



Opening Doors, Enriching Lives

Art and Design at Tanfield Lea Community Primary School

“Every child is an artist. The problem is to remain an artist once we grow up.” - Pablo Picasso

Pre-School

It is important that children have regular opportunities to engage with arts, enabling them to explore and play with a range of media and materials. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Each term will focus on specific skills or techniques and our classroom provision will ensure that children are given consistent opportunities to build on learning over time.

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn - This is Me - Leaf Prints	Pencils, paint, brushes, print, red, blue, yellow, draw	Drawing: Use pencils, pens and brushes freely to make simple marks. Colour: Explore making marks using primary and secondary colours only. Texture/form: Leaf prints. Talk: Encourage children to talk about their creations. Specific Art medium: Drawing pencils, crayon and pencils, paint and brushes (red, blue, yellow paint only.)
Spring - This is Me - Transient art (Fruit)	Artist, mix	Drawing: Draw shapes to represent objects. Represent a face with a circle including some details. Drawings have resemblance or person or object. Colour: Begin to colour within lines. Explore mixing primary colours. Texture/form: Create Transient art in the style of Giuseppe Arcimboldo Talk: Compare artwork to their peers and that of Giuseppe Arcimboldo. Specific Art medium: Fruit
Summer - This is me - Painting flowers	Brush stroke, masterpiece, green orange, purple	Drawing: Draw with increasing complexity by beginning to add extra detail. Show different emotions in drawings and paintings. Observe and paint flowers in the style of Vincent Van Gough Colour: Observe and select appropriate colours. Talk: Compare artwork of their peers and that of Vincent Van Gough. Children to talk about how they have created their masterpieces and how it make them feel. Specific Art medium: Range of paint brushes, green, orange and purple paint.

Reception

It is important that children have regular opportunities to engage with arts, enabling them to explore and play with a range of media and materials. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Each term will focus on specific skills or techniques and our classroom provision will ensure that children are given consistent opportunities to build on learning over time.

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn - This is me - Observational drawing of a tree (Science link) - Famous illustrator inspired art	Illustrator, smudging, observe	Drawing: Continue to draw with increasing accuracy and detail through observation. Explore and develop techniques used by Raymond Briggs. Colour: Colour with increasing accuracy within lines. Texture/form: Explore smudging when using chalk to express feelings and ideas. Talk: Compare illustrations to work of their peers and that of Raymond Briggs Specific Art medium: Chalk, black paper
Spring - This is me - Observational drawing of a tree (Science link) - Colour mixing	Powder paint, water colours	Drawing: Continue to draw with increasing accuracy and detail through observation. Begin to notice and draw features in our natural world. Colour: Explore mixing colour using powder paints and water colours. Texture/form: Use powder paints and water colours on large (Jackson Pollock) and small scale and on a variety of surfaces Talk: Discuss what they notice Encourage children to work together and realise creative opportunities Specific Art medium: Powder paints, water colours.
Summer - This is me - Observational drawing of a tree (Science link) - Observational drawing of objects of interest.	Artist pencils, thick, light, effect	Drawing: Continue to draw with increasing accuracy and detail through observation. Refine ideas - How can I improve it? Begin to introduce light sketching to refine or change. Colour: Colour with increasing care and accuracy within lines. Use different art pencils to smudge. Texture/form: Explore different pencil thicknesses for effect. Talk: Explain process Describe different pencil thickness Specific Art medium: Art pencils for sketching, eraser.

Key Stage 1

Pupils should be taught:

- 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
- 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.

Ideas will be developed by:

