



We want our children to leave Pinewood loving art and design with the knowledge and consequent skills below, including the ability to reflect and improve having had experience of a variety of techniques. We also want to have had the experience of working with a talented local artist and to have some knowledge of world famous artists.

Intent: A high-quality art and design education that engages, inspires and challenges our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims: The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Rationale: The study of art at Pinewood will help children to express their ideas in another form. The children will gain a comprehensive range of techniques which are sequentially built upon, to enable them to show their ideas in a wide range of materials and styles. Using acquired knowledge and skills each pupil is given the opportunity to experiment and to hone their control, whilst encouraging creativity. Children will discuss, give preferences, find similarities and differences between both their own work and that of famous artists. They will continue to use perspective and judgement and they will use critical thinking throughout. Speaking and listening skills are a key element to our art curriculum. Links to history are key as art is also used as an artefact.

Knowledge

Practical Knowledge

This domain of knowledge relates to children's ability to make and create art. The National Curriculum states that children should be taught to draw, paint and sculpt amongst other techniques including print-making, ceramics, creative craft, collage, textiles and photography. However, the National Curriculum does not set out the exact range and depth of the content, concepts and practices that children need to learn and it is unlikely that a school would be able to cover all of these areas in sufficient depth for the children to engage meaningfully with them. As a school we have selected the following content to study, alongside drawing painting and sculpting, to develop a high quality art curriculum.

Collage- Following an analysis of data, we found that the majority of children who were working towards the expected level in Art had limited fine motor skills. As a result, we have introduced collage into our curriculum to enable opportunities for children to develop these skills and strengthen the muscles in their hands through cutting, tearing, ripping, scrunching and pressing. Collage is also a fun and engaging way for children to explore and develop their awareness of colour and texture.

Pinewood Art and Design Knowledge Progression Overview



Printing- Angie Lewin and William Morris are two of our Pinewood artists. We have studied these artists and their artwork for the last few years and the children have always enjoyed these sequences of work. We have the expertise and resources to ensure we teach print-making well.

Theoretical Knowledge

This domain includes content about meanings and interpretations, materials and processes, and journeys and connections through time. It enables children to put the practical knowledge into context. It is important for children to learn about the cultural, societal and historical context in which art is made. We ensure we meet this need through focus artwork, artist studies and also by encouraging children to make cross curricular learning links. Our focus artists and focus artwork are also included on our history timelines within our classrooms.

Disciplinary Knowledge

This domain contains content about the way in which art conceives of itself as a discipline. It captures the idea that through the curriculum children will learn

- How judgements around art are formed and claimed
- How art is studied
- How to participate in discussions about artists

We ensure our children have opportunities to explore, ask questions and participate in discussions about big ideas in art.

Our Curriculum

Ofsted's definition of progression is that children know more and remember more of the planned curriculum, and that they are therefore able to do more with the subject specific knowledge that they learn (When children 'know more' they can 'do more').

Exploring and developing ideas/ Evaluating and developing work:

In F1 children are given opportunities to use and explore different tools, techniques and materials through specific adult led sessions and continuous provision and free play. They know how to express themselves through these different mediums and are encouraged to use vocabulary to give meanings to their artwork. In F2 this is built upon and we empower children with the vocabulary needed to articulate how they produced different pieces. In years 1 and 2 we continue with this granular approach and children begin to know how to engage in in depth conversations about their work (their starting points, their journeys, their finished pieces and finally what they would change or do differently next time).

Use colour, pattern, texture, line, form, space and shape:

In F1 children know how to hold a pencil demonstrating a developmentally appropriate grip and in F2 they know how to hold a pencil with a tripod grip. They begin to learn the gross and fine motor movements which underpin the mechanics of drawing. In year 1, they know how to use lines and geometric shapes to create individual artwork and they are beginning to know how lines can take different forms. In year 2, they know that lines and shapes can show movement, contours and feelings.

Drawing:

In F1 children have access to mark making throughout continuous provision and are taught to use a pencil effectively in order to make marks to represent objects, by the end of F1 the expectation is that they can draw representational pictures and then in F2 they build on these skills and add more detail to their drawings and they begin to have an

Pinewood Art and Design Knowledge Progression Overview

awareness of proportion. In year 1 they know how to draw lines of different shapes and thickness and year 2 they go on to gain better control. They know how to add texture and can shade light and dark.

