



Art and Design at Sandy Lane

Mission	Taking PRIDE in all we do					
Values	PRIDE	Positive	Responsible	Inclusive	Determined	Enquiring
	School Rules	Ready	Respectful	Safe		
Curriculum Intent - To Promote the 5 Values and school rules						

Art Intent

Our intentions in Art are for children to:

- Have a **positive** approach to learning about other art and artists.
- Take **responsibility** for their own learning and challenge themselves to build up a deep level of knowledge, skills and understanding.
- Take an **inclusive** approach when learning about famous artists, designers and architects from different cultures, now and in the past.
- To be **determined** when learning new artistic techniques.
- Stimulate creativity and inquisitiveness through **enquiry** and exploration of the focus artist or artistic form.

At Sandy Lane school, we take PRIDE in all we do. Teachers are positive about learning in art, through teaching specific small step skills they show the children that they can achieve great outcomes in art. Teachers have their own art sketch book which they use to model to the children. They see themselves as artists, completing art artwork alongside the children in the art lesson as a positive example. Our art scheme is inclusive; we have ensured that artists are represented from a range of cultures and traditions. We make lessons inclusive by teaching small steps and ensuring that all can achieve, through the aid of scaffolds and adaptations.

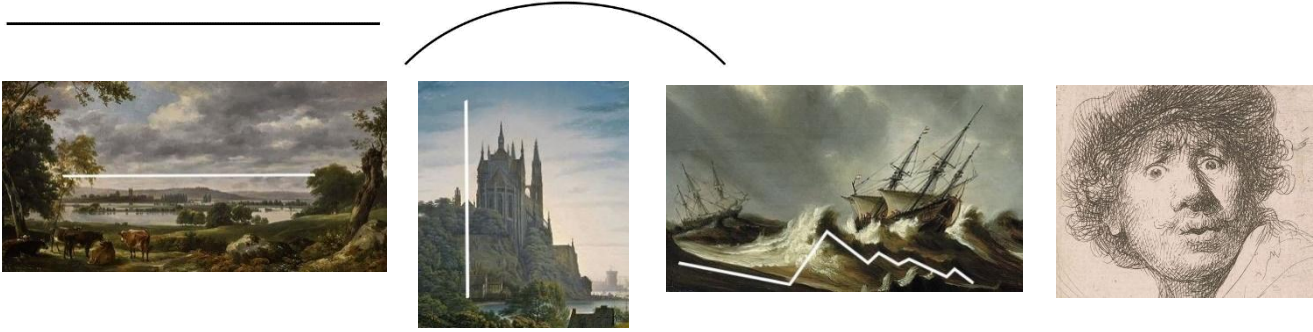
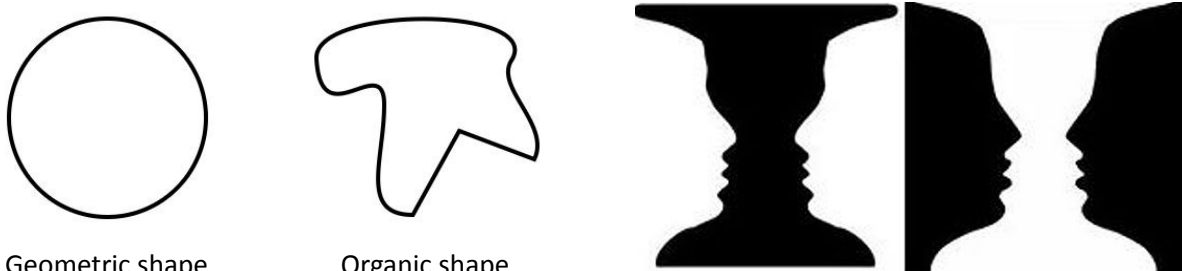
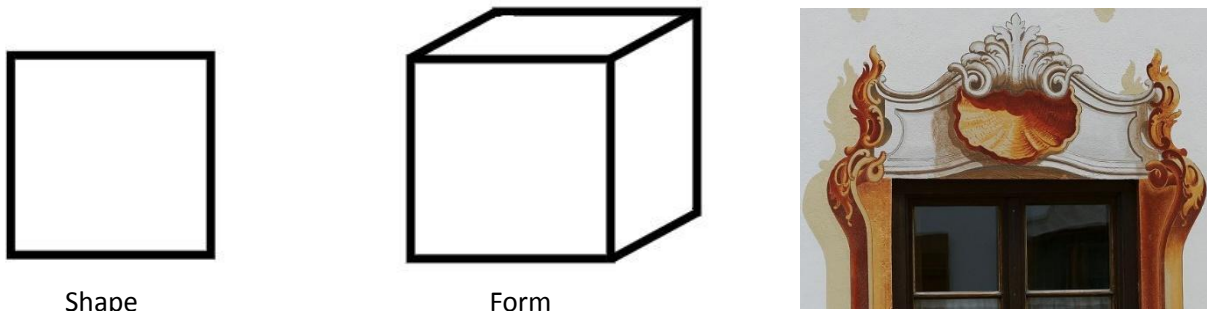
It is our aim that children are given the knowledge, understanding and skills to achieve a progressive curriculum within the creative artistic processes of 2D and 3D art. Children will explore artists from a range of genres, times and cultural traditions with the focus on the three core areas: **Drawing/Printing, Painting** and **Sculpture/Collage**. Knowledge and skills are taught progressively to ensure that all children make progress in this subject. Evaluation is an integral part of the artistic process allowing children to reflect and feedback on their artwork in order to make improvements to it.



