At Gladstone Road Primary School our**intent** is that every child has the opportunity to experience a broad and balanced art curriculum that inspires, challenges, empowers, helps achieve goals and become successful. We believe that it is every child’s entitlement to experience high quality lessons that develop individual skills which enable pupils to express their individuality and to communicate their thoughts and feelings. Our curriculum encourages children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. Our Long Term Plans ensure that children are introduced to a wealth of famous and local artists who work with all forms of media including sculptors, printers and painters. Our art curriculum also supports children’s development of personal resilience through the opportunity to reflect, evaluate and critique individual projects and thinking of ways to continuously improve upon their own work.

Our**intent** is for children to:

* Make extensive progress across topics so that a deep understanding is achieved during their journey throughout the school
* Achieve their fullest potential by having the highest expectations for their own learning
* Be confident to ask questions and extend their own knowledge
* Become skilled in drawing, painting, sculpture and other art, craft and design techniques
* Evaluate and analyse creative works using the progressive vocabulary of art, craft and design
* Learn and know about great artists, sculptors and designers

The National Curriculum provides the structure and skill development for the Art and Design curriculum being taught at Gladstone Road Primary School.

We**implement** our Art and Design curriculum through:

* Pupils’ communicating and demonstrating the skills they already possess and identifying how they can be built upon, mastered and extended
* Creating work by investigating and exploring ideas and recording experiences
* Planning trips and experiences focusing on art, artists and exhibitions
* Nurturing relationships which allow adults to support children to experiment and challenge themselves
* The consistent use of sketch books to practise and develop art skills over time
* A creative and innovative approach using a range of high-quality resources and medium
* Opportunity to work independently and collaboratively in groups
* Exploring a wide range of artist's work, supporting children to consider their likes and dislikes of different creative styles

Our EYFS provision makes a wide range of art media and materials available which allows children the opportunity to investigate and explore their imagination and creativity. They are encouraged to experiment with a variety of tools, colour mixing, sculptures and textiles with the support of the adults in the setting.

The**impact**of Art and Design can be evidenced in the following ways:

* Pupils are eager to learn new skills, working hard to perfect their repertoire to the best of their ability
* Children have a love of expressing themselves through a range of medium and are proud of their creations
* Appreciation is developed of how art can help convey ideas and beliefs and help control emotions
* Using art to develop a sense of the diverse world in which we live and understand how cultures can be connected through art
* Throughout their journey at Gladstone Road Primary School pupils develop a deep knowledge, understanding and appreciation of art and the work of great artists
* Many children reach the age-related expectation and retain knowledge about focus artists from each year

**Here's what our children say:**

Comment needed

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| KS1 | **Autumn Term** Me and My World | **Autumn Term** Me and My World | **Spring Term** Amazing Animals | **Spring Term** Amazing Animals | **Summer Term** Pirates | **Summer Term** Pirates |
| **Y1** | **Art Skill – Drawing**Self-portraits**Knowledge and Skills to be developed:*** Drawings tools
* Fine motor control
* Symbols and scribble patterns
* Different textures
* Scale
* Observe anatomy
 | **Art Skill – Painting**Portraits**Knowledge and Skills to be developed:*** Using paintbrushes
* Applying colour
* Naming colours
* Primary colours
* Tints and tones
* Texture
* Observation and imagination
 | **Art Skill – Sculpture** Clay sculpture**Knowledge and Skills to be developed:*** Manipulation techniques
* Details and textures using tools
* Carving
* Joining
* Building
* Language to describe
 | **Art Skill –** **Printing** Animal art**Knowledge and Skills to be developed:*** Finger print, sponge print, block print to form patterns
* Rubbing
* Print from object
* Simple and repeating pattern
* Simple pictures by printing
* Discuss patterns
 | **Art Skill – Collage** CollagesArtist Goldsworthy**Knowledge and Skills to be developed:*** Use glue and paste carefully
* Cutting
* Collage with paper
* Sort according to specific qualities
 | **Art Skill – Textiles** Weaving**Knowledge and Skills to be developed:*** Explain how textiles create things
* Weave on simple frames for different effects
 |
| **Vocabulary** | **Drawing:**Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.  | **Painting:**Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright. | **Sculpture:**Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal. | **Printing:**Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.  | **Collage:**Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors. | **Textiles:** Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave. |

