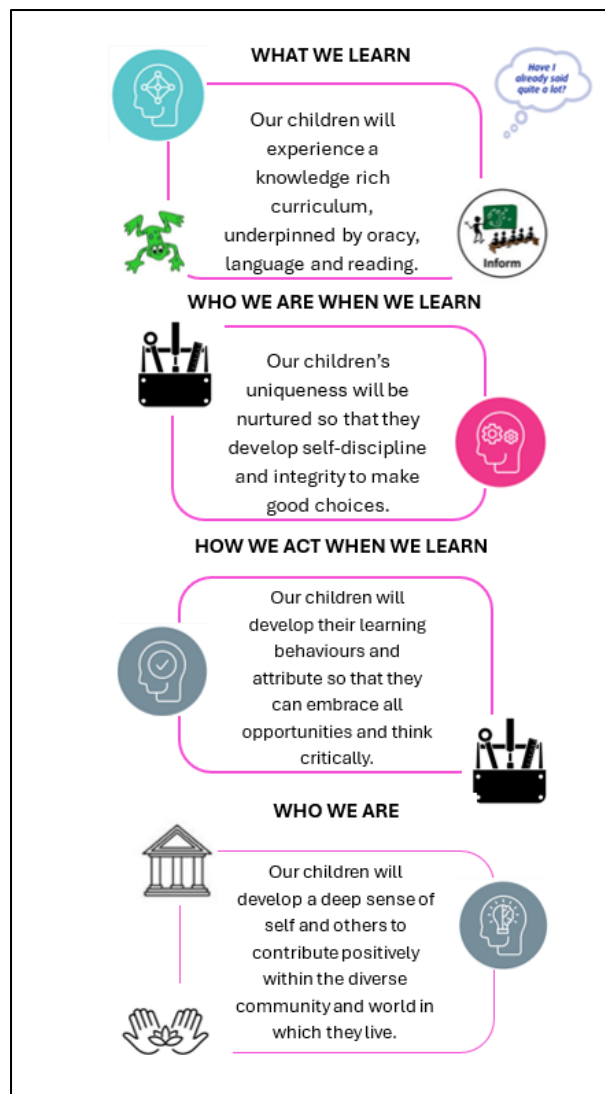


Lifton ART AND DESIGN Overview 2024-2025



Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass

Curriculum intent for Art:




As artists, our children will be challenged and inspired to develop a sense of individual expression and have the confidence to imagine, invent, design and create their own works of art through a wide range of media and techniques. Experimentation, fuelled by curiosity, is embraced and valued as children develop techniques in using colour, pattern, texture, line, shape, form and space. Alongside this, children will deepen their knowledge of great artists, as well as local artists, who have shaped and contributed towards our artistic culture and heritage on a local, national and global scale.



Substantive knowledge content




	Autumn 1	Autumn 2	Spring 1 Temporary class restructure R/1/2	Spring 2	Summer 1	Summer 2
EYFS Year 1 Year 2	Mark-making Mary Cassatt How many different types of marks can I make? Enclosed shapes, circles, zig-zags, Can I record observations of what I have seen? Can I draw a person?					
	'Natures Colours' with Kandinsky Nature's colours Can I create a painting inspired by nature's colours [in the style of Kandinsky's circles]?		'The Human Form' with Giacometti The human form Can I use wire and clay to create a sculpture of the human/animal form?		'Repeat Print Designs' with William Morris Repeat designs based on a landscape Can I create a repeat pattern inspired by different geographical regions in Britain?	
	Collage Art' with Clover Robin Collage art Can I create a collage inspired by the British landscape?					
Year 3/4	'The world's rivers and lakes' with Claude Monet The World's Rivers and Lakes Can I paint our worlds rivers and lakes inspired by Claude Monet?		'Clay sculptures' with Barbara Hepworth Clay sculptures Can I create a clay sculpture inspired by Barbara Hepworth?		Landscapes and cityscapes with Stephen Wiltshire British landscapes and cityscapes Can I create a drawing inspired by the British landscape?	
Year 5	George Seurat Pointillism Colour Can I create mood and atmosphere using colour and dots?		Katie Stoneman Local landscape paintings Can I create an abstract landscape using a range of natural and manmade materials?		Cubism' with Pablo Picasso Cubism Collage- by the cubist movement.	



