



CARE – Prepare – Believe

'I can do all things through Him who strengthens me'

Philippians 4:13

Badsworth C of E Junior & Infant School

Art at Badsworth C of E Junior and Infant School

Intent statement

At Badsworth C of E Junior and Infant School, we value Art and Design as an important part of the children's broad and balanced curriculum. Art and Design provides the children with the opportunities to apply, develop and extend the substantive and disciplinary knowledge learned in Art and Design whilst using the substantive knowledge from the wider curriculum areas as well. Art and Design also provides an opportunity to express their individual interests, thoughts, ideas and creativity in a variety of ways.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress on their learning journey, they will be taught to think critically and develop a deep understanding of art and design through hands-on experiences, exposure to a wide range of arts, artists and designers. They should also know how art and design both reflect and shape our history, and contribute to our cultural diversity, creativity and wealth.

EYFS areas of coverage linked to ELGs

Foundation Stage Long Term Plan. Knowledge and skills that prepare children for Art in KS1

EYFS Statutory Educational Programme Expressive Arts and Design – creating with materials

Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Drawing	Art and D&T	Construction / Block Play	Painting	Malleable
Developing ideas	As an artist: Can I represent my own ideas and express thoughts and feelings through art?				
	They represent their ideas and thoughts and feelings through DT, art (ELG)	They safely use and explore a variety of materials, tools and techniques,	Constructs with a purpose in mind using a variety of purposes (EMM 40-60mnths)	Choose particular colours for purpose (40-60mnths)	Understand that different media can be combined to create new effects (40-60months) Uses various materials to represent objects/models e.g. Pipe cleaners for spider’s legs.

	<p>Begins to develop a level of detail in their drawings using accuracy and purpose e.g. a facial features, fingers and small details – glasses, eyelashes freckles</p>	<p>experimenting with colour, design, texture, form and function. (ELG) Use materials available to them to create/construct with a purpose e.g. making a handbag, robot</p>	<p>Using block to represent things with a defined name and purpose</p>	<p>Mixes colours for purpose and apply this to their creation e.g. a pink pig</p>		
<p>To master techniques</p>	<p>As an artist, can I</p> <ul style="list-style-type: none"> - take inspiration from focus artists and their work? - safely use and explore a variety of materials, tools and techniques? - explore what happens when I mix colours - manipulate materials to achieve a planned effect? - construct with a purpose in mind using a variety of resources? - experiments to create different textures? - understand that different media can be combined to create new effects? - use what I have learnt about media and materials in my own ways? 					
	<p>Autumn 1 Ourselves</p>	<p>Autumn 2 Toys</p>	<p>Spring 1 Once Upon A Time</p>	<p>Spring 2 People Who Help Us</p>	<p>Summer 1 Growing</p>	<p>Summer 2 Going places</p>

	Drawing-links to school LTP	Pattern Texture -links to school LTP	Painting -links to school LTP	Printing-links to school LTP	Collage -links to school LTP	Form-links to school LTP
	Draw pictures of ourselves		Seasonal pictures using pencil, chalks, crayon, paint, natural resources.	Make emergency vehicles from large boxes.	Observational drawing of plants and flowers	Box modelling - Making different transport vehicles, collage outside of models
	Experiment with different types of media	Make old and new toys		Invent and adapt stories through their role play and small world play	Seasonal pictures using pencil, chalks, crayon, paint, natural resources.	Paintings of the Spanish flag
	Self portraits	Kandinsky - Shape pictures	Chinese New Year – lanterns	Role play – hospital		
	Paper plate faces	Box modelling using different media and materials – fireworks	Colour mixing – cold colours	Create and adapt designs	Construction - beanstalk	
	Playdough family		Box modelling - The 3 Little Pigs houses	Easter – cards and baskets Observational drawings of plants	Playdough, pipe cleaners etc to make minibeasts	Seaside pictures and paintings
	Skeleton with art straws/construction	Chalk pictures – firework pattern Create Poppies using different media	Use construction to make a bridge		Explore the use of tools and share designs	Colour mixing – warm colours
	Seasonal pictures using pencil, chalks, crayon, paint, natural resources.	Christmas cards / calendars Clay Diva lamps, Rangoli, Mendhi patterns	Design and make a shield	Sponge printing with shapes to create emergency vehicle pictures	Collage of a plant or flower	

Focus & Inspiration






(Artist/designer/crafts person/Culture)

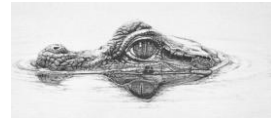
Pupils are expected to study a selection of focus artists and designers.