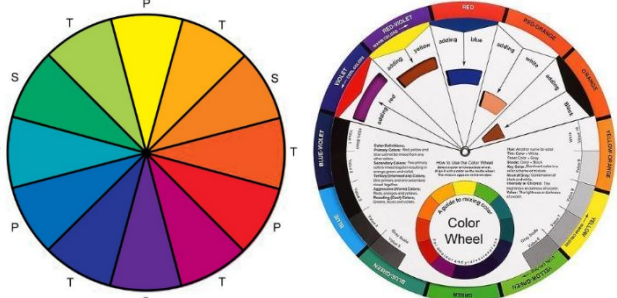

The art curriculum provides children with a:

1. *Relevant, coherent, progressive knowledge of the creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions, explored through the mediums of:*

- Drawing
- Painting
- Sculpture
- Collage
- Printing

2. Grounding in core disciplinary knowledge, focussing on the seven main elements of art:

Element	Description	Examples
Line	Line is the most basic element of art, without line the other elements couldn't exist. Lines can come in all shapes and sizes.	
Shape	When a line meets up to enclose a space, a shape is formed. Shapes can be geometric or organic. These shapes are two dimensional, they have height and width but no depth.	 <p data-bbox="804 911 1010 938">Geometric shape</p> <p data-bbox="1137 911 1312 938">Organic shape</p>
Form	Form is the next step up from shape, depth is added to create three dimensional form. In drawing and painting, form can only be implied because they are two dimensional.	 <p data-bbox="857 1270 936 1297">Shape</p> <p data-bbox="1279 1270 1350 1297">Form</p>

<p>Space</p>	<p>Space is what lies between, around or within an object. Space can be either positive or negative, negative space is all around the object, positive space is the subject of the piece. When an object is painted overlapping, it gives the illusion of one object being in front of another and implying space in between them. Smaller objects look further away.</p>	
<p>Value</p>	<p>Value is how light or dark something is, there is a scale of light and dark from pure white through to pitch black. The value of the colour depends on how light or dark it is compared to the value scale.</p>	 <p style="text-align: center;">Smooth edge Hard edge</p>
<p>Colour</p>	<p>In art, colours are arranged on a colour wheel, the colour wheel shows primary colours (can't be mixed), secondary colours (made by mixing two primary colours) and tertiary colours (made by mixing a primary and secondary colour). Colours also have value, value is how light or dark the colour is, each colour falls on the value scale.</p>	
<p>Texture</p>	<p>Actual texture is the way an object feels to the touch. Drawing or painting texture on a two dimensional, flat surface is a challenge for artists, the artist must instead convey the illusion of the actual texture to the viewer on the flat surface</p>	

There are **six*** consecutive art lessons;

- **Lesson 1: *Explore the artist or the type of art and discuss and explore the artist’s work or the pieces of art*** - children learn all about their new artist, where they live, what type of art work their produce and some key facts about the artist, or explore where the art comes from, what was used to create it, and its purpose. Explore the style in which the artist produces art. Discuss what we like/dislike about the techniques. Study, feedback and comment on the artist’s work.
- **Lessons 2 and 3: *Explore a technique*** - focus on a technique the artist uses; learn and explore how to create art in the style of the artist.
- **Lesson 4: *Design a final piece*** - using the new techniques you have learnt design your own piece of art in the style of the artist.
- **Lessons 5 and first half of Lesson 6: *Create a final piece*** - create your own piece of art in the style of the artist.
- **Second half of Lesson 6: *Evaluate your work*** - reflect on what you and others have made and provide feedback.

