



## **Art and Design Lostwithiel School**

**'Learn the rules like a pro, so you can break them like an artist.' Pablo Picasso**

The intent of our Art curriculum is to provide pupils with the practical, theoretical, and disciplinary knowledge necessary for them to confidently express themselves in a visual or tactile form regardless of age, ability or gender.

Our art curriculum provides pupils with access to cultural richness and diversity, promotes self-expression through convergent and divergent outcomes and develops pupil confidence in sharing their own informed and critical responses to art.

**'Don't think about making art. Just get it done. Let everyone else decide if its good or bad, whether they love it or hate it. While they are deciding, make even more art' Andy Warhol**

By using overarching themes across the school: Identity, Our World and The Unwritten Word pupils explore the purpose of art, in its varied forms, within society and across history. Our whole school curriculum provides children with opportunities to develop their skills in drawing, painting, sculpture, printmaking, and collage. These practical skills are taught progressively in a sequence of small steps alongside discrete teaching of the origins of art techniques, styles and movements. By creating a safe and nurturing environment, pupils are encouraged to take creative risks, share their opinions about art and artists as well as reflect critically on their own work . This learning journey is curated in sketchbooks.

**'Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.'**  
**Scott Adams**

Drawing and the knowledge of artists/artistic movements underpin each unit of work within our curriculum. Pupils learn about a broad range of artists and crafts people that deepen their cultural understanding within their locality and the world beyond.

		<b>Spring - Identity</b>	<b>Summer - Our World</b>
EYFS		<b>Unit Theme: Faces</b>	<b>Unit Theme: Environment</b>
		Media: Collage	Media: Sculpture
		Artist Stimulus: Frida Kahlo With Parrots	Artist Stimulus: Andy Goldsworthy
Year 1	<b>Unit Theme: Hanging The Head</b>	<b>Unit Theme: People and Nature</b>	<b>Unit Theme: Should art be for everyone?</b>
	Media: Painting	Media: Sculpture	Media: Printing
	Artist Stimulus: Dorothy Hodgkin by Maggi Hambling	Artist Stimulus: The Family of Man by Barbara Hepworth	Artist Stimulus: William Morris Wallpapers
Year 2	<b>Unit Theme: Locality</b>	<b>Unit Theme: Can art tell stories without words?</b>	<b>Unit Theme: Urban Landscapes</b>
	Media: Painting	Media: Collage	Media: Sculpture
	Artist Stimulus: Fowey River Days by John Dyer	Artist Stimulus: Cave Paintings/Egyptian Tomb Paintings	Artist Stimulus: Stephen Wilshire
Year 3/4	<b>Unit Theme: Emotions</b>	<b>Unit Theme: Oceans</b>	<b>Unit Theme: Is art always serious?</b>
	Media: Painting	Media: Textiles	Media: Sculpture
	Artist Stimulus: The Weeping Woman by Pablo Picasso	Artist Stimulus: Hokusai	Artist Stimulus: Yayoi Kusama
Year 4/5	<b>Unit Theme: Aspirations 'What's inside your head'</b>	<b>Unit Theme: Landscapes</b>	<b>Unit Theme: Can the everyday be considered art?</b>
	Media: Collage	Media: Painting	Media: Printing
	Artist Stimulus: Works by Martin O'Neil	Artist Stimulus: Mulhollan Drive by David Hockney	Artist Stimulus: Campbell's Soup Cans by Andy Warhol
Year 6	<b>Unit Theme: Family</b>	<b>Unit Theme: Surrealism</b>	<b>Unit Theme: Does art need a frame?</b>
	Media: Textiles	Media: Painting	Media: Sculpture
	Artist Stimulus: Southside Sunday Morning by Bisa Butler	Artist Stimulus: The Persistence of Memory by Salvador Dali	Artist Stimulus: Banksy

Every unit of work begins with an introductory lesson. In this lesson, teachers introduce the artist, artistic movement, or specific piece of artwork to the children. The teacher guides the conversation around the stimulus, asking specific questions to promote discussion. This lesson will deepen the children's understanding of the work in context.

Drawing underpins our art curriculum and therefore every lesson will begin with a drawing focus that will discretely teach drawing skills according to the Lostwithiel School Skills Progression document. The remaining of the lessons will teach skills, through small steps, that build towards a final outcome. All of this preparatory work will be documented in sketchbooks.



