



Art

Reviewed June 2021

The Art curriculum at Horndale has been structured so that pupils develop their skills and knowledge from the EYFS into the Key Stage One curriculum. Pupils gain early experiences of art and design in the EYFS using a wide range of media to represent their ideas. As pupils progress through the school they are exposed to a wide range of famous artists and their approach to projects. They build on their knowledge and skills throughout their time at Horndale and will learn an increasing range of vocabulary linked to various artistic styles, ably preparing them for Key Stage 2.

Nursery

Key Knowledge & Skills	Vocab	Opportunities and Experiences	Development Matters /ELG Links
<p>Develop their drawing and model making.</p> <p>Have their own creative ideas.</p> <p>Give meaning to their drawings and models and be able to talk about them.</p> <p>Draw from their imagination and from observation.</p> <p>Add details to drawings, be able to point out key features and discuss them.</p> <p>Recognise and name colours and talk about how they make us feel.</p> <p>Explore how to mix primary colours to make secondary colours.</p> <p>Learn about the work of Jackson Pollock, Piet Mondrian, Paul Klee.</p>	<p>Colour names</p> <p>Feelings, happy, sad, scared, angry, jealous,</p> <p>Draw</p> <p>Model</p> <p>Paint</p> <p>Look</p> <p>Shape</p> <p>Line</p> <p>Straight</p> <p>Curved</p> <p>Drizzle</p> <p>Drip</p> <p>Flick</p> <p>Artist</p>	<p>Encourage mark making through a range of continuous provision in the creative area, adults to model and support new skills.</p> <p>Encourage creative development.</p> <p>Provide interesting objects to draw from observation.</p> <p>Provide stimulus to create imagination.</p> <p>Encourage and provide stimulus to add details to drawings and artwork.</p> <p>Colour sorting activities.</p> <p>Colour mixing activities (mixed story, colour me happy, colour monsters)</p> <p>Explore colour and artist techniques for flicking paint through the work of Pollock.</p> <p>Explore shape, line and primary colours through the work of Mondrian.</p> <p>Explore 2D shapes through the work of Klee.</p>	<p>3 & 4 year olds will be learning to:</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like, movement or loud noises.</p> <p>Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>



Reception			
Key Knowledge & Skills	Vocab	Opportunities and experience	Development Matters /ELG Links
<p>Know how to mix colours.</p> <p>To know colours come in different shades.</p> <p>Work together to develop creative ideas.</p> <p>Children to work independently.</p> <p>Notice features in the natural world, ie. colour shape, texture and smell.</p> <p>Learn about the work of , Pablo Picasso, Vincent Van Gough, Georgia O’Keefe.</p>	<p>Build on Nursery Vocabulary.</p> <p>Primary</p> <p>Secondary</p> <p>Shade</p> <p>Light</p> <p>Dark</p> <p>Gallery</p> <p>Museum</p>	<p>Provide resources to mix colours independently.</p> <p>Look at colour charts and paint swatches.</p> <p>To create a class piece of artwork.</p> <p>Provide stimulus, go on walks, visit galleries.</p> <p>Explore different techniques through the work of famous artists.</p> <p>Curriculum enrichment: Visit the Botanical gardens Durham</p>	<p>Children in Reception will be learning to:</p> <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creative collaboratively, sharing ideas, resources and skills.</p> <p>ELG: Creating with materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations explaining the process they have used



