

Art Curriculum at Richard Bonington Primary and Nursery



Contents

Curriculum Intent- Page 1-6

Elements of Art – Page 7- 10

RBPS Year in view- Page 11-14

Art in the National Curriculum- Page 15

Skills and Skill Progression- Page 17-22

Artists and Paradigms- Page 23

Knowledge Progresion-Page 24-27

Paradigms Timeline- Page 28

Art Curriculum

Art Curriculum Statement

Intent – What do we want for our children as Artists?

At Richard Bonington Primary, we believe that art is profoundly important for the full development of the individual because it deals with ideas, feelings and experiences and develops a visually expressive language (supporting mental health and wellbeing without using words).

Art is driven through our topics and is based on developing key skills and knowledge as well as being used as a vehicle for which all pupils at Richard Bonington Primary have opportunities to generate, clarify and evaluate their ideas, thoughts and experiences. We believe that all children should be given the opportunity to express themselves through their art and be given focused time and instruction in a range of techniques and media.

At Richard Bonington Primary , we aim to:

- Provide a broad and balanced art curriculum that shows continuity and progression of knowledge and making skills.
- Use studies of artists and their work to develop children's historical and cultural capital -they learn techniques and processes to inspire and generate ideas for their own work and this enables them to become artistically literate.
- Teach evaluation as a vital part of the art process in order to improve and build resilience as artists.
- Enrich the art curriculum by exposing the children to a range of artists and artwork spanning throughout history; giving children the language, knowledge, and skills to engage with, talk about and value art.

Implementation – How will we carry out our vision?

We implement our vision by looking through our 'artistic lens'. As artists, children will be taught to communicate using the language and terminology of art and to

develop and refine their making skills through four main art forms; drawing, painting, design and craft and sculpture, printmaking and computers (including photography).

Drawing:

- Draw with **increasing skill and control**, building confidence and expression as they progress through school.
- Developing **technique**; pupils work with a range of media with increasing confidence and develop greater choice over the materials they use.
- Draw with **purpose** by learning more styles of drawing and learn how drawing is used in art.

Painting:

- Paint with **skill and control**, using different types of paints in a precise and purposeful way.
- Experiment with different **techniques** to achieve colour, texture, shape and composition in order to express purpose, mood and feelings.
- Use **colour and form** to add depth and intensity to painting; mix colours with care and sensitivity to show feelings and ideas.

Design and Craft:

- **Design and make** art for different purposes, such as stage sets, puppets, toys and games and **explore crafts** such as sewing, weaving, jewellery, pattern and modelling.

Sculpture, printmaking and computers (including photography):

- **Design and make** in three dimensions using card, wire, paper, clay or modelling materials, making more complex forms as they progress through school.
- Pupils use **printing** to create both individual images and repeat patterns building in complexity and precision through school.
- Pupils have opportunities to make art using **digital** means; drawing and painting programmes and photo manipulation.

Planning:

- All planning should identify the **skills, knowledge and vocabulary** clearly and lesson planning is supported by the use of the year group progression and skills documents.
- We ensure pupils develop a knowledge of the **practical, theoretical, and disciplinary** elements of art.
- Regular opportunities are planned for pupils to apply taught skills in sketch books to allow pupils to **revisit and review ideas**.
- Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious target, remove barriers and plan challenging work for all groups of learners – including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils with EAL.

Teachers please note...

- Art should complement taught driver topics where meaningful links can be made but must be driven by art skills and knowledge.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Planned opportunities for teacher, peer and self-evaluation discussion
- Planned opportunities to amend and improve work
- Display; pupils artwork should be displayed

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

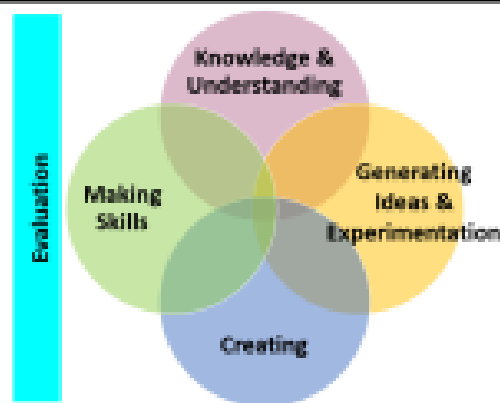
- Planning & displays scrutiny to evaluate the impact of what skills and knowledge have been taught and remembered?
- Pupil Interviews/Learning Walks; assess impact of teaching, what is known & remembered – ALWAYS use displays/sketchbooks as prompts?
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources, storage & management. All the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits, the Head Teacher reports & the School Development Plan

Elements of our Art Curriculum



These elements do not stand as isolated parts; an artist's thinking and work is often a combination of all or a number of them.

