



**Art  
at  
Castle Camps C. of E. (V.C.) Primary School**

**Life in all its fullness**

## **Intent**

At Castle Camps, our Art and Design curriculum allows all pupils to express their individual creativity, whilst learning and making links throughout our broad and balanced curriculum and within the wider world. Art and Design provides our pupils with the opportunity to communicate and express their individual thoughts, ideas and interests. Children are taught that art can be used for a range of purposes including, as a form of self-expression, to express political views and to evoke emotion in those who view the artistic piece. Our Art and Design curriculum inspires and challenges all pupils to invent their own unique creative style. Children are equipped with the knowledge and skills to experiment with a range of artistic tools and techniques. As pupils progress throughout their time at Castle Camps Primary School, the Art and Design curriculum will allow them to form an understanding of their own cultural heritage and its place within a global context. This will be achieved by studying a range of male and female artists throughout historical eras and from around the world, including local and up-and-coming artists. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by artists.

## **Implementation**

Throughout each unit of work, teachers assess the children in order to ensure that lessons are pitched at an age-appropriate level, to target specific learning objectives. This will ensure that children are challenged and supported appropriately. Children who fall within the EYFS framework will be assessed against the 'Expressive Art and Design' statements which breaks down into two strands, 'Exploring and using media and materials' and 'Being imaginative'.

In order to ensure high standards of teaching and learning within Art and Design lessons, we implement a curriculum that is progressive throughout the whole school. Art and Design at Castle Camps is taught throughout our topics over the year, so that children can achieve depth within their learning and understanding of the Art and Design curriculum. They are able to develop key knowledge, techniques and skills from the start of their learning journey at Castle Camps. Children will become familiar with a range of resources and materials, in which they are confident to access and use. By the end of each key stage, we expect pupils to know, apply and understand the techniques, skills and processes specified in the Art and Design progression of skills map.

## **Impact**

Work produced within Art and Design lessons is of high-quality. It is evident that children have a love for learning and are excited to explore and learn new things. Children have a 'can do' attitude where they are seen to 'have a go', using their prior knowledge to inform and support them when choosing materials and using a range of techniques. Children show a curiosity about Art and the world around them. They ask relevant questions which help to further their own understanding as well as their peers. We will be able to measure the

impact of our high quality curriculum through assessment, pupil voice and evidence within their practical work. It is evident throughout the school that skills, techniques and knowledge has stuck with them throughout their learning journey at Castle Camps Primary School.

## **National Curriculum**

### **Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **EYFS Aims**

#### **Expressive arts and design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### **National Curriculum Aims**

**The national curriculum for art and design aims to ensure that all pupils:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Key stage 1**

**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**

### **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
- 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

## Whole School Subject Overview (3 year plan) Year A 2027/28

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Hedgehog Class</b>	<p>OURSELVES &amp; STARTING SCHOOL</p> <p><b>Drawing</b> <i>Introducing drawing</i></p> <p><b>Painting</b> <i>Exploring painting tools</i> <b>Kandinsky</b></p> <p>AUTUMN SENSES</p> <p><b>Print making</b> <i>Simple press printing</i></p>	<p>FESTIVALS AND FIREWORKS</p> <p>LIGHT AND DARK</p> <p><b>3d</b> <i>Exploring mixed media models</i></p> <p><b>Painting</b> <i>Colour Mixing</i></p>	<p>TRADITIONAL TALES</p> <p><b>Drawing</b> <i>types of line - thickness and shape</i></p> <p><b>Painting</b> <i>matching appropriate colours/ choosing appropriate tools</i></p> <p><b>Texture/ pattern/ collage</b> <i>exploring rubbings, pattern,</i></p>	<p>EXPLORERS INCL. DINOSAURS AND JUNGLES</p> <p><b>3d</b></p> <p><b>Painting</b> <i>Exploring artists and their techniques</i> <b>Van Gogh, Monet, Jackson Pollock, Winslow Homer</b></p> <p><b>Print making</b></p>	<p>GROWING AND MINIBEASTS</p> <p>Recycling</p> <p><b>Drawing</b> <i>texture/ pattern observational drawing</i></p> <p><b>Printing/Collage</b> <i>creating patterned papers for use in collage</i> <b>Eric carle</b></p>	<p>HOLIDAYS AND TRANSPORT</p> <p><b>Painting</b></p> <p><b>Texture/ pattern</b> <b>Brigitte Riley</b></p>
<b>Squirrel Class</b>	<p>THE VICTORIANS</p> <p><b>Drawing and Painting</b></p> <p>Portraits (Self-Portrait drawing and painting, Victorian silhouettes)</p>		<p><b>Drawing and Painting/Printing</b></p> <p><i>Landscapes linked to <b>L.S. Lowry</b> – industrial landscapes and seascape.</i></p>	<p>FAVOURITE AUTHORS <b>Axel Scheffler</b></p>	<p>AFRICA</p> <p><b>Collage and textiles – Ndebele art</b></p> <p><b>African Necklaces</b></p> <p><i>Djembe drums – papier mache and painting the pattern around the base</i></p>	
<b>Rabbit Class</b>	<p>THE VICTORIANS</p> <p><b>Drawing and Painting</b></p>		<p>LOCAL HISTORY</p> <p><b>Focus on an artist Andy Goldsworthy</b></p>		<p>AFRICA &amp; SOUTH AMERICA</p> <p><b>3d -</b></p>	