These individuals are selected deliberately to intrigue learners, develop an inquisitive approach to Art and Design and provide a window into the culturally diverse world we live in.

Children will have the opportunity to:

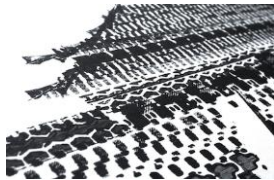
- Learn basic facts about the person: their name, where they are from, the time period in which they lived
- Understand the reasons their work is being studied
- Study their style, their techniques and the subjects of their work
- explore important elements which influenced their works
- develop and share opinions about their work and compare it to the work of others.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Alexander Keirinicx & Illbert de Lacy</p> <p>Pontefract Castle</p> 	<p>Vincent Van Gogh</p> 	<p>Cave Painting</p> 	<p>Thomas Dam-Scandinavian inspired - Trolls</p> 	<p>Gary Hodges The elephant Gallery</p>  <p><small>The Orphans 1991 (African elephants)</small></p>	



Pattern

Thomas Yang



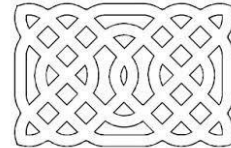
Paul Klee



Mauritius Cornelis Escher



Sidney Eileen:
Celtic/Saxon inspired



George Emos
Bright storm Illustrator









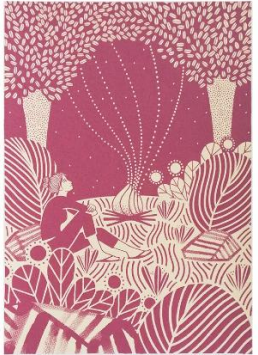

Salvador Dali

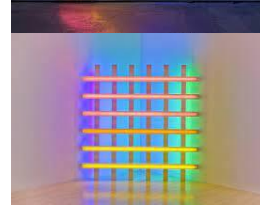


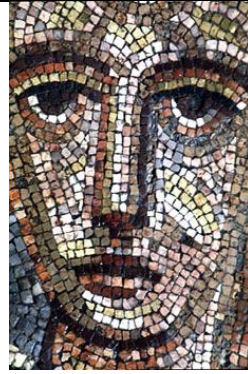
Tribal / Wituk
Face paint



						
Painting	<p>Chagall - The 4 Seasons</p>  	<p>Claude Monet</p>  	<p>Alaa Awad (Graffiti artist)</p>   	<p>Viking/Norse designs Sails and Shield.</p>  	<p>Peter Thorpe</p>  	<p>Atkinson Grimshaw</p>  
Printing	<p>Peggy Fortum - Paddington Bear Illustrator</p>	<p>Thomas Kinkade</p> 	<p>Katsushika Hokusai</p> 	<p>European Landmarks Jan Luyken Ink sketch/drawing and printing</p>	<p>Laurie Hastings</p>	<p>RMS Titanic / Royal Mint</p>

					  	
<p>Collage</p>	<p>Andy Goldsworthy Natural Transient Art</p>	<p>Porfirio Gutierrez Aztec inspired art</p>	<p>Sue Kershaw Roman inspired Mosaic</p>	<p>Dan Flavin</p>	<p>Jason Mercier // Victoria Topping</p>	<p>David Hockney / Ellys Emma Mixed Media Photomontage</p>





