

Europa School Primary Art Curriculum – 2022-23

At Europa School we value art and design because they contribute to the development of the whole child emotionally, aesthetically, culturally, intellectually and socially.

Aims:

Through the teaching of Art we aim to:

- Provide equal opportunity for all children to reach their potential and take pride in their achievements
- Provide children with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
- Develop the children's knowledge of different materials including drawing, painting, collage, textiles, digital media, sculpture, and print-making by allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- Encourage the development of imagination, original thought and personal expression
- Enable children to become visually literate by understanding Art as a visual and tactile communication and to develop their ability to appreciate and evaluate images and artefacts (2D and 3D).
- Develop children's aesthetic awareness and enable them to make informed critical responses about their work and that of others
- Encourage children to value the contribution made to their world by artists, craftspeople and designers from many cultures
- Help children develop socially through individual and collaborative work

Appreciating and respecting the rich and diverse cultures of our world is the heart of Europa School. We see art as a way for children to experience and celebrate such cultural diversity.

A Progressive Art curriculum:

	Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none">· The child can make comments about what they have heard and ask questions to clarify their understanding (Listening, Attention and Understanding).	<ul style="list-style-type: none">· The child can explore and begin to record ideas from first hand observation, experience and imagination.· The child can ask and answer questions about the starting points for their work, and develop their ideas.· The child can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	<ul style="list-style-type: none">· The child can select and record from first hand observation, experience and imagination, and explore ideas for different purposes.· The child can question and make thoughtful observations about starting points in their work.· The child can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	<ul style="list-style-type: none">· The child can demonstrate understanding and record from first hand observation, experience and imagination, and explore ideas for different purposes.· The child can question and make thoughtful observations about starting points and select ideas and processes to use in their work.· The child can explore and demonstrate understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none">· The child can offer explanations for why things might happen, making use of recently introduced vocabulary (Speaking).· The child can share their creations, explaining the process they have used (Creating with Materials).	<ul style="list-style-type: none">· The child can review what they have done and say what they think and feel about it.· The child can identify what they might change in their current work or develop in their future work.	<ul style="list-style-type: none">· The child can compare ideas, methods and approaches in their own and others' work and say what they think about them.· The child can adapt their work according to their views and describe how they might develop it further.· The child can annotate work in sketchbook/ postits.	<ul style="list-style-type: none">· The child can compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.· The child can justify adaptations to their work according to their views and describe how they might develop it further.· The child can annotate work in Sketchbook / postits.

Reception

Drawing

- The child can hold a pencil effectively (Fine Motor Skills).
- The child is beginning to show accuracy and care when drawing (Fine Motor Skills).
- The child can use a range of small tools, including scissors, paint brushes and cutlery (Fine Motor Skills).
- The child can draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).

Reception

Year 1 & 2

- The child can use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

The child can layer different media.

- The child can draw figures and real objects, including single and grouped objects.
- The child can begin to explore the use of line, shape and colour.

Year 1 & 2

Year 3 & 4

- The child can experiment with different grades of pencil and other implements.
- The child can plan, refine and alter their drawings as necessary.
- The child can use their sketchbook to collect and record visual information from different sources.
- The child can draw for a sustained period of time at their own level.
- The child can use different media to achieve variations in line, texture, tone, colour, shape and pattern.

Year 3 & 4

Year 5 & 6

- The child can demonstrate a wide variety of ways to make different marks with dry and wet media.
The child can alter, refine and evaluate drawings and describe changes using art vocabulary.
- The child can use a sketchbook to develop ideas.
- The child can work in a sustained and independent way from observation, experience and imagination.
- The child can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

Year 5 & 6

Painting

- The child can use a range of small tools, including scissors, paint brushes and cutlery (Fine Motor Skills).
- The child can draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).
- The child can use a variety of tools and techniques including the use of different brush sizes and types.
- The child can mix and match colours to artefacts and objects.
- The child can mix secondary colours, shades and tones using different types of paint.
- The child can work on different scales.
The child can work on range of scales e.g. large brush on large paper etc
The child can experiment with tools and techniques, inc. layering, mixing media, scraping through etc
- The child can create different textures e.g. use of sawdust.
The child can name different types of paint and their properties.
- The child can mix and match colours using artefacts and objects.
- The child can mix a variety of colours and know which primary colours make secondary colours.
- The child can use a developed colour vocabulary.
- The child can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
- The child can work confidently on a range of scales e.g. thin brush on small picture etc.
- The child can show increasing independence with the painting Process
The child can make and match colours with increasing accuracy.
- The child can use more specific colour language e.g. tint, tone, shade, hue.
- The child can choose paints and implements appropriately.
- The child can plan and create different effects and textures with paint according to what they need for the task.
- The child can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
- The child can work on preliminary studies to test media and materials.
- The child can create shades and tints using black and white.
- The child can choose appropriate paint, paper and implements to adapt and extend their work.
- The child can create imaginative work from a variety of sources.
- The child can carry out preliminary studies, test media and materials and mix appropriate colours.
- The child can work from a variety of Sources, inc. those researched independently.
- The child is aware of how paintings are created (composition).