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| KS1 | **Autumn Term** Paddington | **Autumn Term** Space | **Spring Term** Great Fire of London | **Spring Term** Meerkat Mail | **Summer Term** The Emperors Egg | **Summer Term** The Lonely Beast |
| **Y2** | **Art Skill – Drawing**SunflowersArtist – Van Gough**Knowledge and Skills to be developed:*** Experiment with tools and surfaces
* Use soft pastels
* Experiment with oil pastels
* Solidly infill shapes
* Show increasing pencil control
* Range of drawing media
* Growing range of patterns and textures
 | **Art Skill – Sculpture** Papier Mache planet**Knowledge and Skills to be developed:*** Simple tools
* Joining
* Range of decorative techniques
* Construction
* Cover 3D pieces with papier-mâché
 | **Art Skill – Painting**Scenes from Great Fire of London**Knowledge and Skills to be developed:*** Use different sized paint brushes
* Mix a range of colours
* Shades of colour
* Warm and cold colours
* Washes to form backgrounds
* Explore the relationship between colour and moods/feelings
* Different consistencies
 | **Art Skill –** **Printing** Meerkat in African sunset**Knowledge and Skills to be developed:*** Patterns and pictures
* Controlled printing
* Impressed images with some detail
* Relief printing
* Marbling, investigating how ink floats and changes with movement
* Produce clean printed image
 | **Art Skill – Collage** Arctic landscapesArtist – Picasso**Knowledge and Skills to be developed:*** Large eyed needles
* Cut a variety of shapes
* Develop tearing, cutting
* Investigate texture with paper
* Overlapping and overlaying to create effects
* Collage using different materials
* Range of decorative techniques
 | **Art Skill – Textiles** Clay flower pot**Knowledge and Skills to be developed:*** Use equipment correctly and safely
* Simple tools
* Replicate patterns and textures
* Clay to create a thumb pot
* Look at the work of sculptors
 |
| **Vocabulary** | **Drawing:**Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life. | **Sculpture:**Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture. | **Painting:**Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. | **Printing:**Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print. | **Collage:**Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Mixed media, Collage, Appliqué, Layers, Combine, Opinion. | **Textiles:**Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave, |

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| Lower KS2 | **Autumn Term** Stone Age | **Autumn Term** Stone Age | **Spring Term** Romans | **Spring Term** Romans | **Summer Term**North America  | **Summer Term** North America |
| **Y3** | **Art Skill – Drawing**Drawing skills**Knowledge and Skills to be developed:*** Experiment with various pencils
* Draw using a variety of tools and surfaces
* Control a pencil with confidence
* Include detail
* Experiment with lines
* Create texture
* Draw both the positive and negative shapes
* Accurate drawings of people
* Create initial sketches
 | **Art Skill – Painting**Cave paintings **Knowledge and Skills to be developed:*** Use paint and equipment correctly
* Use a brush to produce marks
* Work on a range of scales using a variety of brushes
* Make a colour wheel
* Predict colour mixing results
* Use colour washes
* Experiment with colour
 | **Art Skill – Sculpture** Clay pots**Knowledge and Skills to be developed:*** Develop confidence working with clay
* Add colour once sculpture is dried
 | **Art Skill –** **Printing** Mosaics **Knowledge and Skills to be developed:*** Use smaller eyed needles and finer threads
* Develop more control over the making process
* Collect materials and ideas and experiment
* Use more advanced printing and dyeing techniques
 | **Art Skill – Collage** Pop artArtist - Warhol **Knowledge and Skills to be developed:*** Create repeating patterns
* Create continuous patterns
* Print two colour overlays
* Use roller and ink printing
 | **Art Skill – Textiles** Totem Poles**Knowledge and Skills to be developed:*** Use papier mâché to create a 3D sculpture
* Shape, form, model and construct from observation
* Use pipe cleaners/wire to create sculptures of human forms
 |
| **Vocabulary** | **Drawing:**Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve. | **Painting:**Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground. | **Sculpture:** Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron. | **Printing:**Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image. | **Collage & Textiles:**Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting. |