- Recording and exploring ideas from first hand observation.
- Asking and answering questions about the starting points for their work.
- Exploring different methods and materials.
- Exploring differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Year 1 and 2 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term 1 - Me and My School</p> <p>Technique focus: Painting</p> <p>Activities:</p> <p>Study portraits</p> <p>Explore patterns using dots and lines</p> <p>Explore mark making using paintbrushes</p> <p>Explore textures</p> <p>Draw parts of a face</p> <p>Draw a self-portrait</p> <p>Paint portraits</p> <p>Artists:</p> <p>Frida Kahlo</p>	<p>Neatly, lines, thick, thin, shape, portrait, self</p>	<p>Artists</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>Drawing</p> <p>-Extend the variety of drawing tools and surfaces.</p> <p>-Show patterns by adding dots and lines.</p> <p>-Draw lines of different sizes and thickness.</p> <p>-Observe and draw faces.</p> <p>Painting</p> <p>-Use a variety of tools, including thick and thin brushes.</p> <p>-Create different textures (e.g. using sand, sawdust, flour).</p> <p>-Ensure they can name primary colours.</p>
<p>Autumn Term 2 - The Gunpowder Plot</p> <p>Technique focus: Drawing</p> <p>Activities:</p> <p>Look at Castle and sun pictures</p> <p>Explore solid colour using pastels, crayons, felt tip pens etc</p> <p>Create own Castles and sun pictures.</p> <p>Artists:</p> <p>Paul Klee</p>	<p>Colour, solid shape, pattern, draw,</p>	<p>Artists</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>Drawing</p> <p>-Extend the variety of drawing tools and surfaces.</p> <p>-Explore the use of pattern, line, shape and colour</p> <p>-Observe and draw patterns and objects.</p> <p>-Colour neatly, following the lines.</p>
<p>Spring Term 2 - Toys</p> <p>Technique focus: Printing</p> <p>Activities:</p> <p>Explore Andy Warhol prints</p> <p>Explore printing with objects</p> <p>Lego Printing</p> <p>Create repeating patterns</p> <p>Create own Andy Warhol style wallpaper prints</p> <p>Artists:</p> <p>Andy Warhol</p>	<p>Printing, tools, materials, prints, design, repeating, patterns, overlapping, shapes, press, roll, sub, stamp.</p>	<p>Artists</p> <p>-Describe the work of notable artists, designers and artisans.</p> <p>-Use some of the ideas of artists studied to create pieces.</p> <p>Printing</p> <p>- Use a variety of tools, materials and objects to create prints.</p> <p>-Press, roll, rub and stamp to make prints.</p> <p>-Design repeating patterns and overlapping shape patterns</p> <p>-Mimic print from the environment (e.g. wallpapers, curtains, fabric).</p>

Key Stage 1

Pupils should be taught:

- 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
- 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.

Ideas will be developed by:

- Recording and exploring ideas from first hand observation.
- Asking and answering questions about the starting points for their work.
- Exploring different methods and materials.
- Exploring differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Year 1/2 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
Summer Term 1 - Neil Armstrong Technique focus - Digital Art - Paint Activities: <ul style="list-style-type: none">- Paint the moon and its craters- Use the shape tool to create a rocket- Paint a picture of the moon landing	Shape, colour, paint, brush,	Digital Media -Use a wide range of tools to create different textures, lines, tones, colours and shapes.

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Year 1 and 2 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term 2 - Colour Chaos</p> <p>Technique focus: Painting</p> <p>Activities:</p> <p>Primary and secondary colours Colour wheels Mixing Shades Splatter painting Painting using circles</p> <p>Artists: Piet Mondrian, Kandinsky</p>	<p>Primary, secondary, blend, shades, tone, lighter, darker</p>	<p>Artists.</p> <p>-Describe the work of notable artists, designers and artisans.-Use some of the ideas of artists studied to create pieces.</p> <p>Painting</p> <p>-Mix primary colours to make secondary. -Create colour wheels. -Add white to colours to make tints and black to colours to make tones (create colour charts). -Mix and match colours to pictures and objects.</p>
<p>Summer Term 1 - G'day mate!</p> <p>Technique focus: Printing</p> <p>Activities:</p> <p>Creating form boards Block printing Repeated printing to create wallpaper Australian Walkatjara art</p> <p>Artist: Possum Tjapaltjarri</p>	<p>Texture, printing, pattern, design,</p>	<p>Artists</p> <p>-Describe the work of notable artists, designers and artisans. -Use some of the ideas of artists studied to create pieces.</p> <p>Printing</p> <p>-Carry out different printing techniques (e.g. block printing). -Show texture using dots and lines.</p>
<p>Summer Term 2 - Holidays</p> <p>Technique focus: Collage - A sea Scape</p> <p>Activities:</p> <p>Adding dots and lines for texture Mix materials to create texture Make a seaside collage using a combination of materials Create a collective group rockpool collage Digital photo collage</p> <p>Artist: Megan Coyle</p>	<p>Collage, texture, tone, materials, back-wash, observe</p>	<p>Drawing</p> <p>-Show pattern and texture by adding dots and lines -Show different tones by using coloured pencils.</p> <p>Collage</p> <p>-Use a variety of techniques -Use a combination of materials that are cut, torn and glued. -Mix materials to create texture. -Create images from imagination, experience and observation.</p>

Key Stage 2

Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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]

Ideas will be developed by:

- Selecting and recording ideas from first hand observation, experience and imagination, and exploring ideas for different purposes.
- Questioning and making observations about starting points throughout the curriculum.
- Recording and exploring ideas in a variety of ways, using sketch books
- Discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Discussing artwork using visual language.