Key Vocabulary			
F1	F2	Y1	Y2
Pencil, pen, crayon, felt tip, brush, paint brush, line, thick, thin	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker	Line: charcoal, pencil, crayon, chalk, pastels, pens. Sketching pencil, grades, forms, Tone: variations, tone Texture: pattern texture, proportion, emotion, expression

Sculpture:

In F1 children have access to junk modelling as part of their continuous provision. They begin to know how to use construction materials. They use different tools for modelling malleable materials (eg. Rolling pins for playdough). Again this is built upon in F2 where a local ceramics artist visits and makes clay minibeasts with the children. In Year 1 children make clay penguins as part of their Spring 2 learning journey around Scott of the Antarctic. They know how to construct, manipulate and join recycled and man-made materials. In year 2 children know how to make different joins in clay and they practise this when making African animals as part of their 'Africa' learning journey. They know how to coil and pinch independently to create a desired outcome.

Key Vocabulary			
F1	F2	Y1	Y2
Playdough, Clay, Junk Modelling, Bend, Press	Sculpture, Press Fold Bend Clay	Sculpture Structure Assemble Construct Model Fold Bend	Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture Manipulate

Painting:

In F1 children learn the basic colours and explore using appropriate colours for objects as well as exposing them to how colours can be changed when mixing them together. This is built on in F2 where children explore how to make colours lighter and darker by adding white and black. In year 1 children learn about Georges Seurat and they explore pointillism. They know how to select the correct brushes and tools appropriately to create different results. They know the names of primary and secondary colours and know how to mix and match colours to match different artefacts/ objects. This is all built upon in year 2 where they then go onto acquire knowledge of how to create textures (eg using sawdust) when creating the texture of the waves as part of their summer learning journey 'Water'.

Pinewood Art and Design Knowledge Progression Overview



Key Vocabulary			
F1	F2	Y1	Y2
Mark making, brushes, colours, mixing	Mark making tools, sponges, different brushes, line, colour, shape,	Brush, size and types, scale, colour, mixing, primary colours, shades, tones, techniques, layering, missing media, scale	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture

Printing:

In F1 children know how to use fingers and hands for printing. They create hand print Christmas cards. In F2 this is built upon and children begin to experiment with print and know how to use different objects for printing. They also know how different effects can be made from the way you use a medium (eg. Leaf rubbings) In F2 children use hand printing and finger printing to create Christmas cards. In Year 1 they know how to carry out a different printing techniques (using bubble wrap to create a tree for Christmas cards). In year 2 children know how to create a piece of art by pressing, rolling, rubbing and stamping. They create sea shell art using imprints on foam tiles.

Key Vocabulary			
F1	F2	Y1	Y2
Paint, print	Print, printing, crayon, rubbing	Repeating, techniques, create, rubbings, texture, surface	Rotate, pressure, imprint, surface, foam tiles

Collage:

In F1, children know how to cut (with support) and stick. In F2 they know how to use scissors with confidence and are taught how to combine materials to make a collage. They know how to select, cut, tear and stick different materials and they make their own collages using a range of materials as part of their 'Transport yourself in' learning journey. In year 1 this is built upon and the children know who Archimboldo is. They create their collages using a range of materials. In year 2 the children know how to use a variety of collaging techniques.

Key Vocabulary			
F1	F2	Y1	Y2
Cut, glue, stick, paper	Cut, glue, stick, paper, fabric, materials, imagination, create	Create, variety, images, media, materials, fabric, crepe paper, tissue paper, magazines, sort, group, assemble	different purposes, texture, fold, crumple, tear, overlap

The work of Artists/ Designers:

We are proud of our Pinewood Artists. They were carefully selected to inspire and excite our children whilst also enhancing and enriching our learning journeys. We know it is important that our children are exposed to a range of different artists from different cultures, genders and races and so we selected our artists with this in mind. From local artists including sculptor Guy Routledge to world famous designers and artists like Coco Chanel, Nottingham's very own Paul Smith, Renoir, Monet and Alma Thomas. In F1 children know what an artist is and they recreate a piece of their work. In F2 children know three artists and the children recreate a piece of work in a similar style to the artist's work. In Year 1 children know how to discuss an artist's work and have been empowered with the vocabulary to be able to give an opinion on it. In year 2 children know about the work of a range of famous artists. They know how to compare the work of different artists and can comment on how an artist has used colour, pattern and shape. They know how to create a piece of work in response to another artists work. They know how to critique and compare the work of their focused artists and designers.