Knowledge and Understanding

(Factual)

Artists develop a knowledge and understanding of:

- 1) the practical nature of art: methods, techniques, media, materials, technical language
- 2) the theoretical nature of art: art movements, genres, themes, artists their art and its context and significance
- 3) the disciplinary nature of art: the paradigms of art [traditional, modern and contemporary] and how quality and value have been expressed throughout history. All enabling pupils to be able to think about art and then discuss and debate it

Substantive Art Knowledge

(The who, what, when, why, how of art)

Specific Vocabulary

(The language and terminology of art)

Making Skills

(Procedural)

Application of practical knowledge

Drawing

Painting

3D Work

Printing &
Pattern

Collage,
Textiles,
Craft

Digital

Generating Ideas & Experimentation

(Conceptual)

Creating

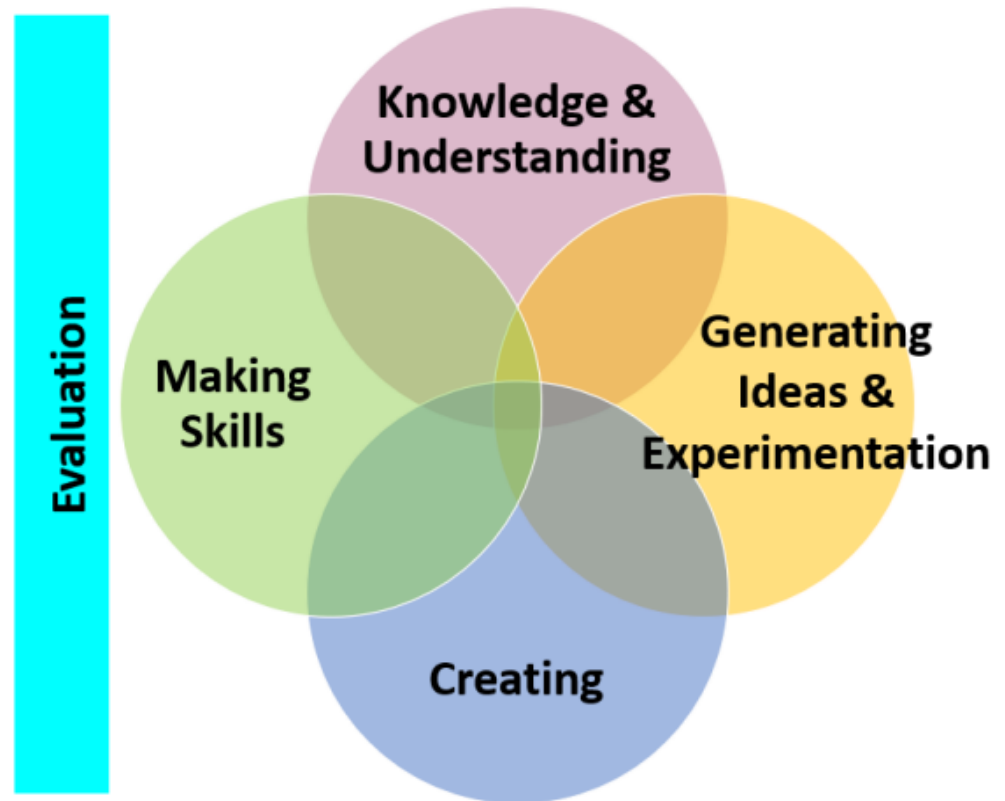
Evaluation

(Metacognition)

Thinking like an artist; our **artistic lens** develops knowledge and understanding in art through its different forms and by developing the techniques, processes, language and terminology of art.

This engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design.