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| Lower KS2 | **Autumn Term**  | **Autumn Term**  | **Spring Term** Greeks | **Spring Term** Greeks | **Summer Term** Yorkshire | **Summer Term** Yorkshire |
| **Y4** | **Art Skill – Drawing**Anglo Saxon Self Portrait**Knowledge and Skills to be developed:*** Make accurate drawings of whole people including proportion and placement
* Experiment with different tones using graded pencils
* Solidify infill shapes with charcoal
* Express different feelings through drawing
* Identify and draw the effect of light scale and proportion
 | **Art Skill – Sculpture & Textiles**Dragon eyes – clayArtist –Christmas stockings **Knowledge and Skills to be developed:*** Experiment with different tones using graded pencils
* Clay and Modroc to create a 3D sculpture
* Shape, form, model and construct from imagination.
* Investigate ways of joining clay - scratch and slip
* Analyse and interpret natural and manmade forms of construction
* Can use surface patterns/ textures
 | **Art Skill – Collage** Scratch art Greek pot**Knowledge and Skills to be developed:*** Sketch
* Create tessellations patterns
* Use paint and equipment correctly and with increasing confidence
* Draw using a variety of tools and surfaces (paint, wax crayon)
* Technique of overlaying - building up layers on the surface/colour mixes
 | **Art Skill –** **Painting** Mythological creature**Knowledge and Skills to be developed:*** Line, tone, shape and form.
* Colour wheel to mix different shades of the same colour
* Mix and match colours (create palettes to match images)
* Experiment with watercolour, exploring intensity of colour to develop shades
* Understand how to use tints and tones - to lighten and darken with the use of black and white
* Competently work with different consistencies of paint
 | **Art Skill – Printing**Yorkshire landscape using shape and printArtist – Kandinsky**Knowledge and Skills to be developed:*** Use roller and inks and take prints from other objects (leaves, fabric, corrugated card) to show texture.
* Use relief and impressed printing processes.
* Colour mix blend through overlapping colour prints
* Interpret environmental and manmade patterns
* Mix and match colours (create palettes to match images)
* Competently work with different consistencies of paint

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| **Vocabulary** | **Drawing:**Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality | **Sculpture:**Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective. | **Collage & Textiles:**Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract. | **Painting:**Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. | **Printing:**Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder. |

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| Upper KS2 | **Autumn Term** Beside the Seaside | **Autumn Term** Beside the Seaside | **Spring Term** Egypt | **Spring Term** Egypt | **Summer Term** Local area - York | **Summer Term** Local area - York |
| **Y5** | **Art Skill – Drawing**Scenery SketchLocal artist - Tess Willoughby**Knowledge and Skills to be developed:*** Range of pencils (including different grades of pencil)
* Experiment with shading techniques (light/dark – pencil)
* Total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight
* Interpret the texture of a surface
* Create depth in a composition through the use of very simple perspective
* Draw the effect of light on objects and people from different directions
 | **Art Skill – Painting**Recreation of The Great WaveArtist - Kanagawa **Knowledge and Skills to be developed:*** Mark make with paint (dashes, blocks of colour, strokes, points)
* Use colours and explore their relationships – e.g. hot and cold colours
* Use hue, tint, tone, shades and mood
* Explore the use of texture in colour
* Confidently work from direct observation
 | **Art Skill – Sculpture** Scratch art Greek pot**Knowledge and Skills to be developed:*** Use papier mâché to create a 3D sculpture
* Shape, form, model and construct from observation
* Use pipe cleaners/wire to create sculptures of human forms.
* Adding colour once sculpture is dried
* Build on previous work with colour by exploring intensity
* Explore using limited colour palettes
 | **Art Skill –** **Collage and Textiles** Mixed Media Art**Knowledge and Skills to be developed:*** Use the techniques of folding, repeating and overlapping with a variety of different collage mediums
* Investigate and sort colours, textures, qualities before combining in their work
* Embellish materials including textiles to create, textures and patterns
 | **Art Skill – Printing**Print in the style of Miro’s work**Knowledge and Skills to be developed:*** Create polystyrene printing blocks to use with roller and ink
* Make a two-colour print and begin to experiment with additional colours
* Experiment with screen printing

