

## Litcham School All-through Art curriculum Implementation

	EYFS	KS1		KS2				KS3			KS 4	
	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
<p><b>Creativity</b></p> <p>Exploring &amp; developing ideas through the use of the sketchbook</p>	<p>Create art in different ways on a theme to express their ideas and feelings.</p> <p>Communicate their ideas as they are creating artwork.</p>	<p>Design and make art to express their ideas.</p> <p>Communicate their ideas simply before creating artwork.</p>	<p>Select the best materials and techniques to develop an idea.</p> <p>Make simple sketches to explore and develop ideas.</p>	<p>Use and combine a range of visual elements in artwork.</p> <p>Use Preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>Develop techniques through experimentation to create different types of art.</p> <p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p>	<p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p>	<p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</p>	<p>Presentation of experimental techniques in sketchbook. Using the sketchbook as a reference to aid decision making</p> <p>Developing ideas in a range of media for a relief sculpture based on a statement of intent.</p> <p>Refinement of shape &amp; pattern, leading to a 3D outcome</p>	<p>Exploring the theme of Pop art through a range of different artists work and styles</p> <p>Development of sketchbook use to experiment with colour swatches, techniques &amp; self-review.</p> <p>Study of human form &amp; proportions</p> <p>Realism through to representational</p>	<p>Exploring mark-making &amp; different approaches to drawing a portrait</p> <p>Encouraging personalisation &amp; choices within the set topics.</p> <p>Experiment with mixed media techniques and make informed decisions on suitability</p> <p>Abstraction of design from photography &amp; observational drawings</p> <p>Showing an independent creative journey</p>	<p>Skills workshops exploring the elements of art.</p> <p>Exploration &amp; refinement of ideas though use of mixed media</p> <p>How to present work, creating visually interesting page to demonstrate mastery of techniques &amp; process; showing a creative journey.</p>	<p>Select &amp; respond to AQA set theme for exam.</p> <p>Apply knowledge &amp; understanding of A01,A02 &amp; A03 to demonstrate development of ideas.</p> <p>Use sketchbook to document a creative journey</p>
<p><b>Competence</b></p> <p>Developing proficiency &amp; the refinement of techniques</p>	<p>Manipulate malleable materials into a variety of shapes.</p> <p>Cut, tear, fold and stick papers and fabrics.</p> <p>Use primary and other coloured paints.</p> <p>Make simple prints including print blocks and rollers.</p>	<p>Manipulate malleable materials.</p> <p>Use textural materials to create a simple collage.</p> <p>Identify and use paints in the primary and secondary colours.</p> <p>Make simple prints and patterns using liquids.</p>	<p>Press objects into malleable materials.</p> <p>Create a range of forms, shapes and textures using the properties of different types of paper and other materials.</p> <p>Name and mix secondary</p>	<p>Create a 3-D form using malleable or rigid materials.</p> <p>Weave natural or human-made materials on cardboard looms.</p> <p>Identify, mix and use contrasting paints.</p> <p>Make a two-colour print.</p>	<p>Use clay to create a detailed or experimental 3-D form.</p> <p>Identify, mix and use warm and cool paint colours.</p> <p>Combine a variety of printmaking techniques.</p> <p>Use the properties of pen, ink and charcoal to create a range</p>	<p>Create a relief form using a range of tool, techniques, and materials.</p> <p>Make and use paper to explore traditional crafting techniques.</p> <p>Mix and use tints and shades of colours.</p> <p>Add text or printed materials to a</p>	<p>Create a 3-D form using malleable materials.</p> <p>Combine the qualities of different materials to create textural effects.</p> <p>Use knowledge of colour and colour theory to create art.</p> <p>Use the work of a</p>	<p>3 stage method for observational tonal drawings</p> <p>Blind, timed &amp; non-dominate hand drawings.</p> <p>Colour theory</p> <p>Frottage, paint application techniques, stencils &amp; collage</p> <p>Paper Collage.