



Lizard Schools Curriculum

Art Curriculum Overview



It is our intent that Art inspires, engages and challenges pupils; equipping them with the knowledge and skills to experiment, invent, create, develop and refine their own works of art, craft and design. The curriculum will offer all children the privilege of a broad developmental experience in both two- and three-dimensional art, together with the opportunities to enjoy, appreciate, discuss and critically respond to a variety of art, craft and design forms. The children will learn the necessary skills and build up an understanding of the way in which materials and media behave. The art curriculum will stimulate and enable all children to develop the confidence to explore and enjoy all of which the visual arts and its unique experiences have to offer and in doing so build on and develop skills which are essential to lifelong learning.

Significant Cornish Artists

EYFS / KS1				KS2			
Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Alfred Wallis	Bernard Leach	Patrick Heron	Steve Camps	Bryan Pearce	Terry Frost	Ben Nicholson	Barbara Hepworth
							

Key Artists

Piet Mondrian	Henri Matisse	Andy Warhol	Vincent van Gogh	Gustav Klimt	Henry Moore
Use of primary colours and line.	Use of vibrant colours and shapes.	Print, use of everyday materials.	Use of colour, tone and texture.	Use of pattern.	Use of form.
					
Alberto Giacometti	David Hockney	Keith Haring	Georgia O'Keefe	Wassily Kandinsky	Salvador Dali
Use of form.	Use of iPad and colour.	Line, shape and colour.	Natural, close up work. Use of colour.	Use of line, shape and colour.	Surrealism and technical skill.
					

Suggested Sequence of Lessons

Lesson 1	Finding out about an artist – (age appropriate) use of a PowerPoint designed to give the main points and information about the artist you want them to know. E.g. a bit about the artist themselves, art movement related to, key features of their work etc. Include lots of images of their work which you want to be the main influence for your lessons.
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Lesson 2	<p>Exploration of media and tools that they will choose from for their final piece of artist related work.</p> <p>Give the children the resources you want them to use to explore. As the children get more experienced allow them to explore more than one medium and then choose which they will use, extend further by explore a variety and start mixing media (this takes practice and experience)</p>
Lesson 3	<p>Arist inspired work – main piece of art.</p>
Lesson 4	<p>Extend project into other medium and practise skills e.g. sewing, clay, print etc.</p> <p>Children to plan a piece of work inspired by artist in new medium.</p>
Lesson 5	<p>Create 2nd piece of main of art in new medium.</p>
Lesson 6	<p>Evaluate their own artwork or that of peers – this can be verbally or in note form, focus on a few key questions e.g. what new art vocabulary/techniques have you learned, gallery walks are always very popular.</p>

Overview

EYFS/ KS1	Autumn	Spring	Summer
Cycle 1	Portrait inspired by Andy Warhol using natural and found objects- links to knowing the primary and secondary colours.	Collage / silhouette – great fire of London scene (focused on shadows and use of colour). Style of Mondrian (primary colours and line).	Flowers painting inspired by Vincent Van Gough's 'Sunflowers', focus on the use of colour and shape.
	Key Artist Link: Andy Warhol	Key Artist Link: Piet Mondrian	Key Artist Link: Vincent Van Gough
	Curriculum Link (History): Who am I? Where do I come from?	Curriculum Link (History): Who was to blame and who helped in the Great Fire of London?	Curriculum Link (Science): How can we identify different plants and trees?
Cycle 2	Inspired by Alfred Wallis, paint onto texture/ natural objects to create an Autumn landscape piece of artwork.	Ocean collages.	To create Harding inspired human body artwork – line, shape and colour.
	Key Artist Link: Alfred Wallis	Key Artist Link: Henri Matisse	Key Artist Link: Keith Harding
	Curriculum Link (Science): Seasonal Changes (Autumn)	Curriculum Link (Geography): How are we connected to the sea?	Curriculum Link (Science): How has my body changed since I was a baby?
Cycle 3	Painting of where I come from- inspired by Alfred Walis (paintings of where he came from using scrap materials to paint with).	Clay sculptures of animals.	Weather based artwork, exploring colour (two contrasting pieces).
	Key Artist Link: Alfred Wallis	Key Artist Link: Bernard Leech	Key Artist Link: Georgia O'Keefe
	Curriculum Link (History): Who am I? Where do I come from?	Curriculum Link (Science): How are living things adapted to their habitat?	Curriculum Link (Science): How does weather affect our lives?
Cycle 4	Inspired by Alfred Wallis, paint onto texture/ natural objects to create a Winter landscape piece of artwork.	Boat clay sculptures.	Inspired by Alfred Wallis, paint onto texture/ natural objects to create a Summer landscape piece of artwork.
	Key Artist Link: Alfred Wallis	Key Artist Link: Bernard Leech	Key Artist Link: Alfred Wallis
	Curriculum Link (Science): Seasonal Changes (Winter)	Curriculum Link (Science): Which material is best for a boat?	Curriculum Link (Science): Seasonal changes (Summer)

