



Toddington St. George C of E School Curriculum Intent – Knowledge Builder

Art and design- Primary Curriculum

Subject Intent Statement

At TSG we value Art as a subject, to inspire and develop our children's creative thinking, and to develop their cultural, spiritual and moral understanding. We encourage all our children to express their thoughts and emotions in a safe and appropriate way. It is embedded in everything we do and Art is a fantastic medium, which can support and empower our children to do this. We teach our children to be reflective of their work and respectful of others. We take inspiration from our class artists, learning more about them and their style, which we then apply to our own work. We plan and teach sequenced art lessons based on skills, using a range of media and give the children opportunities to apply the skills learned in other areas of the curriculum, making the lessons relevant and meaningful.

Year 1	Year 2	Year 3	Year 4
<p>Key knowledge: Human Kind A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks</p> <p>Creativity Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Generation of ideas Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>Evaluation Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Materials Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Collage is an art technique where different materials are layered and stuck down to create artwork. The primary colours are red, yellow and blue. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.</p>	<p>Key Knowledge: Human kind A drawing, painting or sculpture of a human face is called a portrait.</p> <p>Creativity Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Generation of ideas A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>Evaluation Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p>Materials The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a</p>	<p>Key Knowledge: Human kind Artists draw, paint or sculpt human forms in active poses.</p> <p>Creativity Visual elements include colour, line, shape, form, pattern and tone.</p> <p>Generation of ideas Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Evaluation Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p>Materials Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.</p>	<p>Key Knowledge: Creativity Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>Generation of ideas Artists use sketching to develop an idea over time</p> <p>Evaluation Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> <p>Materials Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3D forms. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into</p>

<p><u>Nature</u> Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art</p> <p><u>Place and Space</u> Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past)</p> <p><u>Comparison</u> Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p><u>Significance</u> Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p>	<p>colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p><u>Nature</u> Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p><u>Comparison</u> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p><u>Significance</u> Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p>	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p> <p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p> <p><u>Nature</u> Nature and natural forms can be used as a starting point for creating artwork Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p><u>Place and space</u> An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p><u>Comparison</u> Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p><u>Significance</u> The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p>	<p>the background of a picture. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p> <p><u>Nature</u> Natural patterns from weather, water or animal's skins are often used as a subject matter.</p> <p><u>Place and space</u> Art can display interesting or unusual perspectives and viewpoints.</p> <p><u>Comparison</u> Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p><u>Significance</u> Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p>
<p>Key Skills: <u>Human form</u> Represent the human face, using drawing, painting or sculpture, from observation,</p>	<p>Key Skills: <u>Human form</u> Represent the human form, including face and features, from observation, imagination or memory.</p>	<p>Key Skills: <u>Human form</u> Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p>	<p>Key Skills: <u>Creativity</u> Develop techniques through experimentation to create different types of art <u>Generate ideas</u></p>

<p>imagination or memory with some attention to facial features.</p> <p><u>Creativity</u> Design and make art to express ideas.</p> <p><u>Generate ideas</u> Communicate their ideas simply before creating artwork.</p> <p><u>Evaluation</u> Say what they like about their own or others' work using simple artistic vocabulary.</p> <p><u>Materials</u> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking,quashing and smoothing. Use textural materials, including paper and fabric, to create a simple collage Identify and use paints in the primary colours. Use soft and hard pencils to create different types of line and shape.</p> <p><u>Natural Art</u> Make transient art and pattern work using a range or combination of man-made and natural material</p> <p><u>Place and space</u> Draw or paint a place from memory, imagination or observation.</p> <p><u>Comparison</u> Identify similarities and differences between two or more pieces of art.</p> <p><u>Significance</u> Describe and explore the work of a significant artist.</p>	<p><u>Creativity</u> Select the best materials and techniques to develop an idea.</p> <p><u>Generate ideas</u> Make simple sketches to explore and develop ideas</p> <p><u>Evaluation</u> Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p><u>Materials</u> Analyse and evaluate their own and others' work using artistic vocabulary. Use the properties of various materials, such as clay or polystyrene, to develop a block print. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p> <p><u>Natural Art</u> Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p> <p><u>Comparison</u> Describe similarities and differences between artwork on a common theme.</p> <p><u>Significance</u> Explain why a painting, piece of artwork, body of work or artist is important.</p>	<p><u>Creativity</u> Use and combine a range of visual elements in artwork.</p> <p><u>Generate ideas</u> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p><u>Evaluation</u> Make suggestions for ways to adapt and improve a piece of artwork.</p> <p><u>Materials</u> Create a 3-D form using malleable or rigid materials, or a combination of materials. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Make a two-colour print. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p> <p><u>Natural Art</u> Use nature and natural forms as a starting point for artwork.</p> <p><u>Place and Space</u> Draw, collage, paint or photograph an urban landscape.</p> <p><u>Comparison</u> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p><u>Significance</u> Work in the style of a significant artist, architect, culture or designer.</p>	<p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p><u>Evaluation</u> Give constructive feedback to others about ways to improve a piece of artwork</p> <p><u>Materials</u> Use clay to create a detailed 3-D form. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Combine a variety of printmaking techniques and materials to create a print on a theme. Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p><u>Natural Art</u> Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p> <p><u>Place and space</u> Choose an interesting or unusual perspective or viewpoint for a landscape</p> <p><u>Comparison</u> Compare and contrast artwork from different times and cultures.</p> <p><u>Significance</u> Explain the significance of art, architecture or design from history and create work inspired by it.</p>
<p>Key Vocabulary: Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight shapes, Line, pattern roll, stamp, tear print, mix, mould, cut, trim, brushes, palette knives, shade, sketch mix, primary /secondary colours, cut, torn and glue materials texture rolling, cutting, carve press, roll, rub stamp prints. weave glue join ,stitch, plait scale ,size, and contrast</p>	<p>Key Vocabulary: Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight shapes, Line, pattern roll, stamp, tear print, mix, mould, cut, trim, brushes, palette knives, shade, sketch mix, primary /secondary colours, cut, torn and glue materials texture rolling, cutting, carve press, roll, rub stamp prints. weave glue join ,stitch, plait scale ,size, and contras</p>	<p>Key Vocabulary: From KS1 Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight shapes, Line, pattern roll, stamp, tear print, mix, mould, cut, trim, brushes, palette knives, shade, sketch mix, primary /secondary colours, cut, torn and glue materials texture rolling, cutting, carve press, roll, rub stamp prints. weave glue join ,stitch, plait scale ,size, and contrast</p> <p>KS2: Precise Coil, overlap, tessellate, mosaic and montage Hatching Cross hatching Natural and built environment Graffiti Mosaic Hieroglyphic</p>	<p>Key Vocabulary: Colour/ Light /dark /tints/tones Draw, paint, mould, sculpts, sketch, colour colouring pencils, markers and felt tips, highlight Shapes, Line, pattern Roll, stamp, tear Print, mix, mould, cut, trim, brushes, palette knives, shade, sketch ix, primary /secondary colours, cut, torn and glued. materials. texture. Rolling, cutting, carve. Press, roll, stamp prints. weave glue join, Stitch, plait Scale, size, and contrast Precise Coil, overlap, tessellate, mosaic and montage Hatching Cross hatching Natural and built environment Graffiti Mosaic Hieroglyphic Impressionist Sculptor Printer Designer Illustrator Watercolourist</p>

		Impressionist Sculptor Printer Designer Illustrator Watercolourist	
--	--	---	--