# Lostwithiel School Practical Knowledge Art Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing - to be taught across all three units of work.	<p><b>Through 'Busy learning' and provision -</b></p> <ul style="list-style-type: none"> <li>• Explore <b>mark making</b> using a range of drawing materials.</li> <li>• Describe different types of line e.g. <b>curved, thick, light, heavy, straight, wavy.</b></li> <li>• Investigate marks and <b>patterns</b> when drawing.</li> <li>• Identify <b>similarities</b> and <b>difference</b> between drawing tools.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• Combine materials when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of drawing materials eg; which ones <b>smudge</b>, which ones can be <b>erased</b>, which ones <b>blend</b>.</li> <li>• Hold and use drawing <b>tools</b> in different ways to create different lines and marks.</li> <li>• Use <b>mark making</b> to replicate <b>texture</b>.</li> <li>• Look carefully to make an <b>observational</b> drawing.</li> <li>• Investigate <b>line</b> (<b>long, short, straight, faint, bold</b>) and <b>tone</b> (<b>light/dark</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw recognisable <b>forms</b> through observation.</li> <li>• That a combination of <b>materials</b> can achieve the desired <b>effect</b>.</li> <li>• That <b>charcoal</b> is made from burning wood.</li> <li>• Use different materials and marks to replicate <b>texture</b>.</li> <li>• Manipulate materials and surfaces to create textures. Eg dots, <b>cross hatching</b>, scratching with tools or <b>blending</b> with fingers.</li> <li>• Use marks and lines to show <b>expression</b> on faces.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw increasingly recognisable <b>forms</b> through observation.</li> <li>• Sketch lightly, relying less on a rubber or restarting drawing attempts.</li> <li>• Use <b>charcoal</b> to achieve different types of lines.</li> <li>• Use pressure to explore <b>tone, texture</b> and <b>shading</b>.</li> <li>• Experiment drawing on a range of different materials, <b>textured papers</b>, torn papers, smooth papers, tracing paper, tissue paper.</li> <li>• Begin to show awareness of objects having <b>third dimension</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw objects in <b>proportion</b> to each other.</li> <li>• Experiment with different drawing techniques to show <b>light and shadow</b>.</li> <li>• Draw from observation, considering the <b>focal point</b> for the drawing as well as its surrounding.</li> <li>• Use shapes identified within in objects as a method to draw.</li> <li>• Incorporate a range of marks within one drawing and explain the reasons for choices made.</li> <li>• Use two different <b>grades of pencil</b> and describe the difference between the two <b>effects</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop awareness of <b>composition, scale</b> and <b>proportions</b> in drawing.</li> <li>• Begin to show awareness of <b>perspective</b> when drawing.</li> <li>• Know that lines can be used by artists to control what the viewer looks at within a <b>composition</b>, eg by using <b>diagonal lines</b> to draw your eye into the centre of piece.</li> <li>• Draw in a more sustained way, revisiting artwork over time and applying their understanding of <b>tone, texture, line, colour</b> and <b>form</b>.</li> <li>• Explore lines to represent <b>movement</b>.</li> <li>• Use a wider range of <b>graded pencils</b> to and explain the effects they create.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw in a sustained way and with increased control of media.</li> <li>• Revisit artwork over time and applying understanding of <b>tone, texture, line, colour</b> and <b>form</b>.</li> <li>• Draw using the full range of <b>graded pencils</b>, selecting an appropriate grade for the effect they wish to create.</li> <li>• Explain choices, their use of <b>media, technique</b> and <b>composition</b>.</li> <li>• Use <b>symbolism</b> as a way to create <b>imagery</b>.</li> <li>• Combine imagery into unique <b>compositions</b>.</li> <li>• Make handmade tools to draw with.</li> </ul>