KS2	Autumn	Spring	Summer
Cycle 1	Collage – Fish / Aquatic Life Vibrant colours & shapes.	Pattern work - Viking Longships	Clay tiles – Olympians
	Key Artist Link: Henri Matisse	Key Artist Link: Gustav Klimt	Key Artist Link: Angelos Tsakirakis
	Curriculum Link (History): How has fishing changed in Cornwall?	Curriculum Link (History): Why did the Vikings raid Britain?	Curriculum Link (History): Why did the Olympics originate in Greece?
Cycle 2	Large scale cave painting (collaborative piece).	Propaganda posters – line, shape & colour.	Sculpture – soap carving.
	Key Artist Link: Stone Age Art – Lascaux cave paintings	Key Artist Link: Keith Haring	Key Artist Link: Barbara Hepworth
	Curriculum Link (History): Why did settlements change from Stone Age to the Iron Age?	Curriculum Link (History): Why was the Battle of Britain a turning point in WW2?	Curriculum Link (Geography): Why do people visit St Ives?
Cycle 3	Abstract Landscape Collage	Borneo/forest paintings – Art Exhibition Display Project	Cornish Mine Silhouettes.
	Key Artist Link: Georgia O'Keeffe	Key Artist Link: John Dyer – Last chance to paint	Key Artist Link: Henry Moore
	Curriculum Link (Geography): Why are mountains so important?	Curriculum Link (Geography): How is climate change affecting the world?	Curriculum Link (History): Who were the significant people in Cornish mining?
Cycle 4	Fair Trade Posters (Warhol style).	Pattern work – Animal Silhouettes.	Roman Soldier / Shield Mosaic
	Key Artist Link: Andy Warhol	Key Artist Link: Gustav Klimt	Key Artist Link: Laurel True / Emma Briggs
	Curriculum Link (Geography): Why is fair trade fair?	Curriculum Link (Science): What animal am I most like?	Curriculum Link (History): How did the Romans impact Britain?



Drawing: Skills & Vocabulary



DRAWING TOOLS – pencils, graphite, charcoal, watercolour, oil pastels, chalk pastels, handwriting pens, pens, biro, wax crayons, colouring pencils, ink, creation of own drawing tools such as attaching tools to long handles, taping numerous tools together to create a really chunky tool, use of sticks and pipettes with ink etc.

DRAWING SURFACES – drawing/cartridge paper, sugar paper, newsprint, lining paper, old envelopes, cardboard, 'mathematical' papers such as squared and graph, tracing paper, blotting paper, white boards, chalk boards, cardboard boxes, transparency sheets, creation of own drawing surfaces such as collaged or 'mod roc'.

OBJECTS TO DRAW –

NATURAL – shells, pebbles, sticks, leaves, feathers, seeds, seaweed, flowers, fruit, vegetables, plants.

MAN MADE – blocks, cutlery, keys, cups/mugs, vases, tools such as screwdrivers, hammers, folded paper, shoes, buttons/beads, pencil sharpeners, cracker toys.