	Portraits <i>victorian era portraits</i>		Outdoor, sculpture, <i>collage, textiles</i>		African Masks clay	
Badger Class	THE RAINFOREST  <b>Drawing</b> Rainforest animal art Drawing - pastels		VIKINGS  <b>3d</b> Viking brooches		LOCAL HISTORY  <b>Printmaking &amp; technology</b> <i>Banksy</i>	
Deer Class	THE BATTLE OF BRITAIN  <b>Drawing/ Painting</b> Art inspired by Charles Rennie Mackintosh and then create a card.		CRIME AND PUNISHMENT  <b>Drawing</b> Graphic design unit with outcome based on Japanese artist Takashi Murakami (link to Guided Reading of Kensuke Kingdom)		FIELDWORK - EUROPE  <b>Textile/ Collage?</b>	

### Whole School Subject Overview (3 year plan) Year B 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	OURSELVES & AUTUMN  <b>Drawing</b> Mark making  <b>Painting</b> Introduction to tools	COLOUR & CELEBRATION, WINTER WONDERLAND  <b>Painting</b> Exploring colours and colour mixing	WHERE WE LIVE INCL. PEOPLE WHO HELP US  <b>Drawing</b> exploring diff. types of lines and creating clear shapes Drawing shapes to	FAVOURITE AUTHORS  <b>Collage</b> Creating textured paper  Using paper created to cut shapes and create own collage minibests.	FARM ANIMALS & GROWING  <b>Drawing</b> pattern, texture observational drawing  <b>Painting</b>	WONDERFUL WATER  <b>Texture/pattern</b> Marbling Mud drawing  <b>Drawing/ painting</b> Exploring pattern,

	<b>Kandinsky</b>	<b>Printing</b> Exploring press printing  <b>3d</b> Exploring mark making in clay	represent what was observed eg. maps  <b>Texture/ Pattern/ Collage</b> simple weaving	<b>Eric Carle</b>	mixing appropriate colours  <b>3d</b> clay/ junk 3d animals	shape, colour <b>Turner</b>
<b>Squirrel Class</b>	WHERE IN THE WORLD <b>Sculpture</b> Using clay to sculpt/paint an animal. <b>Giacometti</b>	WHERE IN THE WORLD	TOYS <b>Drawing/painting</b> Use mixed colours to paint a circles painting in the style of Kandinsky <b>Kandinsky</b>	THE GREAT FIRE OF LONDON	FIELDWORK/ LOCAL AREA	FIELDWORK/ LOCAL AREA
<b>Rabbit Class</b>	WHERE IN THE WORLD  <b>Drawing &amp; collage</b> Landscapes linked to <b>David Hockney</b>	textiles covered in DT (Finger puppets)	STONE AGE TO IRON AGE  <b>Drawing &amp; mixed medium</b> paint, pastels (Cave painting)	THE GREAT FIRE OF LONDON	FIELDWORK  <b>3d modelling</b> landscapes Modroc board Clay modelling for features of landscapes <b>Barbara Hepworth</b> sculptor	
<b>Badger Class</b>	THE ROMANS  <b>Painting</b> <b>Van Gogh - Starry Night</b>		UK STUDY  <b>Collage Textiles -</b> weaving/kilts/tartan		AUSTRALIA COMPARED TO THE UK  <b>Painting</b> <b>Aboriginal Art</b> inspired by Aboriginal cultural paintings	
<b>Deer Class</b>	THE ANGLO SAXONS AND SCOTS		VOLCANOES AND EARTHQUAKES		AROUND THE WORLD	