Art skills, techniques and knowledge are discretely taught alongside the use of an **artistic lens** which teaches all these concepts within a unit.



Art Year in View 2023-2024

Art in EYFS

	Year group: RECEPTION			
	Core skills and processes	Content	Vocabulary	Suggested Artists
Autumn 1 Who am I?	<ul style="list-style-type: none"> Independent painting /drawing /printing Exploring media and tools Painting Collage – tearing and cutting Drawing Painting – colour mixing 	Painting, drawing with a range of media e.g. sponge printing stick printing, block printing - continuous provision Loose parts – transient art faces /portraits Self-portraits (indep / adult led) Autumnal paintings Continuous provision – independent exploration	Paint, brush, colour Line, shape, draw Cut Build, stack,	Sophy Henn (book - All kinds of families)
Autumn 2 Where do I live?	<ul style="list-style-type: none"> Independent painting /drawing Exploring media and tools 3D sculpture (clay) Collage - paper techniques (tearing, cutting) Drawing Painting colour wash / paint consistency colour mixing Painting, collage, drawing (indep / child led) 3D sculpture (salt dough) Playdough – pattern/texture 	Painting, drawing with a range of media e.g. sponge printing, stick printing, block printing – Clay Divas – thumb pots Rangoli patterns using pasta/lentils Mehndi patterns – line drawing Colour wash background – firework pictures Bonfires using hands to mix colours Poppies art work Salt dough decorations Printing in playdough – oranges, fir cones etc Continuous provision – independent exploration	Paint, brush, colour, mix Line, shape, draw Roll, push, pinch Pattern, print	Professional rangoli artists Mr.Jitendra Vaishnav-Mumbai. – Popular in Tellywood, Bollywood & Celebrities
Spring 1 Can we live on the moon?	<ul style="list-style-type: none"> Independent painting /drawing Exploring media and tools Drawing Collage - Printing Cutting skills/ Paper techniques (folding) 	Painting, drawing with a range of media, sponge printing stick printing, block printing Using 2D shapes to make rocket art work – Amanda Hone Continuous provision – independent exploration	Paint, print, hand print Stick, cut, join, bend, fold	Amanda Hone (shape artist)
Spring 2 What happens down on the farm?	<ul style="list-style-type: none"> Independent painting /drawing Exploring media and tools Cutting / sticking /joining Drawing – observational Printing – using natural objects 3D sculpture – playdough Exploring media - Pattern 3D – transient art – loose parts (including stacking) 	Painting, drawing with a range of media, sponge printing stick printing, block printing Tree boggarts Making nests – natural or manmade materials Shaving foam patterns to decorate eggs Transient Art - models and pictures using natural materials – twigs and leaves. Rainbow leaves – leaf printing Animal paper collages – basic paper techniques	Cut, stick, join, Press, roll, Print, push, Pattern, Build, stack	

		Continuous provision – independent exploration		
Summer 1 Are plants alive?	<ul style="list-style-type: none"> • Independent painting /drawing • Exploring media and tools • Drawing, collage Textiles /print making /repeated prints Threading /pattern	Painting, drawing with a range of media Flower printing Observational drawings – daffodils and sunflowers Plant collages Outdoor Natural material crowns Continuous provision – Independent exploration	Print, pattern, repeat, Stick, cut, draw, line colour	Van Gogh's Sunflowers
Summer 2 What is it like to live in Africa?	<ul style="list-style-type: none"> • Free painting /drawing • Exploring media and tools • Drawing – observational Collage Links to music and dance	Painting, drawing with a range of media Drawings of animals and pets Basic weaving - African baskets Animal patterns African silhouette art – sunsets, watercolours and black shadow animals African necklaces and jewellery – print exploration Continuous provision – independent exploration	Cut, fold, bend, Draw, line, shape, Stick, fix, Weave, under, over	

Art in years 1-6

Traditional (T) Modern (M) Contemporary (C)

