world, people and communities; listening and attention; speaking; self-regulation - working with others and show awareness of their feelings; managing self (confidence, self-resilience and perseverance).

KS1 is on a two year rolling programme.

KS1 Year A

Autumn	Spring	Summer	Skills KS1
Patterns Australian dot patterns Exploring animal patterns Patterns in the environment - buildings Hundertwasser Metzinger and mosaic patterns Creating Mendi patterns Creating artwork in style of Andy Warhol with repeated patterns Art around the world	Materials Matisse-The Snail Joining fabric Creating bunting Sewing fabric Recycling and environmental art Upcycling paper flowers Upcycling plastic bottles to make plant holders Making Easter gardens from natural resources	Sculptures Working with clay, sand, paper Modelling based on Iggy Peck Architect book Andy Goldsworthy Natural 3D sculptures Playgrounds Designing equipment Playground markings Imagination Playground David Rockwell	EYFS Explore colour and colour mixing Create closed shapes with continuous lines Express ideas through art and design. Experiment with colour shape and design through pattern. Share creations and processes used. YEAR 1 Generating Ideas

<p>Ndebele art. Islamic art Kandinsky Georgia O Keefe Creating clay Olmec babies</p>	<p>Pebble art</p>	<p>Creating own playground design</p>	<p>Recognise that ideas can be expressed in art work experiment with an open mind Key vocab: work of art, idea, starting point, observe, focus, design, improve.</p> <p>Making Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating Show interest in and describe what they think about the work of others</p> <p>Knowledge and understanding Know how to recognise and describe some simple characteristics of different kinds of art, craft and design The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p> <p>YEAR 2 Generating Ideas Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences</p> <p>Making</p>
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			<p>Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use. (for instance they do not accept the first mark but seek to refine and improve)</p> <p>Evaluating When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</p> <p>Knowledge and understanding Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>
<p>Key Vocab KS1 Drawing: line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. Painting primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab 3D: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric, architect Collage: collage, squares, gaps, mosaic, features, cut, place, arrange. Textiles: textiles, fabric, weaving, woven, alternate, over, under Printing: shape, printing, printmaking, relief printing, objects.</p>			

KS1 Year B

Autumn	Spring	Summer	Skills KS1
<p>Colour Black and white Primary and secondary colours Colour mixing Shades Miranda Lloyd Mondrian</p> <p>Festival art Firework pictures Divali lamps Hannukah art Christmas cards and decorations</p>	<p>Puppets Lolly stick puppets Spoon puppets Elmer puppet Sewing hand puppet</p> <p>Patterns in buildings Stained glass windows Creating mosaics Gaudi Creating Gaudi chimneys</p>	<p>Mother Nature Drawing outside Printing with leaves Andy Goldsworthy Van Gogh Clay sunflowers</p> <p>Artists and their different styles Hundertwasser Warhol Monet Metzinger</p>	<p>EYFS Explore colour and colour mixing Create closed shapes with continuous lines Express ideas through art and design. Experiment with colour shape and design through pattern. Share creations and processes used.</p> <p>YEAR 1 Generating Ideas Recognise that ideas can be expressed in art work experiment with an open mind Key vocab: work of art, idea, starting point, observe, focus, design, improve.</p> <p>Making Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities</p> <p>Evaluating</p>

			<p>Show interest in and describe what they think about the work of others</p> <p>Knowledge and understanding Know how to recognise and describe some simple characteristics of different kinds of art, craft and design The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p> <p>YEAR 2</p> <p>Generating Ideas Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences</p> <p>Making Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use. (for instance they do not accept the first mark but seek to refine and improve)</p> <p>Evaluating When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p> <p>Knowledge and understanding</p>
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			<p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>
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Key Vocab KS1

Drawing: line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Painting

primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab

3D: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric, architect

Collage: collage, squares, gaps, mosaic, features, cut, place, arrange.

Textiles: textiles, fabric, weaving, woven, alternate, over, under

Printing: shape, printing, printmaking, relief printing, objects.

Year 3

Autumn	Spring	Summer	Skills
	<p>Winter trees Observational drawings Creating winter trees using paint</p> <p>Rainforest scene (CC Geography) Rousseau</p>	<p>Painting -Shades & tones primary and secondary colours, revising work from KS1 Charles Rennie Mackintosh's rose creating 'tones' by adding a colour to white paint.</p>	<p>Generating Ideas Gather and review information, references and resources related to ideas and intentions. Use a sketchbook for different purposes, including recording</p>

	<p>Collecting ideas from nature Colour matching with paint Foreground/background Putting all the elements together to create own version.</p> <p>Rainforest dioramas CC DT, Geography</p>	<p>creating own stained glass window</p> <p>Paper weaving – palm leaves</p> <p>Egyptian Eye CC History Eye of Horus Designing and creating clay tiles</p>	<p>observations, planning and shaping ideas. key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>Making Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Evaluating Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p> <p>Knowledge and understanding Know about and describe the work of some artists, craftspeople, architects and designers Explain how to use some of the tools and techniques they have chosen to work with</p>
<p>Key vocab lower KS2 Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>			

Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone,

Collage: texture, shape, form, pattern

Sculpture: rectangular, concrete, 2D shape, peak, edging, trimmings, shape, form, shadow, light,

Textiles: pattern, line, texture, colour, shape, thread, needle, textiles, decoration.