USEFUL ARTISTS


Degas, Escher, Holbein, Toulouse –Lautrec, Picasso, Durer, Seurat, Klee, Calder, Moore, Da Vinci, Senbanjo, Haring.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Explore making marks in/on different surfaces e.g. glitter trays, paint, lentils, rice, sand, shaving foam etc. Explore different scales of mark making. Explore a wide variety of mark making tools including fingers and hands. Explore mark making on a variety of surfaces. Explore creating different thicknesses of line. Explore creating different types of line. Look at how shapes are formed (the joining of a continuous line). Begin to use shapes to represent objects. Start to draw marks that reflect patterns and textures. Start to create marks varying in tone – pressing on lightly and heavily. Make drawings with increased complexity and detail making such drawings become more symbolic. Encourage drawing from variety of experiences such as observation, memory, ideas (like movement or noise), feelings, emotions and imagination. 	<ul style="list-style-type: none"> Continue to use a variety of drawing tools. Draw on different scales. Draw on different surfaces. Demonstrate increased control of drawing tools. Explore different sorts of line and how they are produced with different tools. Explore lines and shapes when drawing. Look at how marks can create different textures. To continue to explore tone – light and dark. Make observational drawings of man-made objects. Make observational drawing of natural objects. Create drawings of their own choice. Create drawings from memory and experiences. Create drawings using their imagination. Encourage use of more than one type of drawing tool when mark making. Use art journal to record exploration, ideas and plans. 	<ul style="list-style-type: none"> Continue to use a variety of drawing tools. Use more than one type of drawing tool when drawing. Encourage children to alter their drawing surface e.g. by creating a 'marked' background, crunching up paper and then flattening etc. Encourage use of different ways of drawing e.g. use of a continuous line, drawing subject in the time it takes to inhale and exhale one breath, drawing to music etc. (See AccessArt prompt cards for more ideas). Show awareness of textures, line, shape, and pattern when drawing. Make observational drawings of objects (man-made and natural). Create drawings from experiences and memories. Create drawings using their imagination. Develop use of tone in their drawings. Begin to show awareness of 3 dimensions in drawings. Use 'artistic' vocabulary when talking about drawings (the elements of art – line, shape, colour, tone, pattern, form, texture). Create opportunities to develop imaginative drawings. Carry out drawings of their own choice. Annotate their work (process work), notes about materials used, likes and dislikes etc. Use drawing as a way to communicate their thoughts and work through their ideas (use of the art journal as a practice/ideas/process book). Use their art journal to explore and experiment with different media and techniques. 	<ul style="list-style-type: none"> Continue to use and explore a variety of drawing tools and combine these e.g. use biro and graphite on the same piece of work. Continue to explore and select a variety of backgrounds to draw on (surfaces and size). Use the AccessArt prompt cards to encourage different ways of drawing. Demonstrate more focus and concentration when drawing to produce drawings with detail. Use and take into consideration the art elements of line, shape, tone, form, pattern, colour and texture when drawing. Use 'artistic' vocabulary when talking about drawings (the elements of art – line, shape, colour, tone, pattern, form, texture). Make observational drawings of objects (man-made and natural). Create drawings from experiences and memories. Create drawings using their imagination. Give opportunities for the children to record what they want using resources of their choosing. Annotate their work (process work), add notes about tools, likes/dislikes, further ideas, thoughts, feelings etc. Use drawing as a way to communicate their thoughts and work through their ideas (use of the art journal as a practice/ideas/process book). Use their art journal to explore and experiment with different media and techniques.
shape – circle, triangle, rectangle, square, big, small, etc. line – thick, thin, long, short, straight, curvy etc. pattern texture – rough, smooth, slippery, shiny, bumpy etc. colour – colour names. mark making tools and media - pencils, chalk, felt pens, crayons large / small imagine observe/look at	drawing book sketch practise experiment explore line – bold, shape 2D, 3D pattern form and space texture and related words colour	line shape pattern texture form tint tone cross hatching blend scale surface	highlight shadow tools and media – ink, pipettes organic shape geometric shape composition / form perspective / focal point illustration tone – grading of pencils (fine, hard, black) graphite record annotate

	tools and media – oil pastel, biro, charcoal	develop ideas colours – primary, secondary, complementary perspective horizon background & foreground	shade atmosphere scale proportion mixed media
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Painting: Skills & Vocabulary



PAINTING TOOLS – ready mixed paint, watercolour paint, acrylic paint, natural paints, brushes, palette knives, sticks, card, rollers, sponges, dabbers, scrapers, combs, toothbrushes, kitchen utensils, feathers, rags etc.