Year Group	Unit 1	Unit 2	Unit 3
Year 1	<p>Unit: How can jungle animals inspire creativity?</p> <p>Cross Curricular link: Science, animals including humans.</p> <p>Artist: NA</p> <p>Skills: drawing, pastels, 3D skills, printing.</p>	<p>Unit: The human form (How can do we draw the human form?)</p> <p>Cross Curricular link: Science, animals including humans</p> <p>Artist: Picasso and Paul Klee (M)</p> <p>Diversity options</p> <p>Skills: drawing, collage</p>	<p>Unit: How can plants and seasonal changes inspire art?</p> <p>Cross Curricular link: Science, plants, and seasonal changes</p> <p>Artist: Van Gough and Georgia O'Keefe (M) (C) Diversity options</p> <p>Skills: drawing, 3D skills</p>
Year 2	<p>Unit: How can careful observation help me to draw castles?</p> <p>Cross curricular link: Great fire of London</p> <p>Artist: Stephen Wiltshire (diversity)</p> <p>Skills: Observational drawing</p>	<p>Unit: How can I create a piece of art inspired by the Great Fire of London?</p> <p>Cross Curricular Links: Great Fire of London.</p> <p>Artist: NA</p> <p>Skills: painting and collage</p>	<p>Unit: How can I capture a still life?</p> <p>Cross Curricular Links: Toys and transport</p> <p>Artist: Claude Monet and Paul Gauguin (M) Diversity options</p> <p>Skills: Drawing and painting</p>
Year 3	<p>Unit: How has street art changed? (From Banksy to cave art)</p> <p>Cross Curricular link: Stone Age in history, fossils in science. I</p> <p>Artist: Banksy Diversity options</p> <p>Skills: drawing, charcoal, and chalk.</p>	<p>Unit: How did the Romans use Mosaics? (Mosaics and pattern)</p> <p>Cross Curricular Links: Italy/ Romans</p> <p>Arist: NA</p> <p>Skills: Sgraffito (oil pastel under black ink, scratched through to reveal colour (no planning yet)</p>	<p>Unit: How can the natural world inspire art? (The natural world)</p> <p>Artist: Andy Goldsworthy I</p> <p>Cross Curricular link: Science: plants.</p> <p>Skills: Sculpture and printing. Collage</p>

Year 4	<p><u>Unit:</u> How can we capture the human form through art? (The Human form)</p> <p><u>Artist:</u> Julian Opie (C) Diversity options</p> <p><u>Cross Curricular Links:</u> Science, animals including humans</p> <p><u>Skills:</u> Photography, Sketching skills, and proportions</p>	<p><u>Unit:</u> How can music inspire abstract art? (colour, shape and music?)</p> <p><u>Artist:</u> Picasso and Kandinsky (M) Diversity options</p> <p><u>Cross Curricular Link:</u> Science: sound. Music</p> <p><u>Skills:</u> Collage</p>	<p><u>Unit:</u> What was art like in Ancient Egypt? (Ancient Egypt). (T)</p> <p><u>Artist:</u> NA</p> <p><u>Cross Curricular Link:</u> Ancient Egypt</p> <p><u>Skills:</u> Clay work, origami and papercraft</p>
Year 5	<p><u>Unit:</u> How did Pop Art celebrate American Popular Culture? (Pop Art)</p> <p><u>Cross Curricular Link:</u> The U.S.A</p> <p><u>Artist:</u> Andy Warhol (C) Diversity options</p> <p><u>Skills:</u> drawing, painting, and digital art</p>	<p><u>Unit:</u> What can we learn about historic crime and punishment through art? (Crime and Punishment Portraiture)</p> <p><u>Cross Curricular Link:</u> Crime and punishment.</p> <p><u>Artist:</u> Paul Delaroche, John Raphael Smith (M)</p> <p><u>Skills:</u> pencil drawing and proportions of the face.</p>	<p><u>Unit:</u> Why was pottery important for the Ancient Greeks? (Clay) (T)</p> <p><u>Cross Curricular Link:</u> Ancient Greece.</p> <p><u>Artist:</u> NA</p> <p><u>Skills:</u> Sculpture skills in slabbing, coiling, decorative techniques and creating slips.</p>

