Art & Design Curriculum



Subject Intent

We strive for every child to experience freedom of expression, creativity, subjectivity and explore their individuality. Children will know about great artists both in the past and present, and make links with art and cultural change as well as utilising and exploring local artists. They learn a range of skills and have access to wide variety of medium to create artwork that they are proud of.

At Greswold, we are extremely proud of the children's artistic talent and their work is displayed throughout the school. We have art projects to enhance our school environment, such as corridor murals and galleries, which are designed and made by our children. We participate in national and local competitions and initiatives so children's work can be also seen in the local community.

Art in the Early Years

Children develop their artistic skills through child initiated activities. They have an opportunity to use a range of media and materials as well as a selection of tools to develop preferred skills. Children use their own imagination and observations from both their environment and other artists to design their own creations for example, when making Christmas card designs that are then printed into authentic cards. Children are encouraged to take part in projects or competitions when opportunities arise in the local community.

The Greswold Artist

An appreciation and understanding of the work of a variety of artists, recognising that art comes in many forms and shape.

Demonstrate understanding of the different art elements, using artistic vocabulary accurately.

Use a range of art skills to creatively produce art work, including in collaboration with others.

Seek out a niche within art and design, including aspirations towards studying and working in art related fields in the future.

Take pride in art work.

Art is a therapeutic outlet, where your resilience is tested but your wellbeing can be developed and improved.

The Greswold...

Artist



Subject Long-Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Natural Art Collage and Sculpture Goldsworthy • Experiment with a variety of materials to create 3D sculptures. Take inspiration from an artist and use this to create a piece of work in their style.	Colour Mixing Painting Kandinsky & Mondrian • 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	Mark making Fairytales Hot and cold colours and the colour wheel • Name the primary and secondary colours. • Experiment with different brushstrokes and tools. • Mix primary colours to create secondary colours.		Plants & Pointillism Observational Drawing Seurat • Draw lines with a varying degree of thickness. Begin to draw from observation, noting shape and colour.	Portraits Sketching & Painting • Draw lines with a varying degree of thickness. • Apply repeated marks to represent texture (e.g. bark, leaves, petals) Begin to draw from observation, noting shape and colour.
2	The Great Fire of London Painting Colour, line and space Silhouettes • Mix colours with intent to create secondary and tertiary colours. • Understand basic vocabulary such as: silhouette, line, foreground, background. • Begin to show awareness of dimension and shape. Recognise hot and cold colours and select where is most appropriate to use them.		Polar Regions Painting Hot and cold colours – colour mixing • Understand basic vocabulary such as: warm colours, cool colours, sweep, dab, pattern. • Mix black and white to create tints and shades. Create basic texture in drawings using dots and patterns.	African/Indian Art Drawing/Printing Patterns • Experiment with a range of materials e.g. pencil, wax crayons, charcoal, pattern, texture Understand key vocabulary such as: repeat pattern, printing tiles, printing ink, texture, colour.	Mini Beasts Sculpture • Understand and use vocabulary such as: sculpture, materials, statue, texture, shape, space. • Select appropriate media in order to create a sculpture. Uses a variety of joining techniques such as glue, tape, string.	
3	Volcanoes and fossils Sculpture and drawing • Consider lines and textures to add detail to drawings. • Add materials to a structure to add detail. • Understand and use vocabulary such as: 2D, 3D, structure. • Evaluate the effectiveness of their own design choices.		Ancient Egypt Printing and painting . • Use more than one colour to layer print. • Understand more advanced vocabulary such as: background, foreground, abstract, blend, mix, line and tone.		Light and Shadow Observational Drawing Vincent Bal Using shadows in art • Draw from observation noting space and tone. • Use shading to show light and shadow.	Roman Mosaics Collage • Select colours and materials and give a reason for their choice. • Develop skills in stitching, cutting and joining. • Understand more advanced vocabulary such as: shape, needle, thread, textiles, decorate.
4	Ancient Greece Sculpture and painting • Use clay to practise joining techniques and balance. • Identify historical/cultural significance of the artwork being studied. • Consider how artwork has influenced our understanding of historical time periods. Paint a 3D surface.		Emotions and Portraying Relationships Digital art and painting Drama and freeze frames – photography. David Hockey Elisa Paganelli • Articulate what they like and dislike about a painting, giving reasons. Compare and contrast the work of two different artists, taking into account their history and culture.		Tudors Drawing and graphic design Tudor Roses, badges and logos • Make appropriate choices for their art based on historical context. Use basic software to layer, move and change colour.	