Pinewood Artists			
F1	F2	Y1	Y2
<p>What is an artist?</p> <p>We are artists!</p>	<p>Cai Guo Qiang</p> <p>Anna-Collette Hunt</p> <p>Louise Hill</p>	<p>Frida Kahlo</p> <p>Andy Goldsworthy</p> <p>Pierre-Auguste Renoir</p> <p>Giuseppe Arcimboldo</p> <p>Pierre-Auguste Renoir</p> <p>Georges Seurat</p> <p>Louise Hill</p>	<p>Arthur Spooner</p> <p>Pierre-Auguste Renoir</p> <p>Katsushika Hokusai</p> <p>Pierre-Auguste Renoir</p> <p>Claude Monet</p> <p>James Arthur Woodford (Sculptor)</p> <p>Coco Chanel</p> <p>Louise Hill</p>

F1	F2	Y1	Y2	Y2 Exceeding
<h2>Exploring and developing ideas</h2>				
<p>Know how to explore different materials freely, in order to develop my ideas about how to use them and what to make</p> <p>Know how to develop my own ideas and then decide which</p>	<p>Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings</p> <p>Know how to safely use and explore a variety of materials, tools</p>	<p>Know how to record and explore ideas from first hand observation, experience and imagination</p> <p>Know how to answer questions about the starting points of their work and develop their idea</p>	<p>Know how to explore and record ideas from first hand observation, experience and imagination</p>	<p>Know how to question and make thoughtful observations about starting points and select ideas to use their work</p>

Pinewood Art and Design Knowledge Progression Overview

materials to use to express them	<p>and techniques, experimenting with colour, design, texture, form and function</p> <p>Know how to make use of props and materials when role playing characters in narratives and stories.</p>			
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Evaluating and developing work

Know how to talk about what I am creating	<p>Share their creations, explaining the process they have used</p>	<p>Know how to review what they and others have done and say what they think and feel about it</p> <p>Know how to refine ideas and develop my ability to represent them.</p>	<p>Know how to review what they and others have done and say what they think and feel about it</p> <p>Know what they might change in their current work or develop in their future work</p>	<p>Know how to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Know how to adapt their work according to their views and describe how they might develop it further</p>
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Colour, pattern, texture, line, form, space and shape

<p>know and practice a range of gross motor movements that support the mechanics of drawing (physical)</p> <p>know how to hold a pencil demonstrating, using a developmentally appropriate grip (physical)</p>	<p>know how to hold a pencil using the tripod grip (physical)</p> <p>know and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing (physical)</p>	<p>know and use lines and geometric shapes to create individual artwork</p> <p>know how lines can take different forms (e.g. curved, wavy, zigzag)</p>	<p>know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork</p> <p>know how to use fine and broad media to develop control of line, shape and pattern</p>	<p>know how to create a sense of proportion in their own artwork</p>
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Drawing

<p>Know how to make marks to represent an object</p> <p>Know how to represent a person with identifiable features</p> <p>Know how to draw identifiable pictures</p> <p>Know how to begin to use representation to communicate ideas explaining what has been drawn</p>	<p>Know that I can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Know how to draw a picture of a person with definite, clear features and body parts</p> <p>Know how to draw to communicate and express ideas and feelings</p>	<p>Know how to use a variety of tools, Inc. pencils, rubbers, crayons, pastels, felt tips,</p> <p>Know how to draw lines of different shapes and thickness</p> <p>Begin to know how to create different tones using light and dark.</p> <p>Know how to draw from observation</p>	<p>Know how to use charcoal, pastels and pencil to good effect</p> <p>Know how to experiment with the visual elements; line, shape, pattern and colour</p> <p>Know how to show patterns and texture in my drawings</p> <p>Know how to shade light and dark with one sketching pencil</p> <p>Know how to produce drawings based on experiences or imagination using a range of different materials</p>	<p>Know how to experiment with different grades of pencil and other implements</p> <p>Know how to plan, refine and alter their drawings as necessary</p> <p>Know how to use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>
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Sculpture/ 3D form