Form

Steve Carvill
The Gansy Girl
Bridlington



Tilnar Art (Fair Trade Group) - recycled Tin Art - Zimbabwe



Henry Moore



Peter Slade




Basil Watson



Petr Václavěk
- Dubanci



						
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Disciplinary Knowledge Being inspired and developing ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
As an artist...					
<p>Listen to ideas to start my work</p> <p>Develop ideas and pictures and comment on what I like and dislike?</p> <p>Experiment with different materials?</p>	<p>Respond to questions to find starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop?</p>	<p>Begin to develop ideas from given starting points</p> <p>Collect information, sketches and resources to gain inspiration</p> <p>Begin to adapt and refine ideas as I progress</p>	<p>Can I develop ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources in my Sketchpad</p> <p>Adapt and refine ideas as I progress</p>	<p>Develop and start to imaginatively extend ideas from starting points throughout the curriculum</p> <p>Begin collecting information, sketches and resources and present ideas more imaginatively in a sketchbook</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook</p>

		Explore ideas in a variety of ways Use visual language to comment on an artist's work	Explore ideas in a variety of ways Comment on art works using learned terminology	Use the qualities of materials to enhance idea Experiment with techniques with an outcome in mind Comment on artworks using a wider range of visual language	Use the qualities of materials to enhance ideas Select techniques with an outcome in mind Comment on artworks with a fluent grasp of visual language
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Drawing Substantive knowledge

As an artist:

Draw different lines using different pencils (range from 6B, HB)	Draw lines of different size and thickness using a range of pencils	Beginning to use different hardnesses of pencils to show line and texture	Use different hardnesses of pencils to show line and texture.	Beginning to use a variety of techniques to add reflections, shadows	Use a variety of techniques to add reflections and shadows
Colour own work carefully, following the lines as much as I can	Colour/shade own work neatly, following the lines and own sketches made	Beginning to annotate sketches to explain and elaborate ideas	Annotate sketches to explain ideas and create sequences of sketches that show progress and the development of ideas.	Beginning to choose a style of drawing suitable for the work (e.g. realistic or impressionistic)	Use a choice of techniques to depict movement, perspective, shadows and reflection

Create texture by adding dots or lines with pencils, pastels or pens.	Show pattern and texture by adding dots and lines to own sketches and drawings	Beginning to sketch lightly (no need to use a rubber to correct mistakes)	Sketch lightly (no need to use a rubber to correct mistakes) and amend sketches with stronger line work	Beginning to use lines to represent movement	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
To develop control of pencil following guidelines and tracing techniques.	To improve control by drawing and redrawing same objects	Beginning to use shading to show light and shadow	Begin to use shading techniques to show light, shadow and dimensions	Use shading, hatching and cross-hatching to show texture, form and perspective	Use lines to represent movement
		Beginning to use hatching and cross-hatching to show tone and texture	Use hatching and cross-hatching deliberately to show tone and texture	Produce increasingly accurate drawings of people, animals and objects	
		Create accurate drawings of still life using a range of taught techniques to create a desired effect.			

Vocabulary

texture	sketch	shade	hatch	blend	negative space
compare	draw	2H/HB/2B	cross hatch	contour	perspective
horizontal	portrait	scale	dimension	illusion	tone
Vertical	landscape	medium	Shadow	realistic	reflection
diagonal				photorealism	

Drawing Disciplinary knowledge

Explore and explain how things look and feel	Experiment with medium and surfaces	Experiment with the potential of various pencils	Identify and discuss the effect of light on objects	Identify and draw the effect of light on objects and subjects from	Identify and draw the effect of light on objects and people from different
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				different directions (reflection, shadow, shine) Interpret the texture of a surface	directions (reflection, Shadow, shine)
Observe and draw from first hand experience	Choose a way of recording experiences and feelings using knowledge of line and geometry	Make close observations of real-life objects	Make choices based on learning to date that contribute to the desired outcome	Develop concept of perspective and proportions through annotations and discussions	Interpret the texture of a surface in a variety of ways
Observe and comment on patterns and textures	Discuss use of shadows and use of light and dark	Annotate sketches to explain and elaborate on ideas. Identify learned techniques used/to be used.			Produce increasingly accurate realism drawings
Observe proportions and orientation of objects and how we reflect this in a sketch or drawing					Refine concept of perspective

Substantive Knowledge Pattern

As an artist...