	<p>Jewellery artist??</p> <p><b>3d sculpting</b> anglo saxon brooches, painted afterwards</p>		<p><b>Painting</b></p> <p>Volcano artwork using a range of techniques - flicking, swirls and blow painting</p> <p>Nick Rowland painter study</p>		<p><b>Printmaking?</b> tbc - Artist study from country we focus in on (yet to be planned as brand new topic)</p>	
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### Whole School Subject Overview (3 year plan) Year C 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Hedgehog Class</b>	<p>OURSELVES &amp; AUTUMN</p> <p><b>Drawing</b> Mark making</p> <p><b>Painting</b> Introduction to tools <b>Kandinsky</b></p>	<p>COLOUR &amp; CELEBRATION, WINTER WONDERLAND</p> <p><b>Painting</b> Exploring colours and colour mixing</p> <p><b>Printing</b> Exploring press printing</p> <p><b>3d</b> Exploring mark making in clay</p>	<p>WHERE WE LIVE INCL. PEOPLE WHO HELP US</p> <p><b>Drawing</b> exploring diff. types of lines and creating clear shapes Drawing shapes to represent what was observed eg. maps</p> <p><b>Texture/ Pattern/ Collage</b> simple weaving</p>	<p>FAVOURITE AUTHORS</p> <p><b>Collage</b> Creating textured paper Using paper created to cut shapes and create own collage minibeasts. <b>Eric Carle</b></p>	<p>FARM ANIMALS &amp; GROWING</p> <p><b>Drawing</b> pattern, texture observational drawing</p> <p><b>Painting</b> mixing appropriate colours</p> <p><b>3d</b> clay/ junk 3d animals</p>	<p>WONDERFUL WATER</p> <p><b>Texture/pattern</b> Marbling Mud drawing</p> <p><b>Drawing/ painting</b> Exploring pattern, shape, colour <b>Turner</b></p>
<b>Squirrel Class</b>	<p>EXPLORERS</p> <p><b>Printing/Painting -</b>  <b>Yayoi Kasuma</b></p>		<p>WONDERFUL WEATHER</p> <p><b>Collage/painting -</b> Four seasons collage <b>Different paintings by Claude Monet</b></p>		<p>HOLIDAYS PAST AND PRESENT (GRACE DARLING)</p> <p><b>Drawing/painting –</b> <b>Focus on an artist -</b> Horizon sea/sky – perspective, silhouette</p>	

	<p>Explore printing dots using hard/ soft materials.</p> <p>Mono printing using dots</p> <p>Design/ create polka dot finished print</p> <p>Colour mixing secondary colours</p>		<p><b>Drawing</b> - Through the window sketches</p>		<p><i>Thomas Brooks</i></p> <p><b>Painting/collage</b> - Beach huts – paint/colour mixing, lolly sticks collage</p> <p><i>Hannah Cole - cornish artist 'By the beach huts'</i></p>	
<b>Rabbit Class</b>	<p>ANCIENT EGYPT</p> <p><b>Printmaking</b> <b>Drawing</b> Hieroglyphs</p> <p><i>Egyptian art</i></p>		<p>WONDERFUL WEATHER</p> <p><b>Collage</b> <b>Digital Art</b> - photographs</p>		<p>HOLIDAYS (GRACE DARLING)</p> <p><b>Painting</b> Sea Landscapes waves breaking <b>Drawing/ Painting</b> Claude Monet</p>	
<b>Badger Class</b>	<p>THE GREAT WAR</p> <p><b>Drawing, painting. printmaking</b> The Great Wave - <i>Hokusai</i></p>		<p>FIELDWORK UK AND THE WIDER WORLD</p> <p><b>3d</b> clay <i>Alice Mara/ Neil Spalding</i></p>		<p>THE MONARCHY</p> <p><b>Drawing and Painting</b> Portraits- <i>Benjamin Sullivan</i></p>	
<b>Deer Class</b>	<p>THE GREEKS</p> <p><b>Drawing/3D/</b></p>		<p>THE SHANG DYNASTY</p> <p><b>Drawing/3D</b></p>		<p>FIELDWORK UK AND THE WIDER WORLD</p>	

	<i>Painting</i> Greek vases paper mache modelling and painting in the style of the <b>Greek era</b>		<i>Terracotta Warriors</i> from clay			
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Areas highlighted are waiting for review.