Year 6	<p>'Animals and charcoal' with Valerie Davide Animals and charcoal Can I draw animals using charcoal inspired by local artist Valerie Davide?</p>		<p>Abstract Space' with Zoe Squires Abstract Space Can I create a painting inspired by space?</p>		<p>'Botanical Printmaking' with B Twomey Botanical print making Outcome: Can I create a botanical print inspired by the Shang Dynasty?</p>	
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Disciplinary/Interdisciplinary Knowledge overview


Year	Using Materials	Drawing	Use colour, pattern texture, line, form, space and shape	Range of artist
<p>YR EYFS Curriculum Explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p>	<p>Practical Knowledge Children to explore the clay with a range of tools e.g. rolling pins. Use a template for children to 'cut-out' a basic shape. Children to apply texture to create things they might find beside the seaside.</p> <p>Assemble and construct using tin foil, mod rock and other materials Twist, bend, join and stick materials</p> <p>Develop tactile skills and modelling through the use of play dough & plasticine Understand the significance of an artist and form opinions of their work.</p> <p>Year 1/2 I can experiment with a range of drawing materials I can begin to use a variety of tools and materials to create texture e.g sponges.</p> <p>Practical Knowledge</p>	<p>YR Share the work of an artist discuss materials used and shapes made. Observational drawing of things from nature e.g. leaves. Collect a range of natural materials to create a temporary sculpture.</p> <p>Sketch initial ideas inspired by the natural environment. Observe carefully when drawing. Exercise control over a variety of drawing tools and media. Explore a range of marks that can be made when drawing and the effects of these. Consider scale (comparative size of objects in a still life) when drawing.</p> <p>Theoretical Knowledge Make links between their own work and that of different artists,</p>	<p>Share the work of Mary Cassatt– discuss colour.</p> <p>Use paint brushes/fingers/cotton buds to apply primary colours. Mix two primary colours together to create a secondary colour. Allow children to experiment with applying the colours to create shapes/patterns. Plan, draw and create a sculpture using materials from nature. Create an image using primary and secondary colours</p> <p>Use a range of</p>	<p>Clover Robins - Local collage artist</p>  <p>Kandinsky - Global</p>  <p>Mary Cassatt - Global</p>  <p>Giacometti- Global</p>