* This will look different within Reception, where teaching is done using continuous provision rather than whole class lessons

Sandy Lane - Art Overview 2024-25

Year	Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<p>EYFS Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 • make use of props and materials when role playing characters in narratives and stories. 	<p>NC Subject content- Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 		<p>NC Subject content- Key stage 2 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:</p> <ul style="list-style-type: none"> • 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 			
Drawing and Printing	<p>Mark Making Explore line and shape <i>'My Family' pictures</i></p> <p>Animal prints and patterns Explore prints and textures <i>Animal prints</i></p>	<p>Tudor Buildings Use line to create pattern and shape Explore simple shapes. <i>Sketches of Tudor Buildings</i></p>	<p>Picasso To use drawing techniques to develop and share their ideas and experiences and imagination. <i>Picasso style self-portrait</i></p>	<p>Katsushika Hokusai Simple accurate proportion, form and shape. Experiment with different media eg. ink pens, pencils, pastels <i>Observational nature drawing</i></p>	<p>Egyptian Hieroglyphics Explore mark making using different materials. Produce a careful line drawing Carve a design and roller the ink <i>Hieroglyphics print</i></p>	<p>Alan Bean Create observational drawings from a range of viewpoints. Experiment with different media eg. chalk and oil pastels <i>Space themed picture</i></p>	<p>Modern architects: Renzo Piano, Anish Kapoor, Zaha Hadid, Norman Foster To be able to select appropriate materials to suit a drawing task. Show an understanding of perspective. <i>City-scape using black biros</i></p>

Painting	Under the sea Explore different media <i>Marbling inks fish pictures</i> Van Gogh Explore paints and primary colours <i>Flowers painting</i>	Kandinsky Review primary colours and explore mixing secondary colours. Explore colour mixing shades <i>Kandinsky style 2D shape picture</i>	Frida Kahlo Experiment with warm and cool colours Explore making tints and shades using black and white <i>Wax resist Frida Kahlo style flowers</i>	Andy Warhol Create a repeating portrait using a range of painting styles <i>Repeating portrait</i>	Henri Matisse Mix a specific colour. Experiment with a specific painting style used by an artist. Simple, accurate proportion, form and shape. <i>Pointillism art piece</i>	Yayoi Kusama Layering paints in a variety of media (eg. paint pens and paint brushes) Develop mastery of individual painting style <i>Kusama Painting</i>	Banksy Use paint with stencils Explore different techniques of creating stencils Understand how to use space to show light and dark <i>Graffiti style picture using stencils</i>
Sculpture and Collage	Diwali Explore clay and making textures <i>Diva lamps pinch pots</i> Chinese New Year Understand safe use of scissors Explore colour and shape <i>Dragon collages</i>	Andy Goldsworthy Explore use of natural objects Experiment balancing/placing objects to create a picture <i>Nature picture outdoors (photograph)</i>	Great Fire of London Use collage to show depth and layers Explore different methods of creating collage pieces eg. ripping, cutting <i>Fire/flames collage</i>	Stone Age Experiment joining clay using slip <i>Stone age coiled clay pot</i>	Katy Galbraith Experiment with recycled materials Explore different ways of arranging and joining materials to create a picture <i>Mosaics using recycled materials</i>	Henry Moore Develop a sculpture Explore ways of moulding clay <i>Henry Moore style sculpture</i>	Alberto Giacometti Select appropriate materials to design and make a sculpture. Pupils develop individual style through mastery of skills. <i>Wire and Modroc sculpture in the style of Giacometti</i>

Blue is the artist/style/theme

Black shows skill progression throughout the school

Green is the final piece for the unit, this will need to be displayed in corridor/classroom