Continue repeating patterns using different medium	Organise objects deliberately to create a desired outcome	Identify and use symmetry and repetition in developed ideas	Develop my ideas and incorporate my patterns into a work of art that reflects an emotion/feeling
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Create patterns by using dots, lines and colours	Choose medium deliberately to create a pattern based on the work of a focus artist	Copy patterns accurately, inspired by focus artists/designers, and apply drawing skills learned to make them accurate	Create a piece of art using 2 or more mediums that is inspired by pattern
Explain and describe patterns that I see or create referring to the shape, colour and size	Use colour and shape to create own work based upon observations made	Sketch lightly (no need to use a rubber to correct mistakes) while developing ideas	Use tessellation and geometry to create increasingly elaborate patterns
		Combine colour, shading techniques and form to create a piece of art inspired by pattern	Manipulate medium skilfully to create desired effects
		Make patterns on a range of surfaces using repetition and symmetry	

Vocabulary

create	represent	combine	composition
	detail	develop	aesthetics
		medium	intricate

Disciplinary knowledge

Pattern

As an artist...

Observe nature and objects closely	Experiment by arranging, repeating and overlapping	Identify and comment on patterns in the environment and make sketches of them	Analyse and evaluate pieces of art and design and describe how patterns add to the piece and affect the observer.
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Comment on patterns – repeating patterns – symmetry	Explore natural and man-made patterns and copy them in different ways	Explore and comment on a variety of patterns taken from existing works of art.	Explore environmental and man-made patterns from science and the natural world
Recognise repeating patterns in my environment	Discuss different patterns I see		Make close observations of objects and subjects to gain inspiration
manipulate medium to create a desired outcome and effect	Refer to colour, shapes and textures with the patterns around me		Take inspiration from patterns and designs to create my own patterns

Substantive Knowledge Painting

As an artist...

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name all the colours on the colour wheel and rainbow	Use thick and thin brushes to apply paint for different purposes.	Beginning to use a wider range of brush techniques - using thick and thin brushes - to produce shapes, textures, patterns and lines?	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines	Sketch (lightly) before painting to combine line and colour?	Can I sketch (lightly) before painting to combine line and colour?

Beginning to mix primary colours to make secondary colours	Mix primary colours to make secondary colours	Beginning to mix colours more effectively	Colour mix confidently and match; tint, tone, shade	Create a simple colour palette based upon colours observed in the natural or built world	Create a colour palette based upon colours observed in the natural or built world
Beginning to add white to colours to make tints and black to make shades of colours	Begin to add white or black to experiment making tints and shades of colours	Beginning to use watercolour paint to produce washes for backgrounds then add detail	Use watercolour paint to produce washes for backgrounds then add detail over the top	Explore the qualities of watercolour and acrylic paints to create visually interesting pieces	Use the qualities of watercolour and acrylic paints to create visually interesting pieces
Beginning to use thick and thin brushes?	Create colour wheels with primary, secondary and tertiary colours.	Beginning to experiment with creating mood with colour	To know that a shade is created when adding black to a pure colour	Choose to combine colours, shades, tints and tones and tints to enhance the mood of a piece	Deliberately combine colours, tones and tints to enhance the mood of a piece
Apply colours from various mediums with a range of tools			Experiment with creating mood with colour, shades, tones and tints	Beginning to use brush techniques and the qualities of paint to create texture	Use brush techniques and the qualities of paint to create texture
			To know that tones are created when we add grey to a pure colour	Beginning to develop a personal style of painting and drawing based on ideas from other artists	Develop a personal style of painting and drawing based on ideas from other artists
				Select tints, tones and shades to convey moods and emotions	
Vocabulary					
primary	secondary	bleed	palette	influence	base
mixing	tertiary	complimentary	strokes	bold	wash
tint		clash	tone	impression	
shades		wash	compliment		