# Lostwithiel School Disciplinary and Technical Art Skills Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge - Analysing	<p>Through 'Busy learning' and provision -</p> <ul style="list-style-type: none"> <li>• Explain something they <b>like</b> about their work and <b>why</b>.</li> <li>• Explain something they could <b>make better</b> and <b>how</b>.</li> <li>• Comment on what they like and <b>don't like</b> about the work of artists and <b>explain</b> their <b>reasons</b> in simple terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe <b>similarities/ differences</b> between <b>practices</b> eg between painting and sculpture.</li> <li>• Describe and <b>compare</b> features of their own and others' artwork.</li> <li>• <b>Evaluate</b> art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about art using some appropriate <b>subject vocabulary</b>.</li> <li>• <b>Explain</b> their <b>ideas/ opinions</b> about their own and others' artwork, beginning to recognise the stories and messages, showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could <b>improve</b> their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> how artists made art in the past and understand the <b>influence</b> and impact of their <b>methods</b> and <b>styles</b> on art.</li> <li>• Confidently <b>explain</b> their <b>ideas/opinions</b> about their own and others' work.</li> <li>• <b>Discuss</b> and begin to <b>interpret</b> meaning and purpose of artwork, understanding how art is used to <b>communicate</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>subject vocab confidently</b> to describe and compare creative works.</li> <li>• Use more <b>complex vocabulary</b> when discussing their own and others' art.</li> <li>• Discuss art considering how it can <b>affect</b> the lives of the viewers or users of the piece.</li> <li>• <b>Evaluate</b> their work more regularly and independently during the planning and making process.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sometimes people disagree about whether something can be called 'art'.</li> <li>• <b>Discuss</b> the <b>processes</b> used by themselves and by other artists, and describe the particular <b>outcome achieved</b>.</li> <li>• Consider how <b>effectively</b> pieces of art <b>express emotion</b> and encourage the viewer to <b>question</b> their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Give <b>reasoned evaluations</b> of their own and others' work which takes account of context and <b>intention</b>.</li> <li>• Discuss how art is sometimes used to <b>communicate social, political, or environmental views</b>.</li> <li>• Explain how art can be created to cause <b>reaction and impact</b>.</li> </ul>
Technical Knowledge - Understanding the Artist	<ul style="list-style-type: none"> <li>• Artists can make their own <b>tools</b>.</li> <li>• Art doesn't always last for a long time; it can be <b>temporary</b>.</li> <li>• Artists sometimes use art to tell viewers of art about <b>themselves</b>.</li> <li>• Sometimes art can be <b>abstract</b>.</li> <li>• Sometimes art gives hidden <b>messages</b> about an artist's <b>beliefs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Designers can make beautiful things to try and <b>improve</b> people's everyday lives.</li> <li>• Understand how artists choose materials based on their <b>properties</b> in order to <b>achieve</b> certain <b>effects</b>.</li> <li>• Some artists are <b>influenced</b> by things happening around them.</li> <li>• Art is made by all different kinds of people.</li> </ul>	<ul style="list-style-type: none"> <li>• People use art to <b>tell stories</b>.</li> <li>• People make art about things that are important to them.</li> <li>• Some artists create art to make people aware of good and bad things happening in the world around them.</li> <li>• People make art to help others grasp a <b>clearer understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Art can give us clues about what it was like at that time.</li> <li>• Artists have different materials available to them depending on when they live in history.</li> <li>• Artists can make their own tools.</li> <li>• Artists make art in more than one way.</li> <li>• Art tells stories and <b>communicates</b>.</li> <li>• People can make art to <b>express their views or beliefs</b>.</li> <li>• People make art for fun, and to make the world a nicer place to be.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use drawing to plan ideas for work in different <b>media</b>.</li> <li>• How an artwork is interpreted will depend on the <b>life experiences</b> of the person looking at it.</li> <li>• Artists choose what to include in a <b>composition</b>, considering both what looks good together and any message they want to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research</b> and <b>discuss</b> approaches of artists across a variety of <b>disciplines</b>, being able to describe how the <b>cultural and historical context influenced</b> their creative work.</li> <li>• How an artwork is <b>interpreted</b> will depend on the life experiences of the person looking at it.</li> <li>• Artists create works that make us <b>question our beliefs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists can use <b>symbols</b> in their artwork to <b>convey meaning</b>.</li> <li>• Artists find <b>inspiration</b> in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> <li>• Art can be a <b>form of protest</b> and to tell stories about things that are important to them.</li> <li>• Looking at artworks from the past can reveal thoughts and opinions from that time.</li> </ul>