PAINTING SURFACES – paper, card, sugar paper, newspaper, book pages, sandpaper, board, clay, mod roc, greaseproof paper, tin foil, corrugated card, fabric, leaves, sticks etc.

USEFUL ARTISTS
Van Gogh, Cezanne, Picasso, O'Keefe, Kandinsky, Klee, Klimt, Monet, Rothko, Lowry, Magritte, Rembrandt, Pollock, Mondrian,

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Enjoy using a variety of tools – brushes, sponges, fingers, twigs, rollers etc. Explore painting on different surfaces. Explore using surfaces and tools of different scales. Explore colours (as mixed by the teacher – ensuring differing ranges on offer at different times). Explore mixing of primary colours. Describe colours and marks. Paint on flat surfaces (e.g. paper, card, newspaper) and 3D surfaces (e.g. boxes, models, clay work). 	<ul style="list-style-type: none"> Continue to work with different tools on a variety of different surfaces and scales. Explore different marks that can be made with different painting tools. Develop control over use of tools and marks made. Begin to use drawing books as a way to test and experiment with paint and colour. Paint on flat (e.g. paper, pages, tinfoil, fabric) and 3D surfaces (e.g. boxes, clay work, sticks). 	<ul style="list-style-type: none"> Show understanding of colour when selecting and mixing colours for work. Use light and dark tones when painting. Explore complementary colours (R+G, Y+P, B+O). Explore use of more than one painting tool when creating a piece (e.g. different size brushes or using rollers and toothbrushes on the same piece). Use 2 surfaces (e.g. paper and newsprint)within a painting. Add a background colour wash to surface before working on top with other colours. Start to consider appropriateness of colours for different purposes. Show some independence when selecting tools and surfaces for own projects. Use a variety of vocabulary when talking about work. 	<ul style="list-style-type: none"> Continue to demonstrate their understanding of colour when painting. Show understanding of how to create tertiary colours. Show an understanding of the different sizes of brushes and the suitability for different purposes. Explore use of varying painting tools within a piece of work. Explore use of a variety of surfaces within a piece of work. Show growing confidence working with different tools, paints on different surfaces/scales. Select appropriate resources for their work. Use appropriate vocabulary when discussing work.

<p>light/lighter/lightest dark/darker/darkest colour names media and tools – paintbrushes, sponges, rollers, fingers, explore experiment</p>	<p>Primary – red, yellow, blue Secondary – green, orange, purple tone mix explore colour wheel control palette paintbrushes – thick, thin, start to refer to different sizing practise watercolour background outline drawing book</p>	<p>Warm colours – red, orange, yellow Cool colours – blue, green purple Complementary colours – red/green, yellow/purple, blue/orange tone shade tint bold vibrant muted dull mood stroke landscape portrait paintbrushes –refer to different sizing</p>	<p>hue – pure colour as found on colour wheel value – light colour has high value, dark colour has low value vocabulary linked to type of colour e.g. sapphire, emerald, turquoise. neutral colours – black white, brown, grey acrylic</p>
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Colour: Skills & Vocabulary



To be developed in any of the areas of art e.g. paint, drawing, print etc.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Name colours. Create collections of colour, colour sorting etc. Name primary colours. Recognise that there are light and dark tones of the same colour. Know colours can be mixed to make new colours. 	<ul style="list-style-type: none"> Know the primary and secondary colours. Explore colour mixing and know how the secondary colours are created. Recognise a colour wheel and show understanding of how it is made up. – Primary and secondary colours. Recognise and mix different tones of a colour – adding white (a tint) and black (a shade) to a colour. 	<ul style="list-style-type: none"> Know what cool and warm colours are. Know what complementary colours are. Develop further knowledge of the colour wheel and show understanding of how it is made up. – Primary and secondary colours, warm and cool colours, complementary colours. Know that by adding white you create a tint and adding black you create a shade of the original colour. 	<ul style="list-style-type: none"> Know what a tertiary colour is and how it is made. Deepen understanding of a colour wheel. Primary and secondary colours, warm and cool colours, complementary colours, tertiary colours.