<p>KS1</p> <p>National Curriculum Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p>	<p>I can construct and use materials to make known objects for a purpose I can make simple joins to create texture. I can create surface patterns and textures in a malleable material. I can experiment with wire I can select shape and manipulate a variety of materials to create a sculpture I can identify properties of media (stronger legs to hold up sculpture/potential weight of clay cover?)</p> <p><u>Disciplinary knowledge</u> I can plan a sculpture through drawing and other preparatory work. I can model an armature (wire frame) I can select shape and manipulate a variety of materials to create a sculpture I can develop ideas from observation or imagination I can ask questions about Giacometti's composition, style and use of materials I can consider the impact that his artwork has on his audience I can explore surrealism</p> <p><u>Theoretical</u> I can explore who Giacometti was, when he lived and why he came to live in Switzerland and the impact of him being a refugee</p> <p><u>Practical Knowledge</u> I can use recycled, natural and man-made materials to create sculptures. I can experiment with the joining of materials to create a sculpture. I can use simple 2-D shapes to create a 3-D form.</p>	<p>recognising similarities and differences in the way that artists have represented fruit.</p> <p>Year 1/2</p> <p><u>Practical Knowledge</u> I can begin to make experimental marks with a range of materials (e.g. pencils or crayons)</p> <p>I can explain that tone refers to a lightness and darkness of something.</p> <p>I can begin to use lead and coloured pencils to replicate different textures and demonstrate light and dark shades.</p> <p>I can explore how the different ways of holding a pencil affects the tone created.</p> <p>I can experiment with pressure applied to create dark or light marks.</p> <p><u>Disciplinary Knowledge</u> I can plan and discuss ideas with my peers before starting my project.</p> <p>I can understand what can be achieved structurally with clay and what will not work structurally.</p>	<p>techniques to create patterns and pictures with ink and paint Use observational skills to identify patterns and shapes to inspire designs. Use and experiment with printing pictures and patterns using objects and printing boards Develop language to describe the printing process and use to describe their own and others' work. Mix and choose colours for effect Use visible brush strokes and dabs of paint in own work Use the space on a page effectively and consider the shapes of the objects as part of an overall composition. Use drawing and painting to convey a specific feeling. Use the work of an artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work.</p>	 <p>William Morris- National</p> 
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	<p>Theoretical Knowledge I can explain who the artists are I can explain what inspired their artwork. I can understand why I am looking at the artist's work (Historical context).</p>	<p>I can record my observations to make drawings as well as use imagination. I can apply my awareness of natural and man-made forms when planning my piece. (materials that have been found e.g. on/inspired by the beach)</p>		
<p>KS 2 Year 3/4</p> <p>National Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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</p>	<p>Practical Knowledge Use clay to create sculptures Create textured pictorial designs using tools. Use scoring and slip to join clay parts together when creating their sculpture. Use any Hepworth's sculptures and sketches to inspire their own art. Experiment with the use of different media to gather and research samples from which to inform own sketches Using a variety of tools to make marks including stencils and templates I can create original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. I can print a more complex repeated pattern. (blend of colours e.g. white, blue, yellow)</p> <p>Theoretical Knowledge I can explain who e.g. Barbara Hepworth was and the era in which she worked. I can explain where the inspiration for her work come from. I can understand the scope of her work, her position in British art history and her legacy.</p>	<p>Disciplinary Knowledge -use pencils 2 different grades of pencils /pastels to create lines, marks and shapes. -use pens to create different lines, marks, effects and shapes.</p> <p>Practical Knowledge Make observational drawings and sketches of the local skyline Practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to show tone, shape, pattern and texture. Draw a skyline in proportion, focused on size, depth, use of foreground, background and middle section of paper. Develop and refine images and aspects of a piece of work through a process of ongoing review.</p> <p>Theoretical Knowledge Discuss and evaluate and compare artists' representations of skyline and refer these to their own work.</p>	<p>Practical Knowledge Create exploratory work, trying out different approaches and developing an extended repertoire of ideas from different starting points.</p> <p>Experiment with pastels application, colour and effects. Consolidate and develop further skills in colour mixing – reproducing colours to express moods and light, emphasising certain colours and replacing others to create a specific mood.</p> <p>I can use my knowledge of geometry and shape to create simple landscapes I can use size to show simple perspective (foreground/background) I can manipulate paint to</p>	<p>Local- Babara Hepworth</p>  <p>National- Stephen Wiltshire</p>  <p>Global- Claude Monet</p>  <p>Disciplinary Knowledge I can identify the work of Monet. I can explain his use of colour palette and infer</p>