Disciplinary Knowledge				
Painting				
As an artist...				
Comment on colours used in works of art and design	Begin to describe colours and effects	Observe and comment on effects of Stippling, Washing, pointillism etc	Comment on colours that compliment	Choose colours for specific purposes within a larger piece of art
Find collections of colour in nature and natural objects	Comment on close observations made of objects	Explore different types of brushes / strokes for paint and pastel work	Describe how colours affect and reflect mood, feelings etc	Choose equipment and canvases deliberately to contribute to desired effect
Make close observations of the colour of objects and comment	Mix primary and secondary colours to make colour wheels		Observe use of colours and choose suitable equipment /medium to represent the observation	Explore the inclusion of texture when using colour
Work on larger scale pieces independently and as part of a team				

Substantive Knowledge					
Printing					
As an artist...					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to use repeating or overlapping shapes	Use repeating or overlapping shapes	Begin to use layers of two colours	Use layers of more than two colours	know that you can layer colours by printing over dried prints	know that you can apply different colours to your printing block to create a complete picture

Beginning to mimic print from the environment (e.g. wallpapers, nature, everyday objects)	Mimic print from the environment (e.g. wallpapers)	Beginning to replicate patterns observed in natural or built environments	Replicate patterns observed in natural or built environments	know that we can use the lino tool in different ways with different blades to create different cuts and gauges which create different effects.	Know that scoring as well as cutting and gouging can add texture to a print.
Apply paint or other mediums in different and creative ways	Use objects to create prints (e.g. fruit, vegetable or sponges)	Beginning to make printing blocks (e.g. materials glued to a block)	Make relief printing blocks from polystyrene boards.	Use a range of visual elements to reflect the purpose of the work	Use a wide range of visual elements to reflect the purpose of the work
Beginning to press, roll, rub and stamp to make my own printed art		Beginning to make more precise repeated patterns	Make precise repeated patterns	know that the parts we gauge out make negative space.	

Vocabulary

press	overlap	block print	desired effect
pressure	layer	repeating pattern	visual elements
dab	method	precise	purpose

Disciplinary Knowledge Printing

As an artist...

Use sketchbooks for recording textures, patterns and colours and for developing ideas.

be inspired by patterns observed outdoors	Print with a growing range of objects	Investigate and record texture and pattern observations	Interpret natural and manmade patterns and explore ways of recreating them in print form	Make connections between works of art by Laurie Hastings and the natural world.	Explore how block printing and relief printing is used by various artists and designers today.
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Explore creative ways of applying paint and other mediums	Explore ways of creating different effects when printing using different objects.	Further explore colour through overlapping prints and choice of canvas	Experiment with colours and different methods of printing including string prints and Safeprint blocks.	Design and make own prints inspired by the eruption of Mount Vesuvius.	Design and create lino prints
Comment on the work of others including those of other artists	Experiment with complementary and clashing colours	Used mixed media to create a piece of art inspired by specific theme	Combine different prints and patterns into one piece	Build up complexity of artwork using several techniques	
Make observations and choose techniques to recreate the effect.	Comment on and evaluate their own work		Use block relief printing tools skilfully		
			Discuss and evaluate their own work and that of others		

Substantive Knowledge Collage & Weaving

As an artist...

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to use a combination of materials that are cut, torn and glued	Create collages and weaves inspired by own research and observations	Beginning to select and arrange materials to create an effect	Select and arrange materials for a striking effect	Mix textures (e.g. rough and smooth, plain and patterned) to create movement and action within work	
Beginning to sort and arrange materials	Sort and arrange materials	Beginning to ensure my work is more precise	Self and peer assess work to check it is precise and represents the intended idea	Combine visual and tactile qualities	

Beginning to mix materials to create texture	Mix materials to create texture	Beginning to use overlapping and mosaic	Identify and use overlapping and tessellation	Use overlapping, tessellation, montage and mosaic	Use a wider range of materials with my work
				Convey emotions, thoughts or feelings through a piece of art through use of colour, texture or other means.	Convey a message through a piece of art using taught techniques.
	Use a combination of materials that are cut, torn and glued	Design and create their own piece inspired by given theme/artist		Develop ideas and designs using sketch pad, inspired by research using internet and other sources	

Vocabulary

surface	represent	tactile	fluorescent	mixed media	photomontage
material	arrangement	combine	tessellation	emotive	digital art
qualities		mosaic		Montage	propaganda
				assemble	

Disciplinary Knowledge Collage & Weaving

As an artist...