Collage: Skills & Vocabulary



COLLAGE TOOLS – wide variety of papers – wrapping, wall, magazines, paper bags, fabrics, glues, scissors, tapes, packaging, leaves, feathers, bark, netting, beads, buttons etc.
USEFUL ARTISTS
Pablo Picasso, Henri Matisse, Richard Hamilton, Peter Blake, David Hockney (photographic collages), Eileen Agar, Kurt Schwitters.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none">• Use a stick glue and PVA glue.• Explore collage using precut papers, precut fabrics and embellishments.• Cut paper to use in a collage.	<ul style="list-style-type: none">• Cut paper and threads to use in collage.• Use fabric scissors to cut wool and strips of fabric into smaller pieces.• Use PVA glue to stick a variety of materials.• Overlap, layer, arrange and rearrange collage pieces.• Explore collage using a combination of materials e.g. paper, fabric, wool, feathers, sequins etc.	<ul style="list-style-type: none">• Select own suitable materials to create collages.• Use fabric scissors to cut a variety of shapes and sizes of fabric for collages.• Create a variety of sizes and shapes of collage pieces to use with either/both paper and fabric.• Continue to explore embellishments within collage e.g. addition of glitter, feathers etc. to particular areas.	<ul style="list-style-type: none">• Explore collaging with paper they have changed the surface of e.g. printed on.• Select, cut and stick varying materials to create collages.• Use shapes inspired by an environment or object to create a collage.• Use 'other tools' to add effects/extra details to a collage e.g. charcoal, pens, chalk, pastels etc.• Add stitching to a collage.• Use embellishments.





TEXTILE TOOLS – variety of fabrics, threads, ribbons, wool, looms, fabric pens, fabric paints, embellishments such as sequins, buttons, beads, fabric dye, batik wax, tjanting, wax melting pot.
USEFUL ARTISTS
 Kaffe Fassett, Charlotte Ashley, Maxine Bristow, African/Indian textiles, fashion designers, innovative textile artists – Sandra Chung Nga- Shan, Karen Dodd.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Enjoy handling, feeling and manipulating a variety of fabrics and textiles. Start to build up an awareness of surface textures and the different qualities of fabrics/textiles. Enjoy collecting, sorting and playing with a wide variety of textiles and fabrics. Explore weaving of different materials. Start to build up vocabulary linked to textures. 	<ul style="list-style-type: none"> Enjoy and show awareness of the surface texture of fabrics and describe these. Create rubbings of textured fabrics and talk about a visual texture. Draw textures of fabrics using rubbings to help. Know what a stitch is, what it does and how it is made. Create stitching on paper. Create stitching on felt. Explore creating stitches of different length. Know what a loom is. Explore weaving – use of different materials. Experience applying colour to fabrics- fabric crayons/pens. 	<ul style="list-style-type: none"> Explore the construction and destruction of materials to learn about qualities – woven and knitted fabrics. Practice knotting ribbons, wool and threads. Practice threading a needle. Create a running stitch with an even stitch length. Design and make a template for a sewing project. Use a running stitch to attach 2 pieces of fabric/felt together e.g. as in applique where one fabric is sewn to the surface of another fabric. Sew on buttons and beads. Explore paper weaving using a plain weave – know what the warp and weft threads are. Experience and explore tie-dye. Create dyes using natural materials e.g. onion skins, red cabbage. 	<ul style="list-style-type: none"> Weaving – set up a simple loom with warp threads. Weave weft threads through warp to create the woven piece. Design and create a print for fabric. Use a variety of stitches e.g. running stitch, cross stitch, over stitch, back stitch. Explore the effects of stitching and embellishments. Explore and experience batik.
fabric texture -soft, smooth, furry, bumpy, rough etc. feel thread needle stitch decorate weave -under, over collage glue stick tear cut	texture surface needle eye fabric cloth overlap layer arrange rearrange fabric pens/crayons apply buttons beads collage	natural fibres synthetic fibres/man-made fibres ply thread cross stitch / back stitch running stitch fabric construction / deconstruction twisting / fraying knotting / plaiting yarn weaving / loom warp weft template embellishment sequin texture vocabulary – coarse, fine, glossy, matt dye tie dye colourfast / natural dye	natural fibres – cotton, wool, silk synthetic fibres – nylon polyester plain weave satin weave twill weave montage assemblage over stitch blanket stitch selvedge design felt