# Lostwithiel School Practical Knowledge Progression of Skills

	EYFS	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Painting	<p>Through 'Busy learning' and provision -</p> <ul style="list-style-type: none"> <li>• Explore painting with a range of <b>applicators</b> including <b>brushes, sponges, sticks</b> and <b>fingers</b>.</li> <li>• Paint with improving <b>accuracy</b>, keeping inside the lines of a bold drawing.</li> <li>• Name the colours of a range of paints.</li> <li>• Learn to use one brush for each colour.</li> <li>• Allow paint to dry before applying the next colour building <b>layers</b> of paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select <b>applicators</b> appropriate for purpose (<b>thick, thin, soft, hard</b>).</li> <li>• Paint within the lines of a drawing.</li> <li>• Become familiar with <b>primary colours</b>.</li> <li>• Explore <b>tone</b> by <b>mixing</b> different quantities of white and black paint.</li> <li>• Take care when painting, washing brushes thoroughly between uses to ensure no <b>transfer</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Control the types of <b>marks</b> made with a range of <b>painting techniques</b>.</li> <li>• Mix <b>primary</b> and <b>secondary</b> colours to explore the colour wheels.</li> <li>• Experiment with <b>tints</b> (adding white) and <b>shades</b> (adding black)</li> <li>• Organise themselves to work cleanly and achieve quality outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix <b>primary</b> colours and <b>secondary</b> colours to achieve <b>colour matching</b>.</li> <li>• Demonstrate increasing control over the types of <b>marks made</b>.</li> <li>• Experiment with different <b>effects</b> including <b>blocking, stippling, dabbing</b> and <b>detailing</b>.</li> <li>• Begin to explore the use of colour to create <b>mood</b>/for purpose.</li> <li>• Use techniques of <b>tinting, shading</b> and mixing with increased confidence.</li> <li>• Begin to explore <b>complimentary</b> colours.</li> <li>• Understand <b>hot</b> and <b>cold</b> colours and what effect these have on an artwork.</li> <li>• Confidently control types of marks when painting.</li> <li>• Experiment with <b>washes</b> and building colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the effect of painting on different <b>surfaces</b> such as cardboard, textured papers and wood.</li> <li>• Explore additional techniques which create <b>texture</b> and <b>effect</b>.</li> <li>• Use <b>tints</b> and <b>shades</b> of a colour to create a 3D effect.</li> <li>• Develop a drawing into a painting, planning the order paints should be <b>layered</b> up in to achieve the final outcome.</li> <li>• Mix colour, <b>shades</b> and <b>tones</b> with increasing confidence</li> <li>• Begin to create <b>atmosphere</b> and light effects (shadows and highlights).</li> <li>• Create <b>colour palettes</b>, making notes of <b>ratios</b> required to create <b>colours, tints</b> and <b>shades</b>.</li> <li>• Select the appropriate sized brush for the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix colour, shades and tones with confidence, building on previous knowledge, understanding which works and <b>why</b>.</li> <li>• Compare the effects of different types or paint such as <b>water-colours</b> and <b>acrylic</b>. Explaining the different <b>effects</b> created by both.</li> <li>• Develop own style of painting, through development of colour, tone and shade.</li> <li>• Purposely control the types of marks made and experiment with different effects and textures.</li> <li>• Confidently create <b>atmosphere</b> and light effects through colour mixing.</li> </ul>

	EYFS	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Sculpture	<ul style="list-style-type: none"> <li>• Use <b>materials</b> from the environment to create a <b>3D structure</b>.</li> <li>• Experiment with ways of <b>fastening</b> materials in place without manmade fastenings.</li> <li>• Explain verbally and with confidence what the <b>sculpture</b> is and what it represents.</li> </ul>	<ul style="list-style-type: none"> <li>• Select materials according to their form and shape.</li> <li>• Consider appropriateness of materials based on <b>pattern, colour, weight, texture</b>.</li> <li>• Consider where a <b>sculpture</b> should be placed within the <b>environment</b>.</li> <li>• <b>Assemble</b> materials to create a simple 3D sculpture in the style of a well-known artist.</li> <li>• Select appropriate <b>adhesives</b> to combine materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Select most appropriate <b>tools and equipment</b> and use with increasing confidence.</li> <li>• Create <b>slab constructions</b> using knowledge of 3D shapes.</li> <li>• Join pieces of <b>clay</b> using <b>scoring, blending</b> and <b>slip</b> with increasing confidence.</li> <li>• Experience working <b>freestanding</b> (finished on all sides)</li> <li>• <b>Impress and apply</b> simple detail.</li> <li>• Experiment with using other objects to create <b>texture</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with using other objects to create <b>texture</b>.</li> <li>• <b>Combine</b> two <b>medias</b> to create a sculpture</li> <li>• Explore different ways of finishing work - <b>paint, varnish</b>.</li> <li>• Build confidence in <b>cutting, shaping</b> and <b>impressing patterns</b>.</li> <li>• Work with <b>freestanding structures</b> (finished on all sides)</li> <li>• Experiment with using other objects to create <b>texture</b>.</li> <li>• <b>Combine</b> two <b>medias</b> to create a sculpture</li> <li>• Explore different ways of finishing work - <b>paint, varnish</b>.</li> <li>• Build confidence in <b>cutting, shaping</b> and <b>impressing patterns</b>.</li> <li>• Work with <b>freestanding structures</b> (finished on all sides)</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Experiment with using other objects to create texture.</li> <li>• <b>Combine medias</b> to create a sculpture (incorporate glass pebbles)</li> <li>• Explore breadth of ways of finishing work - <b>paint, varnish</b>.</li> <li>• Work with confidence in <b>cutting, shaping</b> and <b>impressing patterns</b>.</li> <li>• <b>Manipulate</b> clay around <b>armatures</b> (a wire frame)</li> <li>• Consider incorporating <b>expression/movement</b> into work.</li> </ul>