Years 3 and 4 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term 1: The Iron Man</p> <p>Technique focus: Sculpture / Drawing</p> <p>Activities:</p> <p>Tracing and drawing portraits/people with minimalist features (i.e. in the simple style of Julien Opie)</p> <p>Developing charcoal skills</p> <p>Sketch images of the Iron Man using pencil and charcoal</p> <p>Create a 3D clay model of the Iron Man</p> <p>Artists: Julian Opie and Henry Moore</p>	<p>Sculpt, mould, model, shadow, tone, contrast, style, colour palette, minimalist</p>	<p>Artists</p> <ul style="list-style-type: none"> -Replicate some of the techniques used by notable artists -Create original pieces that are influenced by other artists <p>Drawing (pencil)</p> <ul style="list-style-type: none"> - Using tracing paper with accuracy to recreate a Julien Opie piece - Making choices about colour palette - Shading with care and even pressure - Be introduced to hatching <p>Drawing (Charcoal)</p> <ul style="list-style-type: none"> - Be introduced to charcoal drawing techniques (e.g. smudging) and how to create more defined/less defined lines and shades <p>Sculpture</p> <ul style="list-style-type: none"> -Shape, form, model and construct using clay -Plan and develop ideas -Use tools to sculpt - Use a joining technique
<p>Spring Term 1: Tommy Armstrong</p> <p>Technique focus: Drawing</p> <p>Activities:</p> <p>Sketching historical artefacts—creating observational drawings, making first hand observations</p> <p>Sketching Mining Portraits (Tommy Armstrong) incorporating real-life features</p>	<p>Sketch, tone, shadow, texture, pattern, hatching, cross hatching, smudging, blending</p>	<p>Drawing</p> <ul style="list-style-type: none"> -Use different grades of pencil to show line, tone and texture -Use hatching and cross and blending to show tone and texture -Revisit/develop charcoal techniques e.g. smudging
<p>Summer Term 1: The Stone Age</p> <p>Technique focus: Printmaking</p> <p>Activities:</p> <p>Discussing the role of Craftspeople from the past</p> <p>Looking at historical evidence for information about design, colour, pattern, shape</p> <p>To understand why cave prints were made</p> <p>Create stencils to replicate stone age style prints</p> <p>Create stencils to represent a modern life experience</p>	<p>Stencil, print, block, form, representation, relief, impression</p>	<p>Printmaking</p> <ul style="list-style-type: none"> -Knowing why cave paintings were created and how -Creating materials for block prints and stencil prints (relief and impression) -Applying the principles of Stone Age painting to create a modern day example through learned techniques

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Pupils should be taught:

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- 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]

Ideas will be developed by:

- Selecting and recording ideas from first hand observation, experience and imagination, and exploring ideas for different purposes.
- Questioning and making observations about starting points throughout the curriculum.
- Recording and exploring ideas in a variety of ways, using sketch books
- Discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Discussing artwork using visual language.

Years 3 and 4 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term 1 : Charlotte's Web</p> <p>Technique focus: Drawing</p> <p>Activities:</p> <p>Observational drawings of insects</p> <p>Observational drawings of natural patterns, shapes and textures</p> <p>Using a viewfinder frame to look at one element of an insect</p> <p>Abstract paintings based on the patterns and shapes of insects</p>	<p>Sketch, tone, shadow, texture, shape, hatching, cross-hatching, stippling, symmetry</p>	<p>Drawing</p> <ul style="list-style-type: none"> - Understanding the challenges of drawing insects (e.g. shapes; symmetry) - Using hatching and cross-hatching to create tone - Introduce stippling (using lots of dots) as a drawing technique - To experiment with different grades of pencil when sketching - Choose a grade of pencil to sketch with based on understanding of grades - Use a view finder to select an area of a subject for drawing - Continue to observe and develop the drawings of patterns, faces and objects, with increasing accuracy
<p>Autumn Term 2 : Mighty Mountains</p> <p>Technique Focus : Painting Landscapes</p> <p>Activities:</p> <p>Discuss role of an artist, their time period and culture</p> <p>Evaluate paintings from the past—techniques, use of colour, tone,</p> <p>Explore foreground, midground, background</p> <p>Use tools and materials to produce water colour images</p> <p>Artist - John Constable</p>	<p>Watercolour paint, brush stroke, foreground, background, mid ground, horizon line, vanishing point, perspective, layer, palette</p>	<p>Artists</p> <ul style="list-style-type: none"> - Understand some of the techniques used by notable artists - Create original pieces that are influenced by other artists <p>Painting</p> <ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines -Use watercolour paint -Understand why there are different types of brushes for different purposes -Apply colour in the foreground and background -Colour mixing: tone and shade
<p>Spring Term 2 : Rotten Romans</p> <p>Roman Pots</p> <p>Technique focus: Sculpture</p> <p>Activities:</p> <p>Understand the significance of clay-work in Ancient times and varied uses</p> <p>Analyse Roman pot designs—shape, pattern and colour</p> <p>Create a clay pot with patterned design</p>	<p>Pinch, mould, impression, decoration,</p>	<p>Sculpture</p> <ul style="list-style-type: none"> -Shape, form, model and construct using clay -Use tools more confidently to create fine patterns - Use a pinch technique to create a pot shape - Decorate pot using paint