## Art Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and Developing ideas</b>	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketchbook.	-Use a sketchbook to plan and develop simple ideas. -Build information on colour mixing, the colour wheel and colour spectrums. -Collect textures and patterns to inform other work.	-Use a sketchbook to record media explorations and experimentations, try out ideas, plan colours and collect source material for future works. -Identify interesting aspects of objects as a starting point for work. -Use a sketchbook to record techniques used by artists. -Annotate ideas for improving their work through keeping notes in a sketchbook. -use a sketchbook to plan, collect and develop ideas. To record media explorations	-Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. -Express likes and dislikes through annotations. -Use a sketchbook to adapt and improve original ideas. -Keep notes to indicate their intentions/purpose of a piece of work.	-Use sketchbooks to plan a sculpture through drawing and other preparatory work. -Use the sketchbook to plan how to join parts of the sculpture. -Keep notes which consider how a piece of work may be developed further. -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. -Adapt work as and when necessary and explain why.	-Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. -Annotate work in a sketchbook. -Use the sketchbook to plan how to join parts of a sculpture.

				and experimentations as well as try out ideas.			
<b>Key vocabulary</b>		work of art, idea, starting point, observe, focus, design, improve,		line, pattern, texture, form, record, detail, question, observe, refine,		sketchbook, develop, refine, texture, shape, form, pattern, structure	
<b>Drawing</b>	<p><b>Nursery:</b> -Explore drawing materials e.g. different pencil types, colour, crayon, pastel, chalk and fingers. -Draw on different surfaces and coloured paper. -Explore large scale outside drawing on the playground -Begin to communicate ideas through drawing such as drawing a line and saying "That's me."-</p> <p><b>Reception:</b> -Develop and practise different line types e.g. wavy, curved, straight, thick and thin. -Use and begin to control a range of media. -Make simple representations of familiar objects, people and events. -Use drawing to tell a story and represent their own ideas and thoughts. -start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>-experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. -begin to control the types of marks made with the range of media. -draw on different surfaces with a range of media. -develop a range of tone using pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/dark lines.</p> <p>Possible artists: Van Gogh, Seurat</p>	<p>-continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. -draw lines/marks from observations. -demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. -understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p>Possible artists: Durer, Da Vinci, Cézanne</p>	<p>-develop intricate patterns/marks with a variety of media. -demonstrate experience in different grades of pencil and other implements to draw different shapes and forms. -begin to indicate facial expressions in drawings. -begin to show consideration in the choice of pencil grade they use. -Develop shading to show light and shadow. -Use hatching and cross to show tone and texture.</p> <p>Possible artists: Picasso, Hopper, Surrealism etc</p>	<p>-develop intricate patterns using different grades of pencil and other implements to create lines and marks. -draw for a sustained period of time at an appropriate level. -experiment with different grades of pencil and other implements to achieve variations in tone and make marks in a range of media. -have opportunities to develop further drawings featuring the third dimension and perspective. -include in their drawing a range of techniques and begin to understand why they best suit. -begin to show awareness of representing texture through the choice of marks and lines made. -begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Possible artists: Goya, Sargeant, Holbein</p>	<p>-work in a sustained and independent way to create a detailed drawing. -develop a key element of their work: line, tone, pattern, texture. -use different techniques for different purposes i.e. shading, hatching within their own work. -start to develop their own style using tonal contrast and mixed media. -have opportunities to develop further simple perspectives in their work using a single focal point and a horizon. -begin to develop an awareness of composition, scale and proportion in their work. -use drawing techniques to work from a variety of sources including observation, photographs and digital images. -develop close observation skills using a variety of viewfinders.</p> <p>Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt</p>	<p>-work in a sustained and independent way to develop their own style of drawing. -this style may be through the development of line, tone, pattern, texture. -draw for a sustained period of time over a number of sessions working on one piece. -use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. -develop their own style using tonal contrast and mixed media. -have opportunities to develop further simple perspectives in their work using a single focal point and a horizon. -develop an awareness of composition, scale and proportion in their work.</p> <p>Possible artists: Have opportunity to explore modern and traditional artists using digital and other resources.</p>
<b>Key vocabulary</b>		portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline,		line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti,	
<b>Painting</b>	<p><b>Nursery:</b> - Learn some basic housekeeping for painting activities. Know about wearing an apron and</p>	<p>-experiment with paint media using a range of tools e.g. different brush sizes, hands, feet, rollers and pads.</p>	<p>-begin to control the types of marks made in a range of painting techniques e.g. layering,</p>	<p>-use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures</p>	<p>-confidently control the types of marks made and experiment with different effects and textures including blocking in</p>	<p>-confidently control the types of marks made and experiment with different effects and textures including blocking in colour,</p>	<p>-work in a sustained and independent way to develop their own style of painting. This style may be</p>