</p> <p>Line drawing with pattern detail</p> <p>Enlarging drawings</p>	<p>Observational drawing and abstracting objects into geometric shapes</p> <p>Use of grid method to scale a drawing.</p> <p>3D sketching to develop a clay outcome.</p> <p>Pastiche of Monet landscape</p> <p>Colour mixing and application in the impasto style of Impressionism.</p> <p>The importance of looking as you work – group</p>	<p>Proportions of the head &amp; features</p> <p>3 stage method for observational tonal drawings</p> <p>Aided ½ head tonal drawing</p> <p>Experimental mark making</p> <p>Mono-printing &amp; etching</p> <p>Application of paint &amp; collage</p> <p>Still life drawings studying</p>	<p>Observational drawings using a range of mark making to expand skills and work towards a personal style.</p> <p>Sculpting using clay, mod-rock, casting, mixed media</p> <p>Photoshop skills and print making workshop</p>	<p>Draw from best practice &amp; personal strengths to demonstrate competence for A02 A03 for exam</p>

	<p>----- Select appropriate tools and media to draw with. ----- Use natural materials and loose parts to make 2-D and 3-D art. ----- Draw or paint a place from observation or imagination.</p>	<p>----- Use soft and hard pencils to create different types of line and shape. ----- Draw or paint a place from memory, imagination, or observation.</p>	<p>colours. Use a range of hues. ----- Use materials, such as clay, polystyrene, to develop a block print. ----- Use pencil, ink and charcoal to create different patterns, ----- Draw or paint features of landscape, seascape from memory.</p>	<p>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. ----- Draw, collage, paint or photograph an urban landscape.</p>	<p>of effects in drawing. ----- Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. ----- Choose an interesting or unusual perspective or viewpoint for a landscape.</p>	<p>photographic background. ----- Use pen and ink, chalk and charcoal to add perspective. ----- Record and edit natural forms, using digital photography and graphics software. ----- Use a range of materials to create imaginative or fantasy landscapes.</p>	<p>significant printmaker or printmaking technique to influence artwork. ----- Use line, tone and shape to draw observational detail or perspective. ----- Create landscape art with or without typical perspective.</p>	<p>Cut corrugated card &amp; assembled relief sculpture. ----- Aided ½ tonal drawing Tracings to explore repeat patterns. Colour application Fine motor skills modelling insects from recycled materials</p>	<p>landscape creation. ----- Proportions of the body when drawing Yoga poses to capture quick shapes. Oils pastel blending and application 3D wire modelling ----- Digital composition in Peter Blake style</p>	<p>composition &amp; proportion Model making and developing printed outcomes ----- Observational line drawings of buildings Photography Paper cut – positive &amp; negative shapes Repeat patterns. Collagraph printing</p>	<p>----- Students then select own area to specialise in</p>	
<p><b>Cultural</b>  Understanding Knowledge of artists (etc) and their cultural relevance</p>	<p>Explore artwork by famous artists and talk about their likes and dislikes. ----- Henri Matisse</p>	<p>Describe and explore the work of a significant artist. ----- James Rizzi, Pablo Picasso, Andy Warhol, Frida Kahlo, Ernst Ludwig.</p>	<p>Explain why a painting, pieces of artwork, body of work or artist is important. ----- Hans Holbein, Vincent van Gogh, Paul Cezanne, Claude Monet, Henri Matisse.</p>	<p>Work in the style of a significant artist, architect, culture of designer. ----- LS Lowry, Katie Scott</p>	<p>Explain the significance of art, architecture or design from history and create work inspired by it. ----- Paul Gauguin, Paul Cezanne, Vincent van Gogh, Claude Monet, George Stubbs, Leonardo da Vinci, Damien Hirst. ----- Ancient Art from the Aztecs, Egyptian, Pre-historic civilisations. Islamic art from the Muslim Faith.</p>	<p>Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre. ----- Pablo Picasso, Edvard Much.</p>	<p>Explain the significant of different artworks and artists from a range of times and cultures and use elements of these to create their own artwork. ----- Inuit artists: Jessie Oonark, Ashevak, Ruben Piqtoukun, Tasseor Tutsweetak and Pitseolak Ashevak.  