



Art

Inspire. Aspire. Achieve.

Inspiring a life-long commitment to learning

School vision

Inspire - 'Inspire' to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire".

Aspire - 'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach.

Achieve - 'Achieve' is to ensure that all of our pupils successfully reach their academic goals through sheer hard work, determination and persistence.

Curriculum Vision – Art

To know about the world – the children are given opportunities to observe, study and imitate pieces of art work from all over the world and different cultures.

To have high levels of oracy – children will have the ability to communicate their own opinions on artists work and their own.

To have ambition – children will have opportunities to develop their own imagination, creativity and skill set.

Experiment with a range of design

Use a range of art techniques from a range of cultures

Reflect, evaluate and refine skills

Explore Artists and Designers from past and present

The vision is achieved through studying the key concepts.

Art Key Concepts:

Art intention

Guided with the National Curriculum, Cogenhoe's Art and Design curriculum sets out '*Inspire, Aspire and Achieve*' to our pupils. Children are taught the knowledge, skills and techniques that enable them to experiment, invent and create their own works of art, craft and design. Our class *topic* learning is enhanced through linking the art curriculum and this allows children to make meaningful connections across the curriculum areas. Children of Cogenhoe are exposed to a range of Art and Design, genres, styles and culturally and ethnically diverse art and artists.

Progression in skills and techniques are in-built and all children are given opportunities to develop at their own pace whilst they gain a knowledge of skills in which they can express their ideas and experiences.

Art implementation

The children have allocated art lesson time and specific 'art topic half terms' in which they are taught different skills, styles and which is based on one key artist that the children discuss and learn about. The key artwork inspires the children's practical work too, through the concept, medium, subject matter.

Progression is built in across all year groups and skills and media are often revised as the children move up the school.

Each child has a sketch book that moves up through the year groups with them; an excellent way to see the child's art journey from Year 1- Year 6. In these sketch books, the children produce work where they can explore and experiment with skills and techniques, develop and plan their ideas and respond to other art work or other artists. Children produce final pieces of art work/outcomes that are displayed around the school/on display boards or kept in sketch books. The teacher does not 'mark' the sketchbook but assessment is carried out formatively and there is an emphasis on self and peer assessment methods.

National Curriculum Threads KS1

To use a range of materials creatively to design and make products

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

Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum Threads KS2

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Taught about great artists, architects and designers in history.

Areas of experiences

Drawing	Colour	Texture	Form	Printing	Pattern
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Progression of skills





Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people	Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs)	Experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick records	Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces	Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings	Effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective	Effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper	Name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tool	Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a large scale	Colour mixing – Make colour wheels – Introduce different types of brushes – techniques- apply colour using dotting, scratching, splashing	Colour mixing and matching; tint, tone, shade – - observe colours – - suitable equipment for the task – - colour to reflect mood	Hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes	Hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving	Weaving – collage – Sort according to specific qualities – how textiles create things	Overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches – collage	Use smaller eyed needles and finer threads – weaving – Tie dying, batik	Use a wider variety of stitches – observation and design of textural art – experimenting with creating mood, feeling, movement- – compare different fabrics	Use stories, music, poems as stimuli – Select and use materials – embellish work – fabric making – artists using textiles	Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger scale



Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroy	Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins	Awareness of natural and man-made forms – Expression of personal experiences and ideas – to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors	Shape, form, model and construct (malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics	Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction	Plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors	Plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Rubbings – Print with variety of objects – Print with block colours	Create patterns – Develop impressed images – Relief printing	Print with a growing range of objects – Identify the different forms printing takes	Relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print	Combining prints – design prints – make connections – discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists
Pattern (paint, pencil, textiles, clay, printing)	Repeating patterns – irregular painting patterns – Simple symmetry	Awareness and discussion of patterns – repeating patterns – symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular	Pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry	Explore environmental and manmade patterns – tessellation	Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes


Whole school long term plan


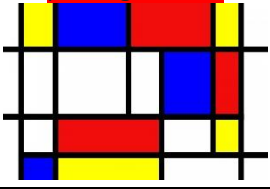
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<i>Paint, primary colours, colour bristle, canvas, water colour, paintbrush, water, shape, size, pencil, crayon, paper, colour mixing, paper, scissors, cutting, sticking, glue, straight line, wavy line, smooth line, thick, thin, shape</i>					
Focus/skill	Drawing & colour	Colour & pattern	Printing	Form & texture	Drawing & printing	Colour & drawing
Activity/Lesson	Self portraits Work purposefully responding to colours, shapes, materials etc. To create simple representations of people and other things.	Fireworks - James Rosenquist, Fireworks for President Clinton Work purposefully responding to colours, shapes, materials etc. To recreate 'Fireworks' by James R	Poonac Artist To understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.	Easter/Flowers To create a 3D structure out of a range of materials.	Minibeasts To recreate Henri Matisse – The Snail with another minibeast using the same techniques.	Seaside To sustain concentration and control when experimenting with tools and materials and draw a seaside view.