Year 6	<p>Unit: How did Paul Nash depict WW2 through his art? (Battle of Britain/ Paul Nash)</p> <p>Cross Curricular Link: WW2</p> <p>Artist: Paul Nash (M) Diversity options</p> <p>Skills: sketching, pen, and watercolour</p>	<p>Unit: How Can Rod Puppets Tell a Story? (Paul Klee, Rod Puppets)</p> <p>Cross Curricular link: Ancient Maya-Mexico</p> <p>Artist: Paul Klee (M)</p> <p>Skills: Sculpture, cutting, joining, paper mâché.</p>	<p>Unit: What made Freida Kahlo so inspirational? (Frieda Kahlo) (C)</p> <p>Cross Curricular Link: Ancient Maya</p> <p>Artist: Freida Kahlo</p> <p>Skills: Sketching and Shading: They will use line, tone, and shade to create 3D effect using pencil, using a rubber to create light. Drawing will show proportion/ scale.</p>

National Curriculum Coverage for [Art](#)

Our Richard Bonington Primary Curriculum covers all National Curriculum requirements in full, as detailed in the *medium-term plan and progression* documents per group.

Key stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

Key stage 2 pupils should be taught:


- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history


Skills


Art Skills we focus on:


Drawing/Sketching	Painting	3D Work	Collage/craft	Printing and pattern	Digital
What we cover					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Drawing • Collage • 3D Work • Printing and Pattern 	<ul style="list-style-type: none"> • Painting • Collage • Drawing 	<ul style="list-style-type: none"> • Drawing/ sketching • Printing and pattern • Collage 	<ul style="list-style-type: none"> • Digital • Drawing/ sketching • Collage • 3D Work • Printing and pattern 	<ul style="list-style-type: none"> • Drawing/ sketching • Painting • Digital • Drawing/ sketching • 3D Work 	<ul style="list-style-type: none"> • Drawing/ sketching • Painting: Water colour • 3D Work • Drawing/ sketching


Progression through Art and Design Techniques and Skills at RBPS


	<u>EYFS</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
<p>Drawing</p> 	<ul style="list-style-type: none"> •Make marks, signs, symbols on a variety of papers •Make lines and curves •Experiment with circles, squares and triangles •‘Colour in’ areas •Use line to represent objects seen, remembered or imagined 	<ul style="list-style-type: none"> •Draw 2D shapes •Explore light and dark •Explore tone using different grades of pencil, pastel and chalk •Use line and tone to represent things observed •Experiment with smudging, dotting and shading, using different media •Shade neatly without gaps •Draw texture and patterns •Use line, tone and shade to represent things seen, remembered or imagined 	<ul style="list-style-type: none"> •Use a sketchbook to practice/try out ideas & techniques. •Use a sketchbook to make records of the world around them, ideas, thoughts, feelings and discoveries. •Draw 2D and 3D shapes •Draw the natural environment •Blend shading •Rub out rough edges •Use magnifiers/ different viewpoints in observational work. •Draw objects against a background •Choose drawing materials best for a task •Draw quick, light lines (sketching) 	<ul style="list-style-type: none"> •Use a sketchbook to experiment with techniques to see what does/ does not work •Label sketchbook experiments as a record of learning •Use sketchbooks to try out ideas & techniques •Create moodboards •Use sketchbooks to record observations/ research of artists and themes •Use line, tone and shade to create 3D effect using a range of materials •Create light on drawn objects (use of rubber) •Explore drawing techniques (eg cross hatching) •Independently select media for purpose/ intention •Use proportion/ scale •Use grids, viewfinders

			<ul style="list-style-type: none"> •Make deliberate lines – using more pressure •Explore graphic (eg cartoons/ graffiti), realistic and abstract art •Draw aerial perspectives •Experiment with sgraffito (oil pastel under black ink , scratched through to reveal colour) 	
<p>Painting</p>  <p>Painting cont.</p>	<ul style="list-style-type: none"> •Hold a paintbrush correctly •Learn how to look after brushes •Make marks on a variety of papers •Use a variety of tools to spread paint and make marks (eg straws, matchsticks brushes, fingers) •‘Play’ with colour •Name colours 	<ul style="list-style-type: none"> •Represent things observed, remembered or imagined •Experiment with textured paint (eg glue, sand, sawdust) •Use different types of brushes for specific purposes •Experiment with shades/ tints (adding black/ white). 	<ul style="list-style-type: none"> •Make shades (adding black) •Make tints (adding white) •Make secondary colours with primary •Make a colour wheel •Develop colour vocabulary •Choose appropriate paint brush •Learn how artists use paint •Apply this to own work 	<ul style="list-style-type: none"> •Make hues (pure colour) •Makes tones (adding pure grey) •Know which colours are harmonious/ contrast •Mix colours to match (eg paint sample strips) •Know how to make colours lighter/ darker without using B/W •Develop colour vocabulary (eg PURPLE: violet, lilac, lavender, plum, maroon) •Investigates shapes, form and composition