	<p>where to put pictures to dry.</p> <ul style="list-style-type: none"> <li>-Match colours to objects in the environment.</li> <li>-Explore different size brushes or tools including large brushes, sponges, fingers or twigs.</li> <li>-Explore painting with a wider range objects e.g. making patterns with cars/bricks</li> <li>- Explore working with paint on different surfaces.</li> <li>- Explore colour and how they can be changed.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Enjoy using a variety of tools including different size brushes and tools, eg sponge brushes, twigs, fingers.</li> <li>- Name and recognise primary colours.</li> <li>-Explore what happens when they mix colours.</li> <li>-Name some secondary colours.</li> <li>-mix and match colours to different artefacts and objects</li> <li>-Experience 2 different paint types- e.g. poster, watercolour</li> <li>-explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<ul style="list-style-type: none"> <li>-explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>-begin to show control over the types of marks made.</li> <li>-paint on different surfaces with a range of media.</li> <li>-name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul> <p>Possible artists: Klimt, Marc, Klee, Hockney</p>	<p>mixing media and adding texture.</p> <ul style="list-style-type: none"> <li>-understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>-build confidence in mixing colour shades and tones.</li> <li>-understand the colour wheel and colour spectrums.</li> <li>-be able to mix all the secondary colours using primary colours confidently.</li> <li>-continue to control the types of marks made with the range of media.</li> <li>-use a suitable brush to produce marks appropriate to work e.g. small brush for small marks.</li> </ul> <p>Possible artists: Pollock, Riley, Monet, Aboriginal</p>	<p>including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>-use light and dark within paintings and begin to explore complimentary colours.</li> <li>-understand what is meant by a warm or cold colour (tones of paint)</li> <li>-Mix colour, shades and tones with increasing confidence.</li> <li>-Know tertiary colours (mixing 2 secondary colours together)</li> <li>-become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> <li>-understand how to create a background using a wash.</li> </ul> <p>Possible artists/movements: Rothko, Rivera, Indian miniatures, O'Keefe, Abstract, Expressionism</p>	<p>colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>-start to develop a painting from a drawing.</li> <li>-begin to choose appropriate media to work with.</li> <li>-use light and dark within painting and show understanding of complementary colours.</li> <li>-mix colour, shades and tones with increasing confidence.</li> <li>-work in the style of a selected artist (not copying).</li> </ul> <p>Possible artists: Hopper, Rembrandt</p>	<p>washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>-mix and match colours to create atmosphere and light effects.</li> <li>-mix colour, shades and tones with confidence building on previous knowledge.</li> <li>-start to develop their own style using tonal contrast and mixed media.</li> </ul> <p>Possible artists: Lowry, Matisse, Magritte</p>	<p>through the development of colour, tone and shade.</p> <ul style="list-style-type: none"> <li>-Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>-mix colour, shades and tones with confidence building on previous knowledge.</li> <li>-understanding what works well in their work and why.</li> </ul> <p>Possible artists: have the opportunity to explore modern and traditional arts.</p>
<b>Key vocabulary</b>		primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint		colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco		blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists	
<b>3D</b>	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Manipulate and use playdough/ plasticine or salt dough in their play.</li> <li>-Impress and apply simple</li> </ul>	<ul style="list-style-type: none"> <li>-experiment in a variety of malleable media such as clay, papier mache, salt dough, Modroc.</li> <li>-shape and model materials for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>-use equipment and media safely and with increasing confidence.</li> <li>- Shape, form and model from observation and imagination</li> </ul>	<ul style="list-style-type: none"> <li>-use equipment and media with confidence.</li> <li>-begin to show an awareness of objects having a third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>-work in a safe, organised way, caring for equipment.</li> <li>-secure work to continue at a later date.</li> <li>-make a slip to join two pieces of clay.</li> </ul>	<ul style="list-style-type: none"> <li>-work in a safe, organised way, caring for equipment.</li> <li>-secure work to continue at a later date.</li> <li>-show experience in combining pinch, slabbing</li> </ul>	<ul style="list-style-type: none"> <li>-work in a safe, organised way, caring for equipment.</li> <li>-secure work to continue at a later date.</li> </ul>