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-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]

Ideas will be developed by:

-Collecting ideas, information and sketches from first hand observation and experience; presenting ideas imaginatively in a sketch book for different purposes.

-Developing and imaginatively extend ideas from starting points throughout the curriculum.

-Carefully selecting materials based on qualities to enhance work.

-Exploring and discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.

Years 5 and 6 - Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn 1: Pencil sketch of a scene using Perspective. Technique focus: Drawing / Mark making – Perspective Artists/Architects: Filippo Brunelleschi	Vanishing point, focal point, perspective, tone	Artists -Give details about the style of some notable artists, designers and artisans. -Create original pieces that show a range of influences and style. Drawing -Use sketchbooks to create observational drawings and to develop and revisit ideas. -Work in a sustained and independent way from observation, experience and imagination. - Show confidence in using a variety of drawing mediums, including ink and pen. -Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.
Autumn 2: Relief print of a Mayan mask Technique focus: Printing - Relief and Intaglio	Mould, relief, intaglio printing, roller, overlay	Printing -Create an accurate pattern, showing fine detail. -Select inks and overlay colours. -Describe techniques, including the use of layering, relief, mono and intaglio printing. -Be confident with printing onto various media.
Spring 2: A piece in the style of Picasso Focus on a Famous Artist (Art criticism) Artists: Picasso	Monochrome, limited palette, portrait, evaluate, surrealism, pencil grade	Artists -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a range of influences and styles
Summer 1: Still life in watercolour Technique focus: Painting - Water colours / Still life Artists: Claude Monet, Van Gogh	Impressionism, watercolours, wash,	Artists -Give details about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a range of influences and style. Painting -Sketch (lightly) before painting to combine line and colour. -Use brush techniques and the quality of paint to create texture. - Create a colour palette based upon colours observed in the natural or built world. -Identify key aspects such as complementary colours, colour as tone, warm and cold colours.
Summer 1: Making a promotional video. Technique focus: Digital Media (Video editing, sound, still images)	Green screen, rehearse, composition, filter, transitions, crop	Digital media -Enhance digital media by editing (including sound, video, animation, still images and installations).

Key Stage 2

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Pupils should be taught:

-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]

Ideas will be developed by:

-Collecting ideas, information and sketches from first hand observation and experience; presenting ideas imaginatively in a sketch book for different purposes.

-Developing and imaginatively extend ideas from starting points throughout the curriculum.

-Carefully selecting materials based on qualities to enhance work.

-Exploring and discussing the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.

Years 5 and 6 - Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn 1: Stencil art Focus: Modern Artists Artists: Banksy, Andy Warhol, Technique focus: Mixed media	Stencil, influence, graffiti, popular culture, current affairs	Artists -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a range of influences and style.
Spring 1: Portraits Artists: Lucian Freud, Rembrandt, Roy Lichtenstein, Picasso Technique Focus: Drawing with different media	Pointillism, modern art, portrait, proportions, tone, shading, media, charcoal	Artists -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Show how their work was influential in both society and to other artists. -Create original pieces that show a range of influences and style. Drawing -Develop accuracy and expression in observational drawings, including the human figure.
Summer 2: Sculpture Technique focus: Sculpture Artists: Antony Gormley	Structure, wire, Modroc, evaluate, proportions, tools,	Artists -Give details (including own sketches) about the style of some notable artists, designers and artisans. -Create original pieces that show a range of influences and style. Sculpture -Use sketchbook to inform, plan and develop ideas. -Investigate and analyse different forms. -Take into account the properties of media being used. -Shape, form, model and join with confidence. -Combine visual and tactile qualities. -Work directly from observation or imagination with confidence. -Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. -Discuss and evaluate own work and that of other sculptors in detail.

Cultural Capital : Additional enrichment: Art exhibition

All children across the school are given the opportunity to plan, design and create a piece of art which is displayed as part of a whole-school exhibition. Focussing on current topical issues, children are able to channel and express their creativity by exploring the work of famous artists and artisans. They then showcase their masterpieces for members of the community as part of a whole-school celebration. This usually takes place in Autumn.