Print: Skills & Vocabulary





PRINT TOOLS – rubbing plates, found natural/man-made objects, stencils, string, fruit/vegetable, relief prints, monoprints, block prints, brayer/roller, impressed printing.
USEFUL ARTISTS
Andy Warhol, Hokusai, William Morris, Roy Lichtenstein, Henri-de Toulouse-Lautrec, Mark Hearld.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none">• Rubbings – use a variety of objects to create rubbings.• Print using natural objects e.g. leaves, fruits and vegetables.• Print using man-made objects e.g. Lego, cars, corks.• Stencils – enjoy the creation of a print using stencils – look at/discuss shapes used to create the pictures.• Create pictures from printing – use of an object/s to create an image.• Create patterns.• Explore finger, hand and foot printing.	<ul style="list-style-type: none">• Print using 'found objects' – natural and man-made, hard and soft materials.• Impressed print – using play dough/clay.• Identify objects that have printed images – books, comics, posters etc.• Create pictures from printing objects – use of different objects to portray different things in image.• Create patterns – random and repeat.• Explore string, tyre, sponge and roller printing.	<ul style="list-style-type: none">• Identify and create a regular/repeat pattern.• Identify and create irregular/random patterns.• Create a simple monoprint – 'butterfly 'print.• Explore and create radial patterns.• Print using objects.• Design and create a polystyrene print plate.• Print with a polystyrene print plate.• Create work from printing-using the edges of cardboard – differing in length and thicknesses.• Create relief plate using card and foam shapes.	<ul style="list-style-type: none">• Explore and create a variety of monoprints (a method where no two prints will be the same).• Design, create and print a relief plate suitable for a repeat pattern.• Explore carving into potatoes to create prints.• Explore use of more than one colour when printing.• Design, create, and print an image suitable for a card.
rubbing print -makes a copy stencil pattern picture finger, hand, foot	found objects natural objects impressed print printed images patterns random repeat string tyre roller	print plate regular irregular circular radial mandalas relief prints texture print for purpose	monoprints relief plates block print impressed prints polystyrene tiles etch multiple colours turn rotate emboss

Sculpture: Skills & Vocabulary



SCULPTING TOOLS - clay, papier Mache, wire, pipe cleaners, plaster of Paris, mod roc, dough, paper, recycled objects, soap,
USEFUL ARTISTS
Barbara Hepworth, Henry Moore, Alberto Giacometti, Alexander Calder, Jeff Koons, Michelangelo, Andy Goldsworthy.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none">• Explore a variety of 3D experiences, play and experiment with a range of tools and materials – build and take things apart. Talk about what they are doing.• Develop skills in relation to purpose, solve problems.• Talk, write, and draw ideas.• Manipulate and explore a range of malleable materials in a variety of ways e.g. rolling, kneading, joining, pinching etc.• Impress and apply decoration to a malleable material.• Experiment with constructing and joining recycled, natural and man-made materials.• Use masking tape to join materials.• Use glue to join materials.• Use scissors and tools safely.	<ul style="list-style-type: none">• Know what a sculpture is.• Continue to experiment with malleable media.• Manipulate malleable materials by e.g. rolling, kneading, and pinching.• Use tools and objects to apply different textures to malleable materials.• Apply finishes to sculptures e.g. paint.• Be aware of using tools and equipment safely.• Explore creating using recycled materials.• Explore use of different materials to attach objects together.• Use pipe cleaners, paper, card etc. to create forms.• Shape, form, construct and model from observation and imagination.	<ul style="list-style-type: none">• Work in a safe, organized way, caring for equipment.• Work with increased confidence with malleable materials – roll, shape, coil, create balls etc.• Construct a simple base for extending and modelling other shapes.• Develop techniques to join two parts successfully. E.g. in clay score and slip,• Develop language appropriate to sculpting techniques and skills.• Start to develop ideas and from different sources.• Create drawings with annotations as a way to plan sculptural work.• Begin to adapt work as and when necessary and explain why.	<ul style="list-style-type: none">• Continue to model and develop work through a combination of methods e.g. in clay - roll, shape and join.• Gain experience in modelling over an armature e.g. newspaper frame for mod roc, papier-mache over wire.• Create drawings to develop and plan ideas, annotating these.• Explore carving (with soap), developing shapes and textures.• Explore line and shape using wire.• Adapt work and methods as necessary and be able to explain change of plans.