	<p>decoration - pushing pasta into playdough</p> <p>-Experiment with 3D junk modelling.</p> <p><b>Reception:</b></p> <p>-enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>-Impress and apply simple decorations independently.</p> <p>-Complete a clay project e.g. Diwali diva lamps, clay animals linked to children's interests.</p> <p>-Cut shapes using scissors and other modelling tools</p> <p>-Build a construction/ sculpture using a variety of recycled, natural, man-made materials.</p> <p>-Manipulate materials to achieve a planned effect.</p>	<p>(e.g. a pot, tile) from observation and imagination.</p> <p>-continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>-impress and apply simple decoration techniques, including painting.</p> <p>-use tools and equipment safely and in the correct way.</p> <p>Possible artists: Moore, African, Native American</p>	<p>-use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc..</p> <p>-Demonstrate making patterns and textures when appropriate.</p> <p>Possible artists: Hepworth, Arp, Nevelson, Gabo</p>	<p>-learn to secure work to continue at a later date.</p> <p>-join two parts successfully.</p> <p>-construct a simple base for extending and modelling other shapes.</p> <p>-produce more intricate surface patterns/textures and use them when appropriate.</p> <p>-Use recycled, natural and manmade materials to create sculpture.</p> <p>-use language appropriate to skill and technique.</p> <p>-demonstrate awareness in environmental sculpture and found object art.</p> <p>-show awareness of the effect of time upon sculptures.</p> <p>Possible artists: Goldsworthy, Calder, Segal, Leach, Kinetic, recycled/found object sculptures from Africa and India (Flip flop art), Egyptian artefacts</p>	<p>--model over an armature: newspaper frame for Modroc.</p> <p>-use recycled, natural and manmade materials to create sculptures.</p> <p>-adapt work as and when necessary and explain why.</p> <p>-use language appropriate to skill and technique.</p> <p>-produce larger ware using pinch/slab/coil techniques.</p> <p>Possible artists: Christo</p>	<p>and coiling to produce end pieces.</p> <p>-develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>-gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>-use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>-use language appropriate to skill and technique.</p> <p>Possible artists: Frink, Balla, Andre</p>	<p>-model and develop work through a combination of pinch, slab and coil.</p> <p>-work around armatures or over constructed foundations.</p> <p>-demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>-demonstrate experience in relief and freestanding work using a range of media.</p> <p>-recognise sculptural forms in the environment: furniture, buildings.</p> <p>-solve problems as they occur.</p> <p>-use language appropriate to skill and technique.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
<b>Key vocabulary</b>		sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric	land art, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light	form, structure, texture, shape, mark, soft, join, tram, cast			
<b>Printmaking</b>	<p><b>Nursery:</b></p> <p>- Enjoy taking rubbings of leaves, bricks and other's following the children's interests</p> <p>-Create simple pictures by printing from objects - car tracks or potato printing</p> <p>-Develop simple patterns by using objects</p> <p><b>Reception:</b></p> <p>-enjoy taking rubbings: leaf, brick, coins, natural/ man-made textures</p> <p>- Enjoy using stencils to create a picture</p>	<p>-explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lids, sponge.</p> <p>-experience impressed printing: e.g. printing from objects, wax resist.</p> <p>-use printmaking to create a repeated pattern.</p> <p>-use equipment and media correctly and be able to produce a clean printed image.</p> <p>-begin to identify forms of printing: books, posters, pictures, fabrics.</p>	<p>-Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lids, sponge.</p> <p>-demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>-take simple prints i.e. mono-printing using a roller.</p> <p>-experiment with overprinting motifs and colour.</p>	<p>-Print simple pictures using different printing techniques.</p> <p>-continue to explore both mono- and relief printing.</p> <p>-demonstrate experience in 3 colour printing.</p> <p>-demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Possible artists: Morris, Labelling</p>	<p>-increase awareness of mono and relief printing.</p> <p>-demonstrate experience in fabric printing eg. flower prints (leaf dye)</p> <p>-expand experience in three colour printing.</p> <p>-Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>-create repeating patterns.</p> <p>Possible artists: Rothenstein, Kunisada</p>	<p>-use tools in a safe way.</p> <p>-Continue to gain experience in overlaying colours.</p> <p>-start to overlay prints with other media.</p> <p>-show experience in a range of monoprint techniques.</p> <p>Possible artists: Advertising, Bawden</p>	<p>-demonstrate experience in a range of printmaking techniques.</p> <p>-describe techniques and processes.</p> <p>-adapt their work according to their views and describe how they might develop it further.</p> <p>-develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Have opportunity to explore</p>