5	Mayan Masks Sculpture and painting • Use a variety of materials to add texture to a sculpture. • Understand and use vocabulary such as: form, mark, join. • To conduct research in order to inform design choices. Use previous self-evaluations to inform design decisions.	Light and Shadow Observational drawing • Use shading to create a 3D effect with 2D media. • Use a range of materials, and be able to evaluate the most appropriate for the task.	Perspective Drawing Sketching • Draw using perspective lines.	William Morris Painting • Mix colours effectively using the correct language (tint, shade) • Use a range of paint (watercolour, poster, oil) to create interesting work. • Replicate the style of an artist, paying attention to the style, colour and technique used.	Anglo Saxon patterns Printing and textiles • Use more than one colour to layer print. • Create a repeat pattern. • Understand and use key vocabulary such as: colour, tile, arrange, process.
6	Self portrait Drawing • Draw from observation noting shape, perspective and texture. • Use lines, patterns and textures effectively to create realistic drawings.	WW1 Collage and painting • Experiment by overlapping and layering to create tone and texture. Understand and use more advanced vocabulary such as: applique, layer, collage.	Rainforests/Stone Age Sculpture • Use clay to construct and consider creating detail and texture using a range of tools. • Paint onto clay in order to create texture and detail.		Art Showcase (Exhibition) All media A final artistic showcase celebrating pupils' development throughout primary school through research, experimentation, planning and the creation of a personal final piece for exhibition. This plan is inspired by your uploaded showcase sequence, which includes artist research, technique development, planning and a final gallery exhibition featuring artists such as Vincent van Gogh, Georges Seurat, Andy Warhol and Patrick Dengate.

Subject End Points

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	• Draw portraits with correctly placed facial features. • Use shapes, guidelines, line, tone and texture in drawings. • Create observational drawings from natural objects. • Use a range of marks, patterns and shading to record what is seen. • Make purposeful choices about drawing techniques and detail/	• Use line, shape and pattern to create repeating designs. • Use artistic vocabulary such as silhouette, foreground and background. • Create texture in drawings using dots, marks and patterns. • Show awareness of shape, dimension and depth in artwork.	• Use a range of sketching techniques, including line, tone and texture. • Create detailed observational drawings from direct observation. • Use shading and tonal techniques to create form and depth. • Produce accurate side-profile portraits inspired by Ancient Egyptian art. • Record, develop and refine ideas in sketchbooks.	• Accurately draw and replicate portraits, facial expressions and symbolic designs. • Use line, tone, shape and pattern to communicate ideas and emotions. • Develop and refine ideas through sketchbook work. • Create observational and preparatory drawings with increasing accuracy.	• Use a range of drawing materials and explain their choices. • Apply hatching, cross-hatching, blending and tonal techniques effectively. • Identify light sources and use shading to create realistic three-dimensional forms. • Create detailed observational and perspective drawings with increasing accuracy. • Use one-point and two-point perspective to create depth, space and realism. • Record, develop and refine ideas through sketchbook work.	• Use a range of sketching, shading and mark-making techniques confidently. • Select appropriate materials to create tone, texture, depth and realism. • Draw facial features and self-portraits with increasing accuracy and proportion. • Apply observation, composition and artistic techniques to communicate ideas effectively. • Use sketchbooks to research, develop, refine and evaluate ideas.
Painting	• Identify and mix primary and secondary colours. • Mix and adjust colours for effect, including skin tones. • Use brushstrokes and colour choices to create artwork.	• Mix secondary, tertiary, tint and shade colours with increasing control. • Select and mix colours purposefully to create effects and mood. • Use warm and cool colours appropriately.	• Apply colour layering and blending techniques. • Use highlights, shadows and tonal variation to create realistic effects. • Select and apply colour purposefully in decorative and	• Use colour, tone and blending techniques to communicate meaning and emotion. • Create painted artwork showing control, symmetry and attention to detail. • Paint two-dimensional designs inspired by	• Mix and apply colour purposefully to achieve desired effects. • Use paint to create texture, detail and realism. • Apply colour, tone and shading to enhance artistic outcomes.	• Mix and apply colour, tone, shade and texture purposefully. • Experiment with a range of artistic styles and media. • Apply paint to create realistic surface detail and texture on three-dimensional forms.