						
EYFS statements/ EOY Key statements	To work purposefully responding to colours, shapes, materials etc. To create simple representations of people and other things.	To work purposefully responding to colours, shapes, materials etc.	To understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.	To create a 3D structure out a range of materials.	To sustain concentration and control when experimenting with tools and materials and draw a seaside view.	To sustain concentration and control when experimenting with tools and materials and draw a seaside view.
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Mixing, primary and secondary colours, watercolour, shade, paint.	Nature, pattern, mixing, primary and secondary colours, oil pastels, shade, paint.	Sculpture, natural, 3-D, flat, pressure, join, smooth, mould	Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing.	Collage, overlap, overlay, construct, pattern, join.	Smudge, blend, materials, charcoal, pencil, pattern, lines, perspective
Links to prior learning	Aut 2 Rec	Aut 2 Rec	Spring 2 Rec	Aut 1 Rec	Spring 1 Rec	Summer 1 Rec
Focus/skill	Colour & drawing	Drawing & pattern	Form & texture	Drawing	Pattern & colour	Printing & colour
Activity/Lesson	London Buildings T4Art – Big Ben art work, sketching the building and exploring watercolour paint splats in the background.	Vincent van Gogh Take on the night sky Using oil pastels, imitate 'The night sky' 	DT – designing an object that flies Practise a range of different ways to join materials. Design and make an object that flies.	VIP portrait Sketch a portrait on one of the VIP's that the class are currently looking at	Aboriginal Art work Recreate their own aboriginal art work – snake, lizard etc using dot work an aboriginal colours.	Sea creature oil paintings Explore ways of smudging and blending colours to colour in a sea creatures outline.
NC statements/ EOY Key statements	To be able to use a range of materials creatively to design and make products	To be able to know a range of artists, craft makers and designers, describing the differences and similarities	To be able to use a range of materials creatively to design and make products	To be able to use drawing, painting and sculpture to develop and share their ideas,	To be able to develop a wide range of art and design techniques	To be able to use drawing, painting and sculpture to develop and share their

		between different practices and disciplines, and making links to their own work.		experiences and imagination	in using colour, pattern, texture, line, shape, form and space	ideas, experiences and imagination
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<i>Smudge, blend, materials, charcoal, pencil, pattern, lines, perspective</i>	<i>Collage, overlap, overlay, construct, pattern, join.</i>	<i>Nature, pattern, mixing, primary and secondary colours, watercolour, shade, paint.</i>	<i>Sculpture, natural, 3-D, flat, pressure, join, smooth, mould</i>	<i>Overlap, overlay, construct, pattern, join, Sculpture, natural, 3-D, flat, pressure, join, smooth, mould</i>	<i>Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing.</i>
Links to prior learning	Aut 1 Yr 1	Rec Aut 2	Aut 2 Yr 1		Spring 1 Yr 1	Spring 1 Yr 1
Focus/skill	Colour	Texture	Colour	Form	Pattern & form	Drawing
Activity/Lesson	<p>City Buildings –Stephen Wilshire Recreate Stephen Wilshire art work, changing the black and white colours to bright colours for building. Exploring different lines.</p> 	<p>Outer Space Using a range of ways to create splash/splat affect paintwork.</p>	<p>Water colours – Weather Using water colours explore colour blending within clouds/rain/sunset reflect and improve.</p>	<p>Stained glass window – sweets Create a stained glass window from a church out of different coloured sweets, explore mixing primary colours</p>	<p>Food Art by Dan Cretu Explore a range of Dan Cretu's art work. Using foods, can children re-create and adapt.</p> 	<p>VIP portrait Sketch a portrait on one of the VIP's that the class are currently looking at</p>
NC statements/ EOY Key statements	To be able to observe work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To be able to use a range of materials creatively to design and make products	To be able to observe work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Vocabulary	<i>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</i>	<i>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</i>	<i>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</i>	<i>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</i>	<i>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</i>	<i>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</i>
Links to prior learning	Aut 2 Yr 2	Aut 1 Yr 2	Spring 1 Yr 1	Aut 1 Yr 2		Summer 1 Yr 2
Focus/skill	Form & texture	Colour & drawing	Form & texture	Drawing & Printing	Colour & Printing	Drawing
Activity/Lesson	Cave Paintings Using natural die, create cave paintings with symbols	Look at British landscape painters (Turner, Lowry, Constable) use Talk 4 Art to imitate & innovate 	Create Canopic jars – sculpting the gods using clay.	Look at landmarks across Europe Use Talk 4 Art to imitate and innovate – Collage	Illuminated Letters Create different lettering illustrated with animals, plants and mythical creatures	Observational sketches of food Sketch different foods from different angles/lighting focusing on perspective
NC statements/EOY Key statements	To improve their mastery of art and design techniques, including sculpture with a range of materials	To be able to know about great artists, architects and designers in history.	To improve their mastery of art and design techniques, including sculpture with a range of materials	To improve their mastery of art and design techniques, including drawing, painting	To improve their mastery of art and design techniques, including drawing, painting	To create sketch books to record their observations and use them to review and revisit ideas
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<i>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</i>	<i>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</i>	<i>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape,</i>	<i>Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays.</i>	<i>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern</i>	<i>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</i>