including using different materials and techniques competently and appropriately

Pinewood Art and Design Knowledge Progression Overview



<p>Know how to use various construction materials</p> <p>Know how to use a rolling pin to alter the appearance of malleable materials</p>	<p>Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Know how to join construction pieces together to build and balance.</p> <p>Know how to effectively and safely use simple tools to change materials</p> <p>Know how to manipulate materials to create a desired outcome</p>	<p>Know how to manipulate playdough, salt-dough, plasticine or clay in a variety of ways, e.g. rolling, kneading and shaping</p> <p>Know how to experiment with, construct and join recycled, natural and man-made materials</p>	<p>Know how to manipulate clay for a variety of purposes including thumb pots, simple coil pots and models</p> <p>Know how to experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Know how to use own experiences and imagination to create a simple sculpture for a purpose using a range of materials</p> <p>Know how to make simple joins when creating a sculpture e.g. slip joins inn clay</p> <p>Know how to use simple tools when producing a sculpture</p>	<p>Know how to Join clay adequately and work reasonably independently</p> <p>Know how to produce a sculpture with increasing control and purpose</p> <p>Know how to use techniques to create a sculpture e.g. coiling, pinching, slab construction</p>
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Painting

Use simple tools and techniques competently and appropriately

<p>Know how to use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</p> <p>Know and recognise colours.</p>	<p>Know how to select colour for a purpose</p> <p>Begin to know how mixing colours can change a colour</p> <p>Know how to use a variety of tools when painting e.g.</p>	<p>Know how to use thick/thin brushes and tools appropriately to create different results</p> <p>Know how to mix and match colours to artefacts and objects</p>	<p>Know how to mix a variety of colours and know which primary colours make secondary colours</p> <p>Know how to use a variety of paint brushes correctly and know how to prepare and clean up their work area</p>	<p>Know how to mix a range of secondary colours, shades and tones including brown</p> <p>Know a developed colour vocabulary</p> <p>Know how to experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p>
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Pinewood Art and Design Knowledge Progression Overview

	brush, sponges, fingers, hands, sticks, rollers	<p>Know the names of primary and secondary colours .</p> <p>Know how to paint a wash background</p> <p>Know how to use a variety of tools when painting with increasing control</p>	<p>Know how to make tints by adding white and shades by adding black</p> <p>Know how to paint a wash and dab background (water sponge paint palette)</p>	<p>Know how to work confidently on a range scales e.g. thin brush on small pictures etc.</p>
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Printing

Use simple tools and techniques competently and appropriately.

<p>Know how to use hands and objects to create a print with paint</p>	<p>Know how to experiment with print using paint and objects</p> <p>know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing)</p>	<p>Know how to carry out a different printing technique-</p> <p>know how to create rubbings (e.g. from a textured surface)</p> <p>know how to create a repeating pattern (for example in print)</p>	<p>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p>Know how to print using a different object and techniques e.g. monoprint, block, or relief and resist printing</p>	<p>Know how to explore pattern and shape creating designs for printing</p>
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F1	F2	Y1	Y2	Y2 Exceeding
<h2 style="color: #4F81BD;">Collage</h2> <p style="color: #4F81BD;">Use simple tools and techniques competently and appropriately</p>				
<p>Know how to join different materials and explore different textures.</p> <p>Know the texture can be different between things</p>	<p>Know how to can combine media to make a collage</p> <p>Know how to select, cut, assemble, tear, stick and collage different materials</p>	<p>Know how to create images from imagination, experience or observation</p> <p>Know how to create textured collages from a variety of media and explain reasons for choices</p> <p>Know how to select, cut, assemble, tear, stick and collage different materials with increasing confidence</p>	<p>Know how to use a variety of techniques e.g. fabric crayons and wax or oil resist</p>	<p>Know the names e the tools and materials they have used</p> <p>Know how to Experiment with a range of media e.g. overlapping, layering etc.</p>
<h2 style="color: #4F81BD;">The work of artists, designers</h2>				
<p>I have been exposed to a different range of artists</p> <p>Know what an artist is</p>	<p>Know how to produce a piece of artwork using an artist's style as a stimulus</p> <p>Know about a famous artist and my likes and dislikes</p>	<p>Know how to describe what can be seen in a work of art and give an opinion</p> <p>Know how to create a piece of art in response to the work of an artist</p> <p>Know how to make copies of a focus painting</p> <p>Ask sensible questions about a piece of art</p> <p>Begin to comment on an artist's use of colour/shape</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Know how an artist has used colour, pattern and shape</p> <p>Know <i>how to create a piece of work in response to another artist's work</i></p>	<p>Know how to describe the differences and similarities between different artists</p> <p>Know the different practices and disciplines that different artists use making links to their own work</p>

Pinewood Art and Design Knowledge Progression Overview

			<i>Critique and compare the work of their focused artists or designers</i>	
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