Reception

Year 1 & 2

Year 3 & 4

Year 5 & 6

Printing

- The child can use a range of small tools, including scissors, paint brushes and cutlery (Fine Motor Skills)
- The child can draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).

- The child can make marks in print and rubbings with a variety of objects, including natural and made objects.
- The child can build a repeating pattern and recognise pattern in the environment.
- The child can carry out different printing techniques e.g. monoprint, block, relief and resist printing.
- The child can use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.
- The child can design patterns of increasing complexity and repetition.
- The child can print using a variety of materials, objects and techniques.

- The child can print using a variety of materials, objects and techniques including layering.
- The child can explore pattern and shape, creating designs for printing.
- The child can talk about the processes used to produce a simple print.

The child can research, create and refine print using a variety of techniques.

- The child can select broadly the kinds of material to print with in order to get the effect they want
- The child can resist printing including marbling, silkscreen and cold water paste.

- The child can explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.
- The child can organise their work in terms of pattern, repetition, symmetry or random printing styles.
- The child can choose the printing method appropriate to task.
- The child can build up layers and colours/ textures.
- The child can choose inks and overlay colours.
- The child can describe varied print techniques.
- The child can organise, alter and modify their work in terms of pattern, repetition, symmetry or random printing styles.
- The child can confidently print on paper and fabric.
- The child is familiar with layering prints.
- The child can work relatively independently.

Reception

Year 1 & 2

Year 3 & 4

Year 5 & 6

Textiles/ collage

- The child can make use of props and materials when role playing characters in narratives and stories (Creating with Materials).
- The child can draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).
- The child can use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.
- The child can thread a needle, cut, glue and trim material.
- The child can create images from imagination, experience or observation.
- The child can use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. The child can stitch, knot and use other manipulative skills.
- The child can create textured collages from a variety of media.
- The child can use a wide variety of media to make a simple mosaic.
- The child can use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. The child can develop skills in stitching, cutting and joining.
- The child can experiment with a range of media e.g. overlapping, layering etc.
- The child can collect visual information from a variety of sources.
- The child can name the tools and materials they have used.
- The child can use different techniques, colours and textures etc when designing pieces of work.
- The child can join fabrics in different ways, including stitching.
- The child can use a range of media to create collage.
- The child can use different grades and uses of threads and needles.
- The child can extend their work within a specified technique
- The child can experiment with using batik safely.

3D form

Reception

- The child can make use of props and materials when role playing characters in narratives and stories (Creating with Materials).
- The child can draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with Materials).

Year 1 & 2

- The child can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping for a variety of purposes, inc. thumb pots, simple coil pots and models.
- The child can explore sculpture with a range of malleable media, especially clay more confidently.
- The child can confidently explore shape and form.
- The child can experiment with, construct and join recycled, natural and man-made materials.

The child can understand the safety and basic care of materials and tools.
The child can build a textured relief tile.

Year 3 & 4

- The child can join clay adequately and work reasonably independently.
- The child can make informed choices about the 3D technique chosen.
- The child can construct a simple clay base for extending and modelling other shapes showing an understanding of shape space and form.
- The child can use a variety of recycled, natural and man-made materials.
- The child can cut and join wood safely and effectively.
- The child can make a simple papier mache object.
- The child can talk about their work understanding that it has been sculpted, modelled or constructed.
- The child can plan, design and make models.

Year 5 & 6

- The child can describe the different qualities involved in modelling, sculpture and construction.
- The child can plan a sculpture through drawing and other preparatory work. The child can develop skills in using clay inc. slabs, coils, slips, etc.
- The child can create sculpture and constructions with increasing independence.
- The child can use recycled, natural and man-made materials to create sculpture.
- The child can make a mould and use plaster safely.
- The child can make reasoned judgements when using recycled, natural and man made materials to create sculpture.
- The child can make and evaluate a mould and use plaster safely.

Reception

Year 1 & 2

Year 3 & 4

Year 5 & 6

Breadth of study

- The child can work on their own, and collaboratively with others.
- The child can use ICT
- The child can investigate different kinds of art, craft and design.

- The child can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
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- The child can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- The child can use ICT
- The child can investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

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Artists painters architects craft makers designers sculptors And curricular links

Henri Matisse - The Snail, colour cut out

- Van Gough - collage
- Orla Kiely - potato & string prints
- Warhol - self portraits
- Henri Matisse - alien cutouts
- Henri Rousseau- linked to Science of animals and habitats
- Megan Coyle- collage of landscapes
- Georgia O'Keefe- flowers and detailed drawings.
- Andy Goldsworthy- natural art.

- Modigliani linked to PSHCE
- Van Gogh
- Monet
- Michelle Reader linked with DOW - recyclable material and literacy
- Chassac (French painter)
- Gaudí
- Frida Khalo
- Picasso
- Kandisky
- Miró
- Niki de Saint Phalle
- David Hockney
- Banksy -& other Street artists
- Barbara Hepworth
- Hokusai

The overview gives an idea of the levels at each year group and the skills to be taught through the years. In Key Stage 1 and 2 skills will be covered over a two year period as shown in the table. Skills may be taught discretely or within cross curricular topics.