		<ul style="list-style-type: none"> •Experiment with making secondary colours from primary •Name secondary colours •Use techniques including splattering, dripping, pouring 	<ul style="list-style-type: none"> •Paint with unorthodox materials (eg rags, sticks) •Use the right amount of paint on a surface •Experiment with colour, texture and composition •Experiment with mood/ feelings 	<ul style="list-style-type: none"> •Uses techniques, colours, tools and effects to represent things seen, remembered or imagined •Create depth and distance (eg sky lighter at horizon, things get 'bluer' with distance) •Explore the effect of light and colour, texture and tone on natural and man-made objects •Use tone, line, texture and colour to express mood and feeling •Create fine details •Apply paint to 3D objects carefully •Independently select paint/ materials to suit intent •Know when to paint 'loosely' or precisely •Name different types of paint, surfaces and know when to use them •Articulate views about a range of artists/ styles of painting •Know how to care for equipment
3D Work 	<ul style="list-style-type: none"> •Handle, feel and manipulate rigid and malleable materials (eg clay, dough) •Pull apart and reconstruct 	<ul style="list-style-type: none"> •Cut, form, tear, join and shape a range of materials (eg clay, card, found and natural) 	<ul style="list-style-type: none"> •Design and make 3D work •Use papier-mâché to a good standard. 	<ul style="list-style-type: none"> •Design and make complex forms in 3D using a range of modelling materials •Understand how to finish work to a good standard

	<ul style="list-style-type: none"> •Use construction toys for building. •Become aware of form, feel, texture, pattern and weight •Experiment with basic tools on rigid /plastic materials •Make 3D art with boxes/ cartons etc 	<ul style="list-style-type: none"> •Make simple plans for making, •Recreate 2D drawn images in a 3D piece (eg the houses of the three little pigs) •Create clay models •Experiment with basic tools on malleable materials (eg clay thumb pots) •Use texture, form and shape •Begin to look at colour and pattern in 3D structures 	<ul style="list-style-type: none"> •Make outdoor 3D sculptures using found objects •Work safely and sensibly •Persevere when the work is challenging •Create a paper sculpture •Create a clay vessel using the coil technique. •Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour) 	<ul style="list-style-type: none"> •Explore wire to make sculptures, and use papier-mâché/mod roc and wire to create a form. •Make 3D figures and interlock 2D card shapes (eg moving mechanisms) •Design and make art for different purposes (eg puppets) •Look at 3D work from a variety of genres and cultures •Develop knowledge of techniques (eg clay – coiling, slabbing, joining with a slip; wood – sawing, smoothing, hot glue, drilling) •Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>Work safely with tools and know safety guidelines (eg hot glue gun, saw, drills)</p>
Collage, Textiles, Craft 	<ul style="list-style-type: none"> •Hold scissors correctly •Cut strips/ simple shapes •Thread through holes •Glue materials together •Manipulate materials •Make collages -cut colours, shapes, textures and images 	<ul style="list-style-type: none"> •Experiment with paper collage (plain colours, printed paper and textures from magazines) •Use tearing, cutting, arranging, folding. 	<ul style="list-style-type: none"> •Explore embroidery, sewing, •Stitch and cuts threads /fibres •Create simple stitching (long needle / straight stitches) 	<ul style="list-style-type: none"> •Dye fabrics eg tie-dye, batik •Embellish, (eg using drawing, painting, printing) •Colour match to natural environment •Use plaiting, pinning, stapling, stitching and sewing •Design an artefact, using knowledge of techniques, for a specific outcome