	• Understand and apply hot and cold colours	• Apply a range of painting techniques, including wet and dry watercolour methods. • Use brush control and painting techniques to create backgrounds and landscapes.	representational artwork. • Design and decorate artwork using colour, pattern and shading techniques.	historical and cultural sources. • Decorate three-dimensional surfaces with increasing accuracy and control.	• Create artwork inspired by the style and techniques of significant artists. •	• Select techniques and materials appropriate to artistic intentions.
Sculpture	• Understand sculpture as a form of 3D art. • Use natural and man-made materials to create sculptures. • Apply basic construction and joining techniques. • Create, explain and evaluate sculptures inspired by artists and nature.	•	• Create three-dimensional sculptures using papier-mâché. • Demonstrate understanding of structure, form and construction techniques. • Build stable, detailed sculptures using a range of materials.	• Create three-dimensional sculptures using a range of materials. • Apply moulding, shaping, layering and joining techniques effectively. • Use score and slip techniques to construct clay forms. • Build balanced, stable sculptures with attention to detail and structure.	• Research and design three-dimensional artworks informed by cultural and historical sources. • Construct sculptures showing understanding of form, shape and structure. • Use a range of materials and joining techniques to create texture and detail. • Create masks, relief work and sculptural forms with increasing control and accuracy.	• Research and evaluate the work of sculptors using artistic vocabulary. • Design sculptures informed by observation, research and artistic influences. • Apply advanced clay techniques including modelling, shaping, joining, smoothing and texturing. • Construct stable three-dimensional sculptures with attention to balance, proportion and form. • Use texture and surface detail effectively to create realistic outcomes
Printing and Textiles	• Use repeated dots and marks to create printed images. • Apply colour and pattern using a range of tools.	• Use a variety of tools and materials to create prints. • Create clear printed shapes and textures.	• Construct and use relief printing blocks effectively. • Create repeated printed patterns using hieroglyphic designs.	• Use layering, joining and construction techniques to create relief artwork. • Combine materials to create three-dimensional artistic outcomes.	• Create and refine repeating printed patterns. • Design and make clay stamps for repeated border and pattern work.	• Select and combine materials purposefully to achieve artistic effects. • Use layering, overlapping and mixed media to create tone,