Drawing / printing			
Year group	Substantive knowledge		Creative knowledge
Reception	<ul style="list-style-type: none"> Hold a pencil using a tripod grip Mark make lines and shapes 	Artist / theme Skills Vocabulary	Mark Making and Animal Prints and Patterns <ul style="list-style-type: none"> Line: Create different sized lines Shape: Use of shapes within drawings and prints Value/colour: Experimenting with light and dark colours Shapes, line, drawing, pattern
1	<ul style="list-style-type: none"> Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations Use lines to represent objects seen Make studies from observation with some accuracy 	Artist / theme Skills Vocabulary	Photos of Tudor buildings <ul style="list-style-type: none"> Value: Know how to make different shades of grey using black and white Line/shape: Observe and represent shapes in the buildings accurately using lines drawn with some accuracy Space: Position the features of the building relative to one another and within the building as a whole and discuss choices made Texture/line: Experiment with pencil lines to show the texture of roofs Shapes, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to
2	<ul style="list-style-type: none"> Make studies from observation with increasing accuracy, positioning marks and features with some care Make line and shape drawings from observation adding light/dark tone, colour and features Draw from different viewpoints 	Artist / theme Skills Vocabulary	Picasso <ul style="list-style-type: none"> Colour: Select from a limited palette to create mood and feeling Line/texture: Use lines of varying patterns and thicknesses to create the illusion of texture Shape: Record shapes accurately taking account of their relationship to one another Space: Develop an awareness of the spaces between shapes Value: Explore tone using different oil pastel techniques, experiment and investigate Soft, hard, pencil, line, thin, thick, faint, bold, wide, narrow, texture, rough, smooth, pattern, symmetrical, cubism
3	<ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, etc. Use simple pattern and texture to a drawing show an awareness of objects have a third dimension 	Artist / theme Skills Vocabulary	Katsushika Hokusai <ul style="list-style-type: none"> Line: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Colour: Use a variety of warm and cool colours to match the mood of the piece Space: Make note of how the empty space is used in relation to the focal point Warm, cool, line, tone, form, shading
4	<ul style="list-style-type: none"> Experiment using different tools to carve hieroglyph shapes into a range of materials Use line and form to create hieroglyphs Experiment with inks and rollers 	Artist / theme Skills	Egyptian Hieroglyphics <ul style="list-style-type: none"> Line: Use static and dynamic lines to create different patterns Shape: Combining shapes to create images

		Vocabulary	<ul style="list-style-type: none"> Space: Make effective use of space with the hieroglyphics size in relation to each other <p>Manipulate, carve, print</p>
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5	<ul style="list-style-type: none"> Use different media to make marks and lines in dry media – mark making, pencil, charcoal, oil pastels Explore colour mixing and blending with coloured chalks Apply the effect of light on objects from different directions Begin to use perspective in work 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Alan Bean</p> <ul style="list-style-type: none"> Line/value: Demonstrate sketching techniques Colour/value: Blending colours including white and black to show highlights and shadows Shape: Ensuring drawings are appropriately sized linking to perspective <p>shape, blend, highlight shadow, perspective</p>
6	<ul style="list-style-type: none"> Develop an awareness of composition, scale and proportion, foreground, middle ground and background Scale up and down images. 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Modern Architects: Renzo Piano, Anish Kapoor, Zaha Hadid, Norman Foster</p> <ul style="list-style-type: none"> Line: Use a variety of static and dynamic lines to show structure Value/line: Use cross hatching and stippling to represent areas of shade and show depth, experiment with wet media to make lines, patterns, textures and shapes eg. ink, water colour pencils, fine liners, biros, etc. Shape/form: Experiment with a variety of shapes to show structure Produce increasingly accurate drawings of structures <p>Observation, imagination, perspective, shade, tone, 3D, cross hatch, stippling</p>