# Printing and Textiles

EYFS	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
	<ul style="list-style-type: none"> <li>• Replicate <b>patterns</b> found in nature.</li> <li>• <b>Press, rub and stamp</b> to make prints.</li> <li>• <b>Design motifs</b> to be printed.</li> <li>• Use potato prints to create a <b>repeating pattern</b>.</li> <li>• Experiment with the <b>orientation</b> of the print motif.</li> <li>• Make simple <b>printing blocks</b> from foam and cardboard.</li> <li>• Create collaged surfaces to print on.</li> <li>• Explore <b>digital media</b> in creating repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>• Collect information and gather resources for independent work.</li> <li>• Create <b>monoprints</b> by <b>scratching</b> onto inked glass sheet.</li> <li>• Experiment with mono-printing of different <b>surfaces</b> including different textured papers and papers with torn edges.</li> <li>• Take <b>inspiration</b> from other artists.</li> <li>• Use glue and masking tapes as an alternative <b>batik</b> technique to create patterns on fabric.</li> <li>• Experiment with different <b>dyes</b> - explore natural dyes and how the pigment can be intensified or diluted.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transfer</b> a design using a tracing method.</li> <li>• Explore <b>relief printing</b> using Styrofoam/foam.</li> <li>• Make increasingly <b>clean</b> and <b>precise</b> prints.</li> <li>• Apply more than one colour to a print.</li> <li>• Experiment with <b>layering, spacing</b> and colour.</li> <li>• Combine printing with other techniques to produce interesting and detailed artwork.</li> <li>• Begin to work into prints once dry (crayons, pens, pencils)</li> <li>• Explore <b>digital media</b> in creating <b>repeating patterns</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore patterns from other cultures.</li> <li>• Create a thoughtful and powerful message using print.</li> <li>• Create clean, precise and well thought out patterns.</li> <li>• Create <b>accurate</b> printing blocks from <b>lino</b>, choosing the most appropriate method.</li> <li>• Develop and refine <b>impress printing</b> skills.</li> <li>• Refer to <b>positive and negative space</b> in prints.</li> <li>• Work into prints when they are dry, choosing the most appropriate <b>media</b>.</li> </ul>

	EYFS	Year 1	Year 2	Year 3/4	Year 4/5	Year 6
Collage	<ul style="list-style-type: none"> <li>• Can demonstrate increased control of <b>scissors, cutting</b> along a line.</li> <li>• Can create a simple <b>collage</b> with appropriate <b>materials</b>.</li> <li>• Can <b>fold, tear, crumple</b> and <b>overlap</b> materials.</li> <li>• Stick with some accuracy.</li> </ul>		<ul style="list-style-type: none"> <li>• Can select materials fit for <b>purpose</b>.</li> <li>• Use <b>mixed media</b> to introduce <b>texture</b> into collage.</li> <li>• Select resources for <b>collage</b>, based on <b>colour, shape, texture</b> and <b>pattern</b>.</li> <li>• Cut and tear materials with some accuracy.</li> <li>• Experiment using materials found in nature into artwork.</li> </ul>		<ul style="list-style-type: none"> <li>• Consider <b>purpose</b> when creating collage.</li> <li>• Understand that collage can be made using a wide range of <b>images, objects</b> and <b>typography</b>.</li> <li>• Experiment with the <b>order</b> in which collage materials are placed, considering more than one option before finalising their <b>composition</b>.</li> <li>• Cut images and text with increased <b>accuracy</b>.</li> <li>• Collect information, sketches and resources to fit <b>purpose</b>.</li> </ul>	