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| Vocabulary | **Drawing:**Viewpoint, Distance, Direction, Angle, Perspective, Bird’s eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality. | **Painting:**Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. | **Sculpture:**Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief. | **Collage & Textiles:**Cloth, Fray, Taffeta, Organdie, Poplin, Tweed**,** Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. | **Printing:**Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure. |

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| Upper KS2 | **Autumn Term** World War 2 | **Autumn Term** World War 2 | **Spring Term** Rainforests | **Spring Term** Rainforests | **Summer Term** London | **Summer Term** London |
| **Y6** | **Art Skill –** **Drawing** Spitfires**Knowledge and Skills to be developed:*** Range of drawing media (including different grades of pencil, charcoal)
* Draw the layout of the figure in motion.
* Select different techniques for different purposes: shading, smudging etc
* Perspective drawing
* Tonal contrast
* Texture of a surface
* Effect of light on objects from different directions
* Scale and proportion in compositions
 | **Art Skill –** **Collage and Textiles** Make do and Mend**Knowledge and Skills to be developed:*** Display greater precision in work, cutting and fixing more accurately
* Combine a range of sewing, printing, dyeing and joining techniques to good effect.
* Layer textiles and using cutting techniques to reveal that underneath to create effects
* Produce more intricate patterns and textures
 | **Art Skill –** **Printing**Tie-dye t shirt with print Zentangles design rainforest creature.**Knowledge and Skills to be developed:*** Printing techniques (tie- dye)
* Explore mono printing
* Colour mix through overlapping colour prints
* Use fabric block printing
* Tie dye pieces combining two colours
* Combine prints to produce an end piece
* Can produce pictorial and patterned prints
* Combine a range of sewing, printing, dyeing and joining techniques to good effect.
 | **Art Skill –** **Painting**Henri Rousseau Painting **Knowledge and Skills to be developed:*** Mixed media in completed work
* Different kinds of paints (acrylics, watercolour etc.
* Fine brush strokes
* Watercolour techniques and complementary colours
* Hue, tint, tone, shades and mood
* Colour to express feelings
* Replicate patterns, colours and textures
* Work from imagination
* Perspective in your paintings and compositions
 | **Art Skill –** **Collage**Collage (3D collage of London Skyline)**Knowledge and Skills to be developed:*** Layer textiles and using cutting techniques to reveal that underneath to create effects
* Produce more intricate patterns and textures
* Work directly from imagination with confidence
 | **Art Skill –** **Sculpture**3D Sculpture Artist – Anish Kapoor**Knowledge and Skills to be developed:*** Create a 3D Sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying
* Wires to create malleable forms
* Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc)
* Work directly from imagination with confidence
* Create human forms showing movement.
* Produce more intricate patterns and textures
 |
| **Vocabulary** | **Drawing:**Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. | **Collage & Textiles:**Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic. | **Printing:**Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition. | **Painting:**Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading. | **Collage:**Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic. | **Sculpture:**Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance. |