	- Explore simple press printing using natural and man-made objects -Understand that different media can be combined to create new effects.	Possible artists: Warhol, Hokusai	-use equipment and media correctly and be able to produce a clean printed image.  Possible artists: Hiroshige, Esher				modern and traditional arts.
<b>Key vocabulary</b>		colour, shape, printing, printmaking, roller, block printing ink, impressed and mono- printing, objects.		line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, relief printing, over laying, inking rollers, Hapa-Zome (leaf dye)		Hammering (flower pounding onto fabric), pattern, shape, tile, colour, arrange, collograph (To create own relief on a printing tile);	
<b>Texture, pattern, colour, line and tone (Collage/ textiles)</b>	<b>Nursery:</b> -Enjoy playing with and using a variety of textiles and fabrics -Begin to be interested in and use some appropriate language to describe texture - Create images from a variety of media e.g. fabric, tissue paper, magazines <b>Reception:</b> - Show experience in exploring collage using papers, fabric etc - decorate a piece of fabric. -Show experience in simple weaving: paper, twigs, ribbons, carrier bags -Experiment to create different textures. - Safely use and explore a variety of materials, tools and techniques. --use appropriate language to describe colours, media, equipment and textures.	-Begin to identify different types and textures of fabric and materials for collage -investigate textures by describing, naming, rubbing and copying. -Create images from a variety of media using fabric, tissue paper, magazines -Sort, arrange and glue materials to different backgrounds - Begin to understand how colours can link to moods and feelings in art.	-Demonstrate experience in surface patterns/ textures and use them when appropriate. - Use line and tone in different media to consider shape, shade, pattern and texture. - Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) -Have experience of colouring in textiles eg. printing, dipping, fabric crayons -Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture - Express links between colour and emotion.	-Create textures and patterns with a wide range of drawing implements. - Create textures and patterns with a wide range of drawing implements. - Create art works from natural materials to show an awareness of different viewpoints of the same object -Cut and shape fabric using scissors - Use collage as a means for collecting ideas	-Experiment with different grades of pencil and other implements to achieve variations in tone. -Use complimentary and contrasting colours for effect -Understand how to join fabrics using glue or stitching -Apply some decoration using buttons, feathers or beads	-Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. -Add collage to a painted, printed or drawn background -Use different techniques, colours and textures when designing and making pieces of work -Use collage as a means of extending work from initial ideas	-Consider the use of colour for mood and atmosphere -Design, plan and decorate a fabric piece using previously learnt skills. -Recognise different forms of textiles.
<b>Key vocabulary</b>		collage, squares, gaps, mosaic, features, cut, place, arrange. textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.		texture, shape, form, pattern, mosaic, pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration		shape, form, arrange, fix. colour, fabric, weave, pattern.	
<b>Responding to art</b>	-Look and talk about what they have produced, describing simple	- Look at and talk about their own work and that of other artists and the techniques they had used	-Continue to explore the work of a range of artists, craft makers and designers, making	-Continue to explore the work of a range of artists, craft makers and designers, describing the differences	-Discuss and review their own and others work, expressing thoughts and feelings, and identify modifications/ changes	-Recognise the art of key artists and begin to place them in key movements or historical events.	-Discuss and review their own and others work, expressing thoughts and

	techniques and media used.	expressing their likes and dislikes. - Explore 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.	comparisons and describing the differences and similarities and making links to their own work. - Express thoughts and feelings about a piece of art. -Reflect and explain the successes and challenges in a piece of art created. -Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.	and similarities between different practices and disciplines, and making links to their own work - Discuss own and others' work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - Respond to art from other cultures and other periods of time.	and see how they can be developed further. - Begin to explore a range of great artists, architects and designers in history.	- Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. - Explore a range of great artists, architects and designers in history. - Compare the style of different styles and approaches	feelings explaining their views. - Identify artists who have worked in a similar way to their own work. - Explore a range of great Artists, architects and designers in history.
<b>Key Vocabulary/ other artists to consider</b>		Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild, John Muir.	Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood, Seurat.	Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt, Warhol, Klimt, O'Keefe, Picasso, Turner, Charles Rennie Mackintosh, Magritte, Zaha Hadid (architecture).			

## **SEND within Art**

Children with SEND at Castle Camps are provided a broad curriculum both within and across all subjects unless indicated otherwise on EHCP.

Some of the issues facing pupils with SEND include:

- ☒ Cognition and Learning
- ☒ Communication and Interaction
- ☒ Physical and Sensory
- ☒ Social, Emotional and Behavioural

## **Adaptations to the Art and Design Curriculum:**

- Organised systems are used in order to help find and put away resources and equipment sensibly, safely and easily.
- Specialist equipment, e.g. specialist scissors and cutting tools/frames or adhesives to hold down pupils' work to surfaces.
- Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. Use real objects for example: bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. Use the body in direct ways to create outcomes or products – eg using hands and feet to create prints/mold clay etc.