	• Combine different materials to create artwork. • Create collaged illustrations inspired by artists. • Use texture and pattern to enhance mixed-media work.	• Use printing techniques to create repeating patterns. • Select colours thoughtfully to enhance printed designs. • Use cutting, layering and sticking techniques to create artwork. • Create foreground and background effects through collage. • Combine materials to create depth and silhouette effects.	• Evaluate and improve printing techniques to achieve clear outcomes. • Design and assemble decorative headdresses using pattern and colour. • Use layering and construction techniques to create relief surfaces for printing.		• Apply printing techniques inspired by historical and artistic traditions. • Use a variety of materials to add texture, detail and decoration. • Apply joining, layering, folding and construction techniques effectively. • Select materials purposefully to achieve artistic intentions. •	texture and visual impact. • Experiment with opaque and translucent materials to communicate meaning
Art History	• Know about a range of artists, illustrators and sculptors. • Describe and compare artists' work using art vocabulary. • Explain how artists communicate ideas and stories. • Evaluate artwork and suggest improvements.	• Recognise and discuss the work of artists from different times and cultures. • Compare artwork and identify similarities and differences. • Explain how artists use colour, pattern and repetition. • Understand features of African and Indian artistic traditions. • Create artwork inspired by the styles of other artists and cultures.	• Explain the purpose and significance of hieroglyphs in Ancient Egyptian art. • Understand how art provides evidence about life in Ancient Egypt. • Compare artwork from different periods and cultures. • Discuss and evaluate artwork using appropriate artistic vocabulary. • Recognise how artists use line, tone, texture, composition and symbolism.	• Explain the historical and cultural significance of artworks and artefacts. • Compare and contrast the work of different artists and artistic traditions. • Understand how artists use symbolism, emotion and relationships to communicate meaning. • Explain how artwork provides evidence about the past. • Use artistic and historical vocabulary confidently when discussing and evaluating art.	• Research and evaluate the work of significant artists, designers and cultures. • Explain how art reflects historical events, beliefs and traditions. • Analyse how artists use tone, shading, perspective, pattern and composition. • Understand the relationship between art, culture and history. • Use artistic vocabulary confidently when discussing and evaluating artwork.	• Research and evaluate the work of significant artists and sculptors. • Analyse how artists use tone, texture, composition, colour and media to communicate ideas. • Compare artistic styles, techniques and influences. • Explain how art reflects historical events, cultures and personal experiences. • Use artistic vocabulary confidently when discussing and evaluating artwork.

Evaluation and Creative Development	•	•	• *Present a sketchbook journey showing the development of ideas.* • *Evaluate and refine artwork using artistic vocabulary.* • *Explain artistic choices confidently and thoughtfully.* • *Reflect on strengths and identify ways to improve artwork.*	• *Articulate opinions about artwork and justify decisions.* • *Evaluate and refine creative work throughout the design process.* • *Explain artistic choices using subject-specific vocabulary.* • *Design artwork that communicates personal identity, values and ideas.* • *Present and improve work through reflection and self-evaluation.*	• *Conduct research to inform artistic decisions.* • *Use self-evaluation to refine and improve artwork.* • *Evaluate and explain artistic choices using subject-specific vocabulary.* • *Develop original ideas from observation, research and inspiration.* • *Reflect on strengths and areas for improvement throughout the creative process.*	• *Research, plan and develop original artistic responses.* • *Use sketchbooks effectively to record, refine and improve ideas.* • *Evaluate artwork thoughtfully and use feedback to improve outcomes.* • *Explain artistic decisions and justify choices using subject-specific vocabulary.* • *Combine inspiration from artists with personal ideas to create original work.* • *Present artwork professionally and reflect on personal growth as an artist.*

Artist Study

Year group	Term	Artist
Year 1	Autumn	Goldsworthy, Kandinsky, Mondrian
	Spring	Maurice Sendak – Wild Thing Quentin Blake Ashley Bryan Jonathan Raiseborough – Snowdrop the Spikeshuffler (Autism)
	Summer	Tirzah Mileham – Wild Animals (mobility issues) Nirupa Rao – Mesua Ferrea Frank Plant – A Large-Scale Flocked Steel Mural Accented with Live Foliage Rebecca Luncan – Botanical Vanitas Seurat - Pointillism
Year 2	Autumn	Von Wong – Fine Art Meets Fire Augustin Edouart – John Liston Diana Terry – Too Close to Home (hearing loss) Oli Mumby – Gathering Henri Carter-Bresson – Photo of Henri Matisse
	Spring	Kiaran McCoy - (Dyslexic) Njideka Akunyili Crosby - *The Beautyful Ones" May Have Arrived* William Kentridge – Second Hand Reading Laxma Gould - Goddess
	Summer	Thandiwe Muriu – Child's Play Hassan Hajjaj – Simo Legs in Blue