		<p>Introduce key artist and explore and ask questions about their work.</p> <p>I can analyse and describe the use of colour within artists' work.</p> <p>I can experiment with the pigments in natural products to make different coloured paints.</p> <p>I can analyse and describe the use of colour within artists' work.</p> <p>Introduce key artist and explore and ask questions about their work.</p> <p>Use a range of different strokes and shades</p> <p>I can demonstrate control over the types of marks made and experiment with different effects and textures inc. thickened paint creating textural effect.</p>	<p>achieve more accurate colours and shades.</p> <p>I can develop ability to control the tonal quality of paint.</p> <p>I can demonstrate control over the types of marks made with my paint brush</p>	<p>why he may have chosen these</p> <p>I can identify his style and identify different features of some designs</p>
<p>Year 5</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>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</p>	<p>Develop artistic techniques and combining forms, such as collage and painting to express and refine own ideas and responses to a piece of art/a given or chosen subject</p> <p><u>Theoretical Knowledge</u></p> <p>Review the effectiveness of their own work, adapting it and articulating their reasons with appropriate vocabulary</p> <p>Make connections between the materials and processes used by artists and those explored by themselves, expressing personal preferences</p> <p>I can accurately reflect objects in abstract</p>	<p>Create perspective drawings of our local area.</p> <p><u>Practical Knowledge</u></p> <p>I can draw for a sustained period of time over a number of sessions.</p> <p>I can draw from observation - I can develop my drawing from a simple perspective using a single focal point and horizon.</p> <p>I can show an awareness of composition, scale and proportion in my drawings</p> <p>I can use different techniques for different purposes i.e. shading,</p>	<p>Create exploratory work, trying out different approaches and developing an extended repertoire of ideas from different starting points. Explore different tools and surfaces and select appropriately, experimenting with paint application, colour and scale.</p> <p>Consolidate and develop further skills in colour mixing – reproducing colours in natural and</p>	<p>Global- George Seurat</p>  <p>Local- Katie Stoneman</p>  <p>Global- Picasso</p>

<p>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</p>	<p>pieces</p> <p>Comment on similarities and differences in the styles adopted by known artists</p>	<p>hatching within my own work. I understand which works well in my work and why. I can develop my understanding of a simple perspective using a single focal point and horizon.</p>	<p>made objects to express moods and emotions, emphasising certain colours and replacing others.</p> <p>I can mix colours accurately to show vivid colours and muted tones I can experiment with I can show an awareness of composition, scale and proportion in my painting I can express feelings, emotions and events through the use of colour, texture and shape. I can further improve my skill and control when painting.</p>	 <p>Disciplinary Knowledge: I can understand properties of different media for different purposes. I can explore the impact that art has on the target audience I can ask questions about an artist's artwork, style and composition</p>
<p>Year 6</p> <p>National Curriculum Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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</p>	<p>Compare two different styles of printing and use these to inform own work, explaining choices.</p> <p>Create detailed images from a stimulus, using close observation</p> <p>Choose colours and use understanding of symmetry and correspondence, as well as consideration of the properties of the materials being used, to create a full image using the transfer of an image.</p> <p>Disciplinary knowledge I can plan print work and charcoal drawings through drawing and other preparatory work. I can select shape and manipulate a variety of materials to create printing I can develop ideas from observation or</p>	<p>Draw animals using charcoal inspired by local artist Valerie Davide.</p> <p>- I can use a range of drawing medium (charcoal, chalk, to make a range of marks with control- such as dots, dashes, scribbles, sweeping lines, wavy lines or straight lines and identify how they can be used to good effect in my work. - I can begin to use simple perspective form observation in their work. - I can use tone to create 3D form when drawing -I can use different techniques for different purposes i.e. using a</p>	<p>Understood how to mix acrylic paints appropriately Mix primary colours to create both secondary and tertiary colours on a colour wheel. Practice and refine images, for inclusion in a Zoe Squires inspired painting over time through use of sketchbooks. Add texture to a painting using a variety of methods. Demonstrate understanding of the use</p>	<p>Local- Valerie Davide</p>  <p>Local- Zoe Squires</p>  <p>Global- Shang Dynasty Botanical Printing</p>

<p>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</p>	<p>imagination I can ask questions about Squire's composition, style and use of materials I can consider the impact that her artwork has on her audience</p>	<p>rubber/ putty rubber to remove charcoal, shading, hatching within their own work and start to develop their own style using tonal contrast</p>	<p>of complementary colours and how different brush strokes can be used for effect in painting. Experiment with painting to convey a sense of mood.</p>	
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