Painting			
Year group	Substantive knowledge		Creative knowledge
Reception	<ul style="list-style-type: none"> Hold a pencil using a tripod grip Mark make lines and shapes Know which the primary colours are 	Artist / theme Skills Vocabulary	Under the Sea and Van Gogh <ul style="list-style-type: none"> Colour: Explore colour mixing of primary colours Shape: Use of shapes to create a picture Space: Make best use of the space available (eg. the size of the paper) Line: Create different patterns and effects using a variety of materials eg. marbling inks Shapes, line, drawing, colour, pattern, mix, primary colours
1	<ul style="list-style-type: none"> Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations Use lines to represent objects seen Accurately draw different shapes either free hand or with a ruler or drawing around 2D shapes Mix colours using paint and apply them in their painting to represent real life 	Artist / theme Skills Vocabulary	Wassily Kandinsky <ul style="list-style-type: none"> Colour/value: Know how to make secondary colours from primary colours, know how to make a colour lighter or darker by adding black/white Shape/line: Experiment with different shapes and lines to create a final piece Space/shape: Position the shapes on the page and consider how they look when overlapped and how the whole space can be used Primary colours, secondary colours, 2D shapes, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to
2	<ul style="list-style-type: none"> Describe colours Make as many tints as possible using white poster paint Darken colours using black poster paint to create shades. Select and use different brushes to make marks of different thickness 	Artist / theme Skills Vocabulary	Frida Kahlo <ul style="list-style-type: none"> Colour: Use of colour for effect – warm and cool colours. Mixing Primary colours to make secondary colours. Value/colour: The effect of the juxtaposition of warm colours and black in a random arrangement Space: Consider how the space between, above and below the painted areas contributes to the overall effect of the piece warm colours, cool colours, colour mixing, shading, tinting
3	<ul style="list-style-type: none"> Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials eg. ink, charcoal and with a range of natural materials e.g. sticks, feathers, hands Paint symbols, form and compositions when exploring the work of other artists and cultures Experiment with painting onto wet and dry surfaces 	Artist / theme Skills Vocabulary	Andy Warhol <ul style="list-style-type: none"> Colour/value: Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings. Mixing secondary colours to make tertiary colours. Line: Understand how line can be affected by the nature of the range of tools used, and make decisions about which tools to select for the type of line required Shape/space: Consider shapes drawn and the surrounding spaces – how will colour be used in both these areas? Pop art, tertiary colours, silhouette, wax resist, language of direction, zig zag, continuous line, broken line, dotted line, dashes, curved line, wiggly line, tertiary colours, shading, tinting, toning
4	<ul style="list-style-type: none"> Colour mix to match tints, tones and shades in existing works. 	Artist / theme Skills	Henri Matisse

	<ul style="list-style-type: none"> • Mix and use, tints, tones and shades and apply to work. • Use different tools to create different sized dots eg. cotton buds, end of paint brushes or pencils, etc 	<p>Vocabulary</p>	<ul style="list-style-type: none"> ⊙ Colour/value: Change the colours of paint in relation to tint, tone, shade, hue and mood. Use colour to affect the mood of a painting. Mix and match colours to objects or artefacts. ⊙ Texture: Choose and use the correct paints and implements for painting on different materials. Plan and create different effects and textures with paint according to what they need for the task ⊙ Space: Consider the empty space around the focus of the piece and how it can be used to show pattern and texture ⊙ Be independent and creative when painting <p>Tint, tone, shade, hue, mood, dots, tools</p>
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<p>5</p>	<ul style="list-style-type: none"> • Identify and work with complementary and contrasting colours using different media – paint, pastels etc • Mix and match colours to create atmosphere. • Use a variety of tools to create texture 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Yayoi Kusama</p> <ul style="list-style-type: none"> ⊙ Colour: Use warm, cold and complimentary and contrasting colours. Use sketchbook to test ideas around use of colour. Use colour to match mood ⊙ Shape/line: Consider which shapes can be used to different effects, combine shapes and lines to create meaningful patterns to match the mood of the piece ⊙ Space: Explore and make the most efficient use of the space <p>Warm/cool, complimentary/contrasting colours, Primary, secondary, tertiary, compare, annotate, adapt, repetitive.</p>
<p>6</p>	<ul style="list-style-type: none"> • Mix and match colours to create light, thinking about direction of light and its effect on images. • Use different media to create graffiti style art work eg. stencils, paints, etc. 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Banksy</p> <ul style="list-style-type: none"> ⊙ Colour: Use colour for a purpose (inspired by work of an artist/matching colour to subject/using colour to depict mood/feelings). Understand warm, cold, complimentary and contrasting colours ⊙ Form: Create shades and tints using black and white. ⊙ Safely use tools to create stencils ⊙ Work on preliminary studies in their sketchbooks to test, media, materials and implements. Work from a variety of sources, including those researched independently. <p>Graffiti, stencil, shape, space, form, shadows, negative space</p>