		Angela Weddle – Messenger (Autism) Paul Horton – The Chocolate Factory (local artist)
Year 3	Autumn	Mahlia Amantina – Washing lines (Autism) JMW Turner – The Eruption of Rebecca Findley – Leopardess (Dyspraxia) Jennifer Foxley – Chilrens room 33 (local artist)
	Spring	Shigeru Ban – Art Museum in Aspen Amrita Sher-Gil – The Little Girl in Blue Paul Oz – Lego Senna Beco Vincent Bal Chuck Close – Emma (Dyslexic and paralysis)
	Summer	Zaha Hadid – Heydar Aliyev Centre David Downes – Poppies at the Tower of London (Autism) Zhang Xiaogang – White Bed Francisco Goya – The Parasol
Year 4	Autumn	Philip Johnson – Glass House Angus Corbett – Fused Bullseye Glass Nadia Chomyn – Hose and Rider (Autism) Emmy Bridgwater – The Edge of Beyond (local artist)
	Spring	Edvard Munch – The Scream Andrew Wyeth – Christina's World Man Ray – Glass Tears Christine Sun Kim – No Way, Finish (deaf)
	Summer	Jayson Lilley – Let's Take A Chance (Dyslexic) Sumaria Tazeen – Two Birds John Bramblitt – Street Chellist (blind) Tierney Bishop – Sunset Fields (Autism)
Year 5	Autumn	Dorothea Lange – Migrant Mother Anna Wagner Ott – Lattices Eric Staib – Considering Self (Dyslexic) Yayoi Kusama – All the Eternal Love
	Spring	William Morris – Strawberry thief Stephen Wiltshire – 3D Brooklyn Bridge (Autism) Yinka Shonibare – Space Walk (wheelchair user) Richard Wawro – Perspective drawings (Autism)
	Summer	Bharti Kher – Symphony Rachel Gadsden – Home (disability – lung condition) Mohammed Dalo - ? (disability – muscular dystrophy) https://electronicintifada.net/content/video-gaza-artist-explores-disability-through-cartoons/26581 Swati Sinha – Nishiki II (local artist)
Year 6	Autumn	Van Gogh – Self portrait Shadashiv Sawant – Amora Frida Khalo – Self portrait with thorn necklace Andy Warhol – A Set of Six Self Portraits Ellen Wetmore – Pareidoliac Grotesques (ADHD)

		John Stezakar – Shadow IV Robert Capa – D-Day and Omaha Beach
	Spring	Barbara Hepworth – Oval Forms with Strings and Colour Michaelangelo – Pieta Evgenia Ermilova – Morning dew Tanya Russell – Gaggle of geese Branley Cadet – Higher Ground
	Summer	Ronald Jackson – Saint Peter Alma Thomas – The Eclipse Faith Ringgold – Sunflower Quilting Bee and Arles Jean-Michael Basquiat – Flexible David Adjaye – Thabo Mbeki Presidential Library

Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
artist	tertiary colour	sketchbook	emotions	light source	self-portrait
illustrator	tint	sketch	expression	light	observation
portrait	shade	contour	relationships	shadow	observational drawing
picture	tone	observational drawing	body language	shade	proportion
drawing	foreground	composition	freeze frame	tone	facial features
painting	background	line	photography	contrast	line
sculpture	silhouette	tone	effect	highlight	tone
3D	dimension	texture	abstract	depth	texture
shape	depth	shading	blend	form	shading
line	layer	highlight	mix	realism	hatching
outline	watercolour	shadow	line	pressure	contour hatching
detail	wet technique	hatching	tone	layering	cross-hatching
mark-making	dry technique	cross-hatching	portrait	blending	random hatching
pattern	paintbrush	stippling	artist	smudge	stippling
texture	brush control	blending	illustrator	hatching	ink wash
colour	blend	layering	evaluation	cross-hatching	pencil grade
primary colour	colour mixing	colour mixing	compare	media	contrast
secondary colour	warm colours	form	contrast	charcoal	blend
colour wheel	cool colours	structure	sketchbook	pastel	highlight
mix	pattern	3D	clay	Moon study	shadow