	<ul style="list-style-type: none"> •Sort according to specific qualities, (e.g. shiny, smooth) 	<ul style="list-style-type: none"> •Decorate images with simple appliqué techniques (eg sequins, lace) •Select the joining material/tool: stapler, tape, glue appropriate to the task. 	<ul style="list-style-type: none"> •Weave paper, progressing from one to two colours - overlapping and overlaying •Use contrasting colours/ textures in stitching and weaving •In collage, experiment with using tissue– overlapping colours to create new shade •Use mosaics to create shape and areas of colour 	<ul style="list-style-type: none"> •Cut and stitch patterns •Experiment with soft sculpture; cut and join patterns, embellish the components •In collage, create decorative papers which can be used with other materials : marbling, bubble painting, cling film technique etc
Printing & Pattern 	<ul style="list-style-type: none"> •Make rubbings from surfaces -indoors and outside. •Experiment with printing (hands, feet, junk, sponges, leaves and simple shapes etc). •Make simple printing blocks from soft materials they have cut, shaped or moulded. 	<ul style="list-style-type: none"> •Use printing (mono printing, block printing, relief printing etc.) for topics /themes or to explore patterns •Use simple stencils to overlap images to make a repeat pattern. •Use polystyrene print blocks to experiment with printing onto different colours. 	<ul style="list-style-type: none"> •Use printing (mono printing, block printing, relief printing etc.) individual images and repeat patterns. •Create a simple relief print -experiment with sticking shapes onto the block rather than indenting the design •Use overlapping, contrasting colours to 	<ul style="list-style-type: none"> •Compare own work with that of well-known artists (eg William Morris) •Print on fabrics •Make connections with patterns in the environment (eg curtains, wallpaper) •Design a print for a purpose •Print with mathematical and visual precision •Identify the extent of repeat pattern in commercial prints •Experiment with tessellation •Print using 3 or more colours

	<ul style="list-style-type: none"> •Experiment with symmetry : folded paper and paint 	<ul style="list-style-type: none"> •Print using a range of simple materials/ shapes: (eg cotton buds, mashers to create a specific picture or pattern) •Create a resist pattern / picture •Explore patterns in nature and the environment: stripes, checks, spots. 	<ul style="list-style-type: none"> make a repeated pattern •Explore colour mixing through printing, using two colours 	
<p>Digital</p> 	<ul style="list-style-type: none"> •Become aware of photography as an art form •Collect photographs for a theme •Use a device to take a photo 	<ul style="list-style-type: none"> •Know that there are famous photographers •Take photographs, learning to focus & position what they see 	<ul style="list-style-type: none"> •Have an awareness of scale, perspective, movement and colour in photography •Have an awareness of mood, emotions and feelings in photography •Make a flick book to give the impression of movement 	<ul style="list-style-type: none"> •Manipulate images and use computers to experiment with repeated motifs •Make art using digital means; drawing & painting programmes, vector drawing, photo manipulation

			<ul style="list-style-type: none">• Understand that animations/ films are forms of photography and the principles of how they work• Use simple software to edit and manipulate photos	
--	--	--	--	--

Artists and Paradigms At a Glance
Traditional Art, Modern Art, Contemporary Art

	UNIT 1	UNIT 2	Unit 3
EYFS			
Year 1		Paulo Picasso Paul Klee	Van Gough Georgia O'Keefe
Year 2	Stephen Wiltshire	Great Fire Of London	Claude Monet Paul Gauguin
Year 3	Banksy	Romans	Andy Goldsworthy
Year 4	Julien Opie	Paulo Picasso Kandinsky	Egyptians
Year 5	Andy Warhol	Paul Delaroche John Rafael Smith	Greeks
Year 6	Paul Nash	Paul Klee	Frida Kahlo

Knowledge and understanding; becoming [artistically literate](#).

Learn about great artists, craft & design and how artists use formal elements

	Vocabulary	Teacher questions (orally) and pupil self-evaluation
EYFS	<p>Use and understanding the meaning of the words: art, colour, line, tone, shape, texture and pattern, cut, tear, scrunch, artist, inspire.</p> <p>Evaluate: talk about art (including their own work), what they like and how it makes them feel.</p>	<ul style="list-style-type: none">• How does this artwork make you feel?• Which bits do you find interesting?• What have you made? Tell me about it.
Year 1/2	<p>Use and understanding the meaning of the words: art, colour, primary colours, line, tone, shape, form, mark, texture, pattern, light & dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence.</p> <p>Evaluate: when they are talking about and describing art (including their own work) or when planning what they will do.</p> <p>Use opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p> <p>Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it & offer critical advice to others.</p>	<ul style="list-style-type: none">• How was this made?• When was this made?• What can you see/ describe?• How does it make you feel?