<p>construction solid join positional vocabulary such as on top, next to. 3 dimensional put together take apart malleable materials – roll, pinch, flatten, cut, cutter, knead tools and media – materials, glue, tape, stick</p>	<p>clay pinch roll knead impress shape form model apply recycled construct imagination observation change</p>	<p>malleable clay join slip score pressure techniques adapt alter source sculpt base extend</p>	<p>coil slab sculptural forms annotate armature papier mache mod roc carve wire twist shape bend loop improve revisit</p>
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Response to Art: Skills & Vocabulary



To their own art, to peer art and work by famous artists, designers and craftspeople.

NB

Describe – can mean verbally and/or in the form of annotations alongside their work.

Annotation in creative journals should be encouraged from KS1 – even if this is just writing a few key words.

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Talk about their own work, how they feel about it, how they created it etc. Talking about likes and dislikes about a variety of art forms. Describe varying art forms. 	<ul style="list-style-type: none"> Describe likes and dislikes of their work, work of their peers and others. Describe their own art. Describe art works by others. Describe how they feel about their own work. Describe how they might change their piece if they were to do it again e.g. make it bigger, use different colours etc. Start to use some of their newly acquired 'art' related vocabulary when describing their artwork and that of others e.g. use of different kind of marks, use of primary colours, use of textures etc. 	<ul style="list-style-type: none"> Use more specific 'art' vocabulary when describing their art, work of their peers and others. Describe how a piece of art makes them feel, why? Describe how a piece of art looks. Describe why they themselves/other artists have chosen to do things in a particular way e.g. to draw the eye to a particular area. Describe what they learned creating their art. Describe difficulties that arose and how they overcame these. Describe how they may use their work to inform a new piece of art. 	<ul style="list-style-type: none"> Describe choices they themselves as artists had to make whilst creating a piece and choices they think other artists had to make. Describe a piece of art to someone who has never seen it (Use art vocabulary). Think about questions you would ask an artist to find out more about their work. Think about/discuss titles of art pieces. Start to talk about art work in response to other pieces/artists they have seen.

Drawing Books: Skills & Vocabulary

Nursery & EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> Explorations through continuous provision. 	<ul style="list-style-type: none"> Record practice of skills. Exploration of tools and materials. Exploration of colour Information about artists. Start some key word annotations. 	<ul style="list-style-type: none"> Bring in work from home to add. Writing annotations to go along with drawings, experimentations etc. Use of journals to record trips, visits, outdoor experiences etc. 	<ul style="list-style-type: none"> Plan and develop ideas. Own research into artists and areas of interest. More annotations and notes whilst experimenting etc. More thoughts on their own/others' pieces.
draw sketch record	practise try out review like dislike	explore experiment improve make notes sources of information adapt	annotate feelings techniques adapt compare style influence message feedback refine research

[Meet Some Artists! | Tate Kids](#) - useful link for children to explain some of the artists

[Last Chance to Paint | environmental art project for schools](#) – connecting children to the environment – online paint-along sessions

[Downloads — Darrell Wakelam](#) – Cardboard & junk modelling artist