Sculpture and Collage			
Year group	Substantive knowledge		Creative knowledge
Reception	<ul style="list-style-type: none"> Pinching and using simple tools to manipulate the clay Safely use scissors How to attach their collage pieces eg. tape, glue 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Diwali and Chinese New Year</p> <ul style="list-style-type: none"> Form: Experimenting with clay to make a 3D pot Shape: How to create different shapes using collage Texture: Exploring how clay feels when it's wet vs dry <p>Shapes, line, drawing, colour, pattern, mix, primary colours</p>
1	<ul style="list-style-type: none"> Select materials considering content, shape, surface and texture Understand the difference between 2D and 3D 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Andy Goldsworthy</p> <ul style="list-style-type: none"> Form: Explore how arranging natural materials can take a piece from 2D to 3D Shape: Consider which shapes can be used and how they can be manipulated to create a picture Texture: Experiment with different textures of natural materials to produce varying patterns <p>Select, sculpture, natural materials, stone, pebble, shell, rock, leaves, pattern, repeating pattern, 3D, 2D</p>
2	<ul style="list-style-type: none"> Explore a range of materials to collage with Select materials appropriate to the piece Modify materials by tearing and cutting 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> Colour: Select appropriate colours to create a collage piece linked to the Great Fire of London Shape/space: Use of different sized materials and layering techniques Form: Consider how a piece could have the illusion of 3D depending on layering of collage materials Texture: Explore how different textured collage materials can result in different effects <p>Cut, rip, tear, layer, overlap, arrange</p>
3	<ul style="list-style-type: none"> Explore how stimuli can be used as a starting point for 3D work with a focus on form, shape, pattern and texture Develop a response through modelling Understand how structure needs to be created to hold its shape and have volume Compare own designs and pattern making with those from periods of history 	<p>Artist / theme</p> <p>Skills</p> <p>Vocabulary</p>	<p>Stone age clay pots</p> <ul style="list-style-type: none"> Shape/line: Investigate and apply geometric and interlacing patterns from other cultures and times Form: Build on understanding of clay and joining to create a robust 3D structure Texture: Explore experimenting with clay tools to create different textures within the clay <p>Clay, coil, joining, 3D, structure, strength, tools, carve, smooth</p>
4	<ul style="list-style-type: none"> Understand how to use shape and form to create a desired outcome Experiment with ways to construct and join both malleable and rigid materials Understand how to safely use tools to cut and join materials safely 	<p>Artist / theme</p> <p>Skills</p>	<p>Katy Galbraith</p> <ul style="list-style-type: none"> Texture: Model with a range of recycled materials. Form: Plan and develop different ways to join materials, selecting appropriate ways to join chosen materials Shape: Consider how to select and manipulate shapes to match the style and intended outcome of the piece Cut and join materials safely and effectively Talk about their work, understanding that it has been modelled

		Vocabulary	Ceramicist, shape, form, model, manmade, recycled, mosaic
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5	<ul style="list-style-type: none"> Plan a clay sculpture through drawing and other preparatory work Understand how to select and safely use appropriate tools and materials to shape, join and mould clay 	Artist / theme	Henry Moore
		Skills	<ul style="list-style-type: none"> Line: Identify where static or dynamic lines are used and the effect they have on the mood of the piece Texture: Explore the texture of using wire followed by clay and how it can be manipulated with tools, water, hands, etc. and the different textures produced by using different methods. Form: Identify and explain the differences between modelling, sculpture and construction
		Vocabulary	Abstract, knead, pinch, roll, stack, trim, clay, sculpture, construction
6	<ul style="list-style-type: none"> Evaluate a range of sculptures from both key artists, commenting on technique and materials Understand how modroc can be used to strengthen and increase the volume of a sculpture Demonstrate safe use of all materials 	Artist / theme	Alberto Giacometti
		Skills	<ul style="list-style-type: none"> Line: Demonstrate a wide variety of ways to make different marks using dry media Form: Observe and draw the effect of light on objects from different directions Shape/texture: Make informed choices about 3D technique and materials chosen, using recycled, natural and man-made materials to create sculptures Produce increasingly accurate drawings of the body Plan and develop ideas and discuss choices and adaptations
		Vocabulary	Wire, modroc, structure, compare, adapt, technique