<p><u>Year 3/4</u></p>	<p>Use and understanding the meaning of the words: art, colour, line, tone, shape, form, mark, texture, pattern, light & dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence, surface, texture, precision, expression, imagination, intention, evaluation, secondary & tertiary colours, manipulation.</p> <p>Evaluate: Talk showing a developing use of the language of art, knowledge of artists and variety of techniques. They can describe the formal elements of colour, line, shapes, textures and patterns.</p> <p>They develop skills in orally describing their thoughts, ideas and intentions.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.</p>	<ul style="list-style-type: none"> • How has the artist produced this work (methods/ materials)? • What was the background to the art (time in history)? • Is it traditional, modern or contemporary? • Who made it? • Where were they from (culture)? • Why was it made (purpose)? • What is your opinion of this work? • Why do you like this art? • How does it make you feel?
<p><u>Year 5/6</u></p>	<p>Use and understanding the meaning of the words: art, colour, line, tone, shape, form, mark, texture, pattern, light & dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence, surface, texture, precision, expression, imagination, intention, evaluation, secondary & tertiary colours, composition, manipulation, realistic, expressive, thoughts, feelings, memories, social, historical</p>	<ul style="list-style-type: none"> • Describe the art. • When was the work made? • What social, historical factors affect the work (historical context)? • Does it have historical significance? • Was it valued in its time/ now? • Is it 'art'?

context, modern, traditional, contemporary, movement, sensitivity, composition, perspective, dramatic effect.

Talk showing a more fluent use of the language of art, knowledge or artists and variety of techniques. Apply knowledge of techniques and processes learnt to produce original work.

Evaluate:

- Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.
- Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
- Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.

- Is it traditional, modern or contemporary?
- Within the above, which art movement?
- What materials & techniques are used?
- What do you see in terms of (line, tone, colour, shape, form, composition, pattern, texture)?
- What emotions does the work convey?

A Quick View of Artists at Richard Bonington Primary

Children study a range of artists that help them know and understand the main movements and how art has changed.

All dates are approximate.

Traditional: <small>Art that is part of a culture of a certain group of people, with skills and knowledge passed down through generations</small>	Palaeolithic Art <i>Prehistory</i>	Cave art, engravings and carvings from across the world dating from 50,000BCE to around 10,000BCE -	<ul style="list-style-type: none"> Cave art – Y3 Tribal Tales
	Ancient Art	Before 800BC	<ul style="list-style-type: none"> Egyptians – Y4
	Classical Era	800BC – 400 AD	<ul style="list-style-type: none"> Greeks – Y5 Romans – Y3
	Romanticism	18 th Century	<ul style="list-style-type: none"> Paul Delaroche- Y5 John Rafael Smith- Y5
Modern: <small>In modern art, the idea is to abandon the tradition and try new ways of seeing, as well as new ideas about the materials and use of art.</small>	Impressionism (and post Impressionism)	19 th Century	<ul style="list-style-type: none"> Van Gogh – Y1 Claude Monet – Y2 Paul Gauguin – Y2
	Abstract	20 th Century	<ul style="list-style-type: none"> Paulo Picasso - Y1/2 Wonderful Me Kandinsky – Y4
	Modern/Surrealism	20 th Century	<ul style="list-style-type: none"> Freda Kahlo – Y6 Paul Nash- Y6
	Other		<ul style="list-style-type: none"> Georgia O'Keeffe - Y1
Pop Art <small>Bridge from modern to contemporary</small>		20 th Century	<ul style="list-style-type: none"> Andy Warhol - Y5 Paul Klee - Y1/6
Contemporary: <small>Contemporary art focuses on recent or present art, and often social issues. In its most basic sense, the term refers to art produced today.</small>		20 th to 21 st Century	<ul style="list-style-type: none"> Stephen Wiltshire- Y2 Andy Goldsworthy – Y3 Banksy – Y3