Explore the qualities of different materials	Observe and explore overlapping and overlaying of materials to create different effects	Explore textures, shapes and patterns found in nature	Discuss possible interpretations of various pieces of collage art and describe and explain the effect it has on their own thoughts and feelings.		
Sort materials according to specific qualities and make comments on each	Explore uses of weaving and collage around the world in other cultures	Experiment with colour and shape to create desired effects	Choose medium deliberately to achieve a desired outcome/effect	Choose medium deliberately and apply	

				skilfully to achieve a desired outcome/effect
Create own collages using different materials	Explore properties of materials when weaving with them	Explore other uses for collage and weaving using the internet and other sources	Use techniques and colours skilfully to achieve a desired outcome/effect	Choose techniques and colours skilfully to achieve a desired outcome/effect

Substantive Knowledge Form

As an artist...

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use shapes to represent a known form?		Beginning to create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)?	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) and copy aspects inspired by known works of art?	Represent my sketched ideas in actual 3D form with accurate proportions?	Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations?
Beginning to include lines and textures to represent certain qualities of objects and subjects of my art?		Include texture to create an effect?	Include texture that conveys feelings, expression or movement?	Beginning to use tools to carve and add shapes, texture and pattern?	Use tools to carve and add shapes, texture and pattern?
Use paper, straws, card and clay as materials to create a piece of art that I can comment on and describe?		Beginning to use clay and other mouldable materials skilfully and deliberately?	Use clay or other mouldable materials?	Combine visual and tactile qualities	Deliberately combine visual and tactile qualities to create a desired effect

Beginning to use techniques such as rolling, cutting, moulding and carving safely and deliberately?	Beginning to add materials to provide interesting details?	Add materials to provide interesting details?	Shape, form, model and join malleable and rigid materials	Use frameworks (such as wire or moulds) to provide stability and form?
	Plan and design based upon research into given theme	Plan and develop ideas Shape, form, model and construct	Plan and develop ideas Inspired by observations made and research carried out using the internet and other sources.	
				Shape, form, model and join malleable and rigid materials with skill and accuracy

Vocabulary

mould	form	secure (...in place)	representation	interpretation
create	join	bond	proportions	provoke
model	detail	score and slip	evoke	narrative
	secure (<i>stable</i>)	finish		

Disciplinary Knowledge

Form

As an artist...

Discuss and develop ideas from sketch to product	Comment on natural and man-made forms		(malleable materials)	Discuss and evaluate own work and that of other sculptors/artists including peers commenting on techniques used and the overall effect.
Carve, Pinch and roll coils and slabs using a malleable modelling media.	Express personal experiences and ideas in a variety of ways	Shape, form, model and construct using malleable materials	Experience surface patterns / textures	Be able to explain to an audience what their piece of art is, what inspired it, how and why they have created it as they have
Make simple joins and attachments between same mediums.	Shape and form from direct observation (malleable and rigid materials)	Plan and develop understanding of different adhesives and methods of joining materials	Discuss their own work and the work of other sculptors/artists and peers	
	Use a medium carefully to create a piece of sculpture	create a piece of art they can describe and	Analyse and interpret local attractions, architecture, historical events and literature in creative ways.	Interpret themes in creative ways from

	inspired by the given theme and artist.	explain their choices for what they have done.		own imagination using learned skills and techniques
Describe what they have created and answer simple 'Why...?' and 'How...?' questions		Answer questions about what they have done, how they have done it and why they have done what they have done.		