			<i>develop, clay, slabs, coils, slips</i>		<i>texture, proportion, emotion, expression</i>	
Links to prior learning	Yr 3 Spring 1	Yr 2 Spring 2	Yr 3 Spring 1	Yr 3 Sum 1	Yr 3 Sum 2	
Focus/skill	Form & texture	Colour & drawing	Form & texture	Colour & Printing	Drawing & Pattern	Colour
Activity/Lesson	<p>3D Recycling</p> <p>Display to show solutions to climate change using a variety of recycled materials</p>	<p>Hokusai – Great Wave</p> <p>sketch & water colour</p> 	<p>Roman pottery</p> <p>Create 3D pottery out of clay</p>	<p>Artist – Mondrian</p> <p>Create a replica using a printing method</p> 	<p>Sketch – living things</p> <p>Perspective of a viking hat – focus on lighting, shading and sizing</p>	<p>WW2</p> <p>Silhouette art</p> <p>Create a sunset background with pastels focusing on blending.</p>
NC statements/ EOY Key statements	To improve their mastery of art and design techniques, including sculpture with a range of materials	To be able to know about great artists, architects and designers in history.	To improve their mastery of art and design techniques, including sculpture with a range of materials	To be able to know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas	To improve their mastery of art and design techniques, including drawing, painting
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocab	<i>Sketchbooks, record, observation, review, revisit, improve, design techniques, materials</i> <i>Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination</i>	<i>Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</i>	<i>Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.</i>	<i>observation, photographs, visual images</i> <i>Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</i>	<i>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</i>	<i>Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.</i>

Links to prior learning	Yr 4 Sum 1	Yr 4 Aut 2	Yr 4 Spring 1	Yr 3 Aut 1		
Focus/skill	Drawing	Drawing & pattern	Printing	Colour & drawing	Form & texture	Texture & pattern
Activity/Lesson	Space art The moon phases sketch work	Collage Rainbow Mountain, Peru. Using a range of materials, layer with colour to create the mountain.	Greek pottery design Using a foam printing technique, carve into the foam and print on design.	Biomes Drawing and colour work linked to biome chosen	Hindu god 3D wire work Create a 3D Hindu god	William Morris Replicate and imitate children's own pattern work 
NC statements/ EOY Key statements	To improve their mastery of art and design techniques, including sculpture with a range of materials To create sketch books to record their observations and use them to review and revisit ideas	To improve their mastery of art and design techniques, including drawing, painting	To improve their mastery of art and design techniques, including drawing, painting	To create sketch books to record their observations and use them to review and revisit ideas	To improve their mastery of art and design techniques, including sculpture with a range of materials	To be able to know about great artists, architects and designers in history.
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<i>observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</i>	<i>observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</i>	<i>Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</i>	<i>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</i>	<i>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</i>	<i>Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.</i>
Links to prior learning	Spring 2 Yr 5	Spring 2 Yr 5	Aut 2 Yr 5	Sum 1 Yr 5	Spring 1 Yr 4	Spring 1 Yr 5

Focus/skill	Colour	Drawing & colour	Drawing & colour	Form & texture	Form & printing	Pattern
Activity/Lesson	<p>Ben Mosely</p> <p>Imitate and innovate flower art work to a different plant using felt tip pens</p> 	<p>North America</p> <p>Sketching and using colour work to design and re-create a native American Thunderbird</p>	<p>Tudor pop art</p> <p>Mixing mediums of art, the children take their own photo and edit in tudor props using pop art design.</p>	<p>Living things sculpture</p> <p>Create 3D head structures of a chosen animal</p>	<p>3D Fossils</p> <p>Creating clay fossils, making your own imprints</p>	<p>Dan Mather</p> <p>Ink printing their own design</p> 
NC statements/EOY Key statements	To be able to know about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting	To improve their mastery of art and design techniques, including drawing, painting	To create sketch books to record their observations and use them to review and revisit ideas	To improve their mastery of art and design techniques, including sculpture with a range of materials	To improve their mastery of art and design techniques, including sculpture with a range of materials	To be able to know about great artists, architects and designers in history.