Year One		
Topic/Unit of Work	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term: Colour Focus Artist: Kadinsky</p> <p>Builds on: EYFS Experimenting with colour, builds on their vocabulary and the knowledge of colour on a more advanced level. Prepares for: Y2 Topic painting the world around us where the children will be expected to experiment with different brushstrokes to develop their creativity and imagination when using paint.</p> <p>Key Questions: What is your favourite colour? What are the Primary colours? How can I make secondary colours? How do I make different shades? Who is Kadinsky?</p>	<p>Colour, primary, secondary, shade, light, dark, Kadinsky, artist, abstract</p>	<p>NC Objective/s: - to use painting to develop and share their ideas, experiences and imagination</p> <p>Painting Skills: Children can: name the primary and secondary colours; mix primary colours to make secondary colours; add white and black to alter tints and shades;</p>
<p>Spring Term: Sculptures Focus Artist: Anthony Gormley</p> <p>Builds on: EYFS work in exploring a variety of materials to create artwork Prepares for: Summer Term work on Andy Goldsworthy using different materials to create a piece of artwork.</p> <p>Key Questions: 1. What is a sculpture? 2. How can I use shapes to make a sculpture? 3. How can I create a sculpture in the human form? 4. How can I create a moving sculpture? 5. How can I use light, shape and colour to create a sculpture? 6. Who is Anthony Gormley?</p>	<p>Sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials, pyramid, abstract, geometric.</p>	<p>NC Objective/s: - to use sculpture to develop and share their ideas, experiences and imagination - to use a range of materials creatively to design and make products</p> <p>Sculpture Skills: Children can: use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture;</p>
<p>Summer Term: Environmental Art Focus Artist: Andy Goldsworthy</p> <p>Builds on: EYFS topic exploring features of the natural world Prepares for: Y2 Spring Term, using repeated patterns to create artwork.</p> <p>Key Questions: 1. How can I create art using rocks? 2. What natural materials can I use to create a sculpture? 3. How can I use leaves to make a tile? 4. Which materials would I use to weave? 5. What natural materials should I use to make a mandala?</p>	<p>collage, squares, gaps, mosaic, features, cut, place, arrange, weaving,</p>	<p>NC Objective/s: - to use sculpture to develop and share their ideas, experiences and imagination - to use a range of materials creatively to design and make products</p> <p>Collage Skills: Children can: use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; show pattern by weaving; decorate a range of materials with glue or stitching, to add colour and detail</p>



<p>6. What is a collage? 7. Who was Andy Goldsworthy?</p> <p>Enrichment Activity Walking round the school grounds to collect natural materials</p>		
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Year Two

Topic/Unit of Work	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term: Painting the world around us Focus Artist: Monet, Henri Rousseau</p> <p>Builds on: Y1 Autumn Term Kadinsky- mixing colours and understanding colour Prepares for: Digital art in the Summer Term where the children will explore the similarities and differences between different artists and their disciplines.</p> <p>Key Questions: 1. Who was Henri Rousseau? 2. How can I use paint to create a landscape in the style of Henri Rousseau? 3. How can I use different drawing materials to create an animal mask? 4. Who was Monet? 5. Trip to Nature Reserve to draw pictures from different view points. 6. What is impressionism? (brushstrokes) 7. How can I paint the same scene from different view points in the style of Monet?</p>	<p>Monet, Rousseau, portrait, landscape, impressionism, brushstroke, viewpoint, material, unblended</p>	<p>NC Objective/s: - to use painting to develop and share their ideas, experiences and imagination - to use drawing to develop and share their ideas, experiences and imagination</p> <p>Painting Skills: experiment with different brushes (including brushstrokes) and other painting tools; use painting to develop and share their ideas, experiences and imagination.</p> <p>Drawing Skills use different materials to draw, for example pastels, chalk, felt tips;</p>
<p>Spring Term: Portraits Focus Artist: Andy Warhol</p> <p>Builds on: Autumn Term using different techniques to create pictures and how to use colour for effect Prepares for: Summer Term Digital Art, comparing different artists and how they use different techniques in colour, pattern, line etc.</p> <p>Key Questions 1. Who is Andy Warhol? 2. How can we create art using repeated patterns? (printing) 3. What different drawing techniques are used to create a portrait? 4. How did Andy Warhol use colour in his art? 5. How can use colour to represent mood? (pictures of themselves) 6. How can I create pop in the style of Andy Warhol?</p>	<p>Portrait, self-portrait, reflection, observation, mood, emotion, same, different, pose, light, heavy, shading,</p>	<p>NC Objective/s: - to use drawing 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</p> <p>Drawing Skills: Children can: - draw lines of varying thickness; - use dots and lines to demonstrate pattern and texture; - use different materials to draw, for example pastels, chalk, felt tips;</p>
<p>Summer Term: Digital Art Focus Artist: William Morris, George Seurat</p>	<p>colour, shape, printing, printmaking, relief printing, objects, impressionism,</p>	<p>NC Objective/s:</p>



<p>Builds on: The work of different artists throughout KS1 and the skills of using different art and design techniques. Prepares for: work in KS2 learning about great artists in History.</p> <ol style="list-style-type: none"> 1. What is digital art? 2. How does impressionism differ between different artists? 3. Who used pointillism to create art work? 4. Who was Piet Mondrian? 5. How did William Morris use repeated patterns to create art? 6. What is surrealism? 	<p>palette, share, surrealism, pointillism, template</p>	<p>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Printing Skills: Children can:</p> <ul style="list-style-type: none"> - copy an original print; - use a variety of materials, e.g. sponges, fruit, blocks, digital prints - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
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