paint	repeating pattern	sculpture	sculpture	observation	depth
brush	sequence	papier-mâché	3D	evaluation	realism
brushstroke	symmetry	relief printing	pottery	Maya	composition
dab	motif	printing block	pot	Mayan mask	symmetry
stroke	border	repeated pattern	artefact	jade	expression
wash	contrast	layout	historian	texture	form
warm colours	print	motif	evidence	form	contour
cool colours	printing	abstract	culture	shape	refine
hot colours	stamp	artefact	civilisation	mark	evaluate
cold colours	press	hieroglyph	mythology	join	artist
shade	roll	symbol	Greek gods	detail	technique
light	impression	portrait	Ancient Greece	research	gallery
dark	texture	profile	red-figure	historical significance	exhibition
skin tone	shape	side profile	black-figure	sculpture	inspiration
background	geometric shape	headdress	motif	folding	influence
features	triangle	design	layout	layering	media
position	circle	refine	symmetry	scrunching	annotation
guidelines	rectangle	evaluate	balance	embellishment	critique
expression	zigzag	foreground	texture	symmetry	design
emotion	wavy line	background	score	perspective	plan
observational drawing	Northern Lights	volcano art	slip	one-point perspective	symbolism
surface	polar region	construction	join	two-point perspective	identity
natural	artist study	realism	mould	horizon line	journey
materials	African art		roll	vanishing point	personal response
natural art	Indian art		decorate	perspective lines	mixed media
land art	culture		historical accuracy	foreground	scale
form	tradition		symbol	middle ground	visual impact
figure	decorate		symbolism	background	colour theory
body	design		Tudor Rose	dimension	brushstroke
join	compare		Lancaster	proportion	pointillism
structure			York	scale	pop art
build			Henry VII	architectural drawing	cubism
balance			unity	viewpoint	sculpture
stable			monarchy	street scene	sculptor
abstract			kingdom	landscape	modelling
pointillism			heraldry	urban	prehistoric
dots			coat of arms	parallel lines	fossil
blend			badge	convergence	extinct
technique			emblem	structure	analyse
composition			shield	Louise Rayner	proportion
design			crest	Victorian	balance
			identity	craftsmanship	structure
			values	Anglo-Saxon	surface

			representation meaning composition relief three-dimensional two-dimensional construct layer refine heritage visual language graphic design	geometric interlaced knot Josephine knot Celtic animal motif repeating pattern border weave overlay clay stamp relief tapestry Bayeux Tapestry Sutton Hoo engraving carving repeat print nature printing composition	abstract score slip attach mould carve etch impress manipulate construct armature stable characteristics scales fur feathers texture tools hue tint shade tone sponge collage opaque translucent precision layering
Year 1: Vocabulary focuses on foundational art concepts including colour mixing, mark-making, drawing, painting, sculpture, observational skills and discussing artwork using simple artistic language. Pupils learn to describe colours, shapes, textures, materials and basic artistic techniques. **Year 2:** Vocabulary develops understanding of colour theory, printing, pattern, texture and composition. Pupils begin to use more technical terms such as tertiary colour, tint, shade, foreground, background, symmetry and motif while exploring artwork from different cultures and traditions. **Year 3:** Vocabulary introduces more sophisticated artistic processes including sketchbooks, tonal drawing, texture techniques, sculpture construction and printmaking. Pupils learn to discuss line, tone, shading, form, composition, relief printing and artistic evaluation using increasingly precise vocabulary.			**Year 4:** Vocabulary centres on symbolism, evaluation, portraiture, historical art and sculpture. Pupils develop their understanding of artistic meaning, cultural significance, graphic design, heraldry, pottery and the use of artistic choices to communicate ideas and emotions. **Year 5:** Vocabulary develops technical drawing skills, perspective, advanced shading, cultural art traditions and pattern construction. Pupils use increasingly specialised language to discuss light, shadow, form, realism, architecture, sculpture and historical design traditions. **Year 6:** Vocabulary focuses on mastery of artistic techniques, critical evaluation, artist influence, exhibition practice and sophisticated sculptural and mixed-media processes. Pupils use disciplinary vocabulary confidently to analyse, refine, critique and communicate artistic intent across a range of media and styles.		