Black artists: Lewis, Ossawa</p>	<p>Describe key features &amp; influences of an artworks. Mark Hearld ----- African masks influencing Cubism Kimmy Cantrell responding to social &amp;political issues. Elements that make up his composition. ----- Insect artists Rosalind Monks, Vichai Malikul, Damien Hirst</p>	<p>The impact of Pop art at the time, how it was different to the norm Claus Oldenburg &amp; Wayne Theibaud - working with a food art influence ----- Monet &amp; impressionism ----- Fernand Legers Giacometti - emotions captured through his sculpture Keith Haring political &amp; social messages through his art</p>	<p>Compare artist who use collage &amp; mixed media in different ways Lee Jeffries &amp; how the viewer responds to photos of the homeless Rembrandt &amp; Lucienne Freud style of mark making to capture emotion &amp; expression ----- Surrealist artists; Oppenheim, Miro, Magritte, Dali. Select a feature of Surrealism to influence their artwork ----- Stephen Wilshire drawings.</p>	<p>Sculpture in the environment. A range of Sculpture artists changing depending on Houghton Hall summer exhibition ----- Student choice of artist relevant to their chosen theme. Show an understanding of the style of work and how it can influence the direction their work takes</p>	<p>Exam work - Guided / independent choice of relevant artists to influence work Understanding of art clearly reflected in resulting artwork</p>

							Tanner, Ofili			Student choice of artist Recording the structures in the local community		
							Abstract artists: Kandinsky, Mondrian, Hartley, Malevich, Picasso.					
<b>Analyse &amp; Evaluate</b>  Critical reflection & self-evaluation using technical language	Share their creations with others, explaining their intentions and the techniques and tools they used. ----- Discuss similarities and differences in their own and others' work, linked to visual elements such as colour, scale, subject matter, composition, and type.	Say what they like about their own or others' work using simple artistic vocabulary. ----- Identify similarities and differences between two or more pieces of art. Identify and compare different textures	Analyse and evaluate their own and others' work using artistic vocabulary. ----- Describe similarities and differences between artwork on a common theme.	Make suggestions for ways to adapt and improve a piece of artwork. ----- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures, and products through time.	Give constructive feedback to others about ways to improve a piece of artwork. ----- Compare and contrast artwork from different times and cultures	Compare and comment on the ideas, methods and approaches in their own and others' work. ----- Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Adapt and refine artwork in light of constructive feedback and reflection. ----- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Use of self-evaluation through www & ebi in sketchbook Analysis of an artwork to understand the techniques used; applying learning to own work ----- Self & peer evaluation of outcomes Reference to technical vocabulary linked to techniques & composition. ----- Art- gallery set up to form opinions on the work of others	Response to Wayne Thiebaults artwork; abstract lines, shapes, pattern & tone Applying understanding to own painting & sculpture Self & peer evaluation of sculpture ----- Impressionist painting review against success criteria; accuracy, colour, shape & technique of paint application ----- Peer review of Keith Haring outcome to convey a meaning, is the message clear and how is it achieved?	Ongoing www / ebi comments in sketchbook linked to new skills & techniques Analysis of mixed media artists work linked to evaluation of own outcome ----- Evaluation of artists work in relation to subject, media & own preferred drawing style Analysis of an artwork to understand the mark-making and techniques used; applying learning to own work ----- Evaluate, making links to cultural understanding and decisions made during the artistic process	WWHQL method to self-reflect as an ongoing analysis of work Response to self-selected artists to influence their own practice ----- Ongoing sketchbook dialog to reflect & review on progress of ideas / outcome, suggesting next step	Reflective dialog evident in sketchbook through personal development of exam piece ----- Final evaluation of exam piece against success criteria