Printing: line, pattern, texture, colour, shape

Year 4

Autumn	Spring	Summer	Skills
	<p>Self portraits Drawing-pencil skills Faces (Mike Parr)</p> <p>Self-portraits (not proportion, focusing on pencil skills and techniques)</p> <p>Textiles Building on sewing skills from Ks1 Creating book marks</p> <p>Using a greater range of stitches to create a binca mat</p>	<p>Painting-watercolours (CC Geography)</p> <ul style="list-style-type: none">• Hokusai 'The Wave'• Monet's waterlilies	<p>Generating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) key vocab: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>Making Investigate the nature and qualities of different materials and processes systematically.</p>

			<p>Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</p> <p>Evaluating Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers Demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>
<p>Key vocab lower KS2 Drawing: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, Collage: texture, shape, form, pattern Sculpture: rectangular, concrete , 2D shape, peak, edging, trimmings, shape, form, shadow, light, Textiles: pattern, line, texture, colour, shape, thread, needle, textiles, decoration. Printing: line, pattern, texture, colour, shape</p>			

Year 5

Autumn	Spring	Summer	Skills
<p>Creating a paper collage of a Viking Longship (CC History) Looking at example depictions and evidence from archaeology. Choice of materials to create sea collage Practising sketching boats Building on collage techniques from Y3 dioramas.</p> <p>Poppies based on style of Georgia O'Keefe (CC Remembrance) Learning about Georgia O'Keefe and Modernism Sketchbook work on petals Shading techniques Evaluate own work</p>	<p>Greek clay pots (CC History) Looking at artefacts Building on clay skills from Year 3 to create 3D pot</p> <p>Book making (CC DT)</p> <p>Covering a container and designing a closing lid (CC DT, RE) Builds on use of textiles from Ks1 Cover the container using textiles. Create collage with Buddhist theme</p>		<p>Generating Ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording key vocab: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p>Making Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Evaluating Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Knowledge and understanding Research and discuss the ideas and approaches of a various artists,</p>

			craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes
Key vocab upper KS2 Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait Painting: blend, mix, line, tone, shape, abstract, absorb, colour Sculpture: form, structure, texture, shape, mark, soft, join, cast. Collage: shape, form, arrange, fix. Textiles: colour, fabric, weave, pattern. Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.			

Year 6

Autumn	Spring	Summer	Skills
Portraits Kehinde Wiley, Amy Sherald Sketching Rules of proportion Observational art of the Church Skills of 3D drawing Visit to church Sketching Creating shades with water colours	Printing- designing and using ink printing tiles- CC DT Creating 3d hand images using different types of line. Using 3d hand images to create visual, poster advert (linked with fair trade and ICT topics)		Generating Ideas Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used) Making

<p>Expressing emotion through creating a background</p> <p>William Morris wrapping paper (CC History)</p> <p>William Morris and Arts and Crafts movement</p> <p>Creating template</p> <p>Printing blocks</p> <p>Creating repeated back ground</p> <p>Creating piece of William Morris inspired wrapping paper.</p>			<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work.</p> <p>Evaluating</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p> <p>Knowledge and understanding</p> <p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p>Key vocab upper KS2</p> <p>Drawing: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait</p> <p>Painting: blend, mix, line, tone, shape, abstract, absorb, colour</p> <p>Sculpture: form, structure, texture, shape, mark, soft, join, cast.</p> <p>Collage: shape, form, arrange, fix.</p> <p>Textiles: colour, fabric, weave, pattern.</p>			

Printing: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Assessment

Assessment of children's learning in Art is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. An independent piece of art (self-portrait) is completed at the start of each year. This enables us and the child to see progression year on year in the key element of drawing. Children evaluate their own and each other's work throughout the school, learning to do this in a respectful and constructive manner. Summative assessment is conducted termly by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. Art is also monitored by the subject leader throughout the year in the form of sketch book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Impact

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year. Art is taught in a supportive and constructive way enabling our children to try out new skills and grow in the Curzon value of courage. Some SEND pupils who struggle with writing, attain better in art than in literacy.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. Monitoring shows that children enjoy art and feel confident trying out new techniques. The Art curriculum at Curzon contributes to children's personal development in creativity, independence, judgement and self-reflection.