## **Teaching, Learning and Assessment:**

- Teachers and TAs are aware of pupils who have EHCPs and APDRs, and, using these, plan adaptations and opportunities for them to meet relevant targets within the subject.
- Subject leaders and class teachers regularly meet with the SENDCo to discuss individual pupils, and adaptations that could be made to allow for greater access to a broad curriculum.
- Learning objectives and independent activities are adapted so all pupils can access the learning at their level.
- Clear and fixed routines and structure to lessons support access to learning, and these are matched to particular children's needs.
- Teachers and TAs establish relationships built on trust and understanding with the pupils to enable needs to be met effectively, and the children to see themselves as learners.
- When assessing pupils, every opportunity is carefully planned to allow children with SEND and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary, as well as knowing what they are learning or practising.

## **Adult Support:**

- Teachers and TAs support named children in activities to promote participation with other pupils where possible.
- When appropriate, children are encouraged to work independently or alongside their peers.

- Both teachers and TAs adapt the lesson as they see fit for individuals. This may be in terms of adapting questions asked of specific pupils, giving more thinking time, using a word mat to refer back to pre-teaching, scaffolded or form of the activity, the way the learning is recorded, changing or adding to the resources, selecting peers for children to work with and any other adaptations to support children in making steps in learning to the main objective for the class lesson.

**Resources:**

- Visual cues and prompts (including writing frames, word mats, task planners, procedural steps and 'Now/Then' boards)
- Resources are adapted to suit the needs of the pupil – resources chosen for colour/size/shape etc. and these are accessed independently by children where possible.
- Health and Safety when using resources is considered for all pupils, and alternative resources are provided when necessary. Where children have a physical disability this should be considered in line with their EHCP and/or APDR.
- Resources to support children to be independent with recording their learning/writing are used to allow greatest access to the curriculum (including, but not limited to chunky pencils, pencil grips, scribes, word processing).

**Additional Learning Opportunities:**

- Pre-teaching is used with children before specific lessons to prepare them for the learning objective or vocabulary.
- The need for all learners to acquire new vocabulary is reinforced; teachers model occasions when they also need to check the meaning of words or factual information.
- Children may be introduced to certain resources in advance of the lesson, particularly a practical lesson, to familiarise them with the equipment and how to use it.
- All adaptations and scaffolding are in place to support children's independent learning.

## SMSC in Art

<p style="text-align: center;"><b><u>Spiritual</u></b></p> <p>We aim to develop deep thinking, encouraging children to question the way in which artists from around the world express themselves through their unique creative flare.</p> <p>The study of real people and places allows children to reflect on their own values, thoughts and feelings, as well as those of others.</p> <p>We promote a sense of wonder, enjoyment and fascination in learning about themselves and others as artists.</p> <p>We are sensitive to individual needs, backgrounds and experiences.</p>	<p style="text-align: center;"><b><u>Moral</u></b></p> <p>Within our classrooms we encourage respect and reward positive behaviour. We value listening to the views and opinions of others.</p> <p>We promote discussion and reflections of their own work and that of others.</p> <p>We provide opportunities for decision making when selecting their own materials and techniques when producing a piece of art.</p> <p>We encourage children to consider the impact of their actions and choices when expressing their thoughts, feelings and emotions in a piece of artwork.</p>
<p style="text-align: center;"><b><u>Social</u></b></p> <p>We encourage courteous discussions where children can confidently put forward their ideas, critical reflections and develop a voice when looking at art from around the world.</p> <p>In our classrooms, we seek opportunities to promote self-esteem and build self-confidence.</p> <p>We encourage collaborative learning in the form of listening and learning from one another.</p>	<p style="text-align: center;"><b><u>Cultural</u></b></p> <p>Children explore the roles and achievements of artists, craftspeople and designers in both the past and contemporary society, within a local context (England) and within the wider world.</p> <p>Children are taught to recognise how images and artefacts influence the way people think and feel, developing an understanding of artist's ideas and concepts, identifying how meanings are conveyed.</p> <p>In assemblies, we celebrate the diversity of cultures and traditions within our school and community.</p>

## Assessment and Recording

Teachers assess children's work in art by making informal judgements as they observe them during lessons. On completion of a piece of work, children's work is shared, celebrated and evaluated through verbal feedback, both peer to peer and adult to pupil. At the end of the year Art is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

## Our Feeder Secondary Schools

	Linton Village College	Samuel Ward	St Bede's
Art Curriculum Links	<a href="https://lvc.org/art/">https://lvc.org/art/</a>	<a href="https://samuelward.co.uk/department/art-and-design">https://samuelward.co.uk/department/art-and-design</a>	<a href="https://www.st-bedes.org.uk/Curriculum/Art/">https://www.st-bedes.org.uk/Curriculum/Art/</a>