



Great Ponton's Art Curriculum

To ignite and develop creativity through different expressive forms and application of skills.

As Art is a broad-ranging subject, we have designed Great Ponton's Art and Design curriculum with careful consideration to the different elements. We wanted to ensure that we had the correct balance of breadth and depth as well as ensuring that our curriculum was relevant to the children and included local links. Our children's Art journey begins in EYFS and is carefully mapped throughout school, with knowledge building year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more. We chose to break down our knowledge into 5 key areas: *Drawing, Painting and mixed media, Sculpture and 3D, Craft and Design, Formal Elements of Art (Colour, Form, Shape, Line, Pattern, Texture and Tone)*.

When designing our Art and Design curriculum, we identified key concepts which run throughout our curriculum. These concepts help both teachers and children to group Art knowledge into more manageable units which helps to draw out the links between ideas and processes as children progress through school.

Content Knowledge	Key Concepts/Golden Strands
Drawing	Generating ideas
Painting and mixed media	Sketch Books
Sculpture and 3D	Making Skills
Craft and design	Knowledge of Artists
Formal Elements	Evaluating and Analysing

Great Ponton's Curriculum Overview – Art – Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing Portraits		Kapow: Painting and mixed media – Colour Splash		Kapow: Sculpture and 3D – Paper Play	
Y1/2	Drawing Portraits		Kapow: Painting and mixed media – Colour Splash		Kapow: Sculpture and 3D – Paper Play	
Y3/4	Drawing portraits. Painting Coats of Arms		KAPOW: Drawing: Power Prints. (Roman Mosaics)		KAPOW - Craft and design: Ancient Egyptian scrolls	
Y5/6	Seascapes- pastels Investigating and creating seascapes		Collage- Anglo Saxon Crosses Investigating the art and sculpture of the past			Architecture Investigating the built environment through drawing and printmaking,

Great Ponton's Curriculum Overview – Art – Cycle A			
	Autumn	Spring	Summer
EYFS	Enquiry Question: How to draw what people look like?	Enquiry Question: How to make colours?	Enquiry Question: What is a sculpture?
	Intent: Children will know how to hold drawing tools such as pencils, crayons, felt tips and pens. Children will know how to use drawing tools to make marks. Children will be able to select drawing tools for certain purposes.	Intent: Children will know what we use a paint brush for. Children will know how to hold a paint brush. Children will be able to paint with tools other than a paintbrush. Children will be able to transfer and print with paint using their own ideas.	Intent: Children will be able to mould and manipulate materials to create a sculpture/object. Children will be able to mould materials to form shapes e.g. ball, tube, disc.

	<p>Children will be able to names of different types of lines (straight, wavy, circular/curvy).</p> <p>Children will know how to create different lines.</p> <p>Children will be able to look closely at the features of objects and people.</p> <p>Children will be able to draw accurate representations of objects and people.</p>	<p>Children will be able to name colours.</p> <p>Children will know that when colours are mixed, new colours are created.</p> <p>Children will be able to independently mix colours.</p> <p>Children will know that brushes need to be clean before using a new colour.</p> <p>Children will know to dip paint brushes into water to clean them.</p> <p>Children will know to dab paint brushes onto paper towels to dry them.</p>	<p>Children will know that different tools have different uses and can create a variety of effects.</p> <p>Children will be able to impress and apply simple decoration using a variety of tools.</p> <p>Children will know how to build a construction/ sculpture using a variety of objects from observation and/or imagination e.g. recycled, natural and manmade materials.</p> <p>Children will consider and think about their final outcome before starting the making process.</p>
	<p>Future Learning:</p> <p>Children will be able to use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Children will develop observational skills to look closely and reflect surface texture through mark-making.</p>	<p>Future Learning:</p> <p>Children will know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Children will know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>	<p>Future Learning:</p> <p>Children will be able to explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>
Year 1/2	<p>Enquiry Question:</p> <p>How to draw what people look like?</p>	<p>Enquiry Question:</p> <p>How to make colours?</p>	<p>Enquiry Question:</p> <p>What is a sculpture?</p>
	<p>Builds on:</p> <p>Children will develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Children will be able to explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Further develop mark-making within a greater</p>	<p>Builds on:</p> <p>Children will know that the primary colours are red, yellow and blue. Children will know that primary colours can be mixed to make secondary colours.</p> <p>Children will know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place.</p>	<p>Builds on:</p> <p>Children will begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Children will be able to use their hands to manipulate a range of modelling materials, including paper and card..</p> <p>Children will explore how to join and fix materials in place. Children will create 3D forms to make things from their</p>

	<p>range of media, demonstrating increased control. Children will develop observational skills to look closely and reflect surface texture through mark-making.</p>		<p>imagination or recreate things they have seen. Children will develop understanding of sculpture to construct and model simple forms.</p>
	<p>Future Learning: Children will begin to draw with expression and begin to experiment with gestural and quick sketching. Children will develop drawing through further direct observation.</p>	<p>Future Learning: Children will begin to know that paint colours can be mixed using natural substances.</p>	<p>Future Learning: Children will be able to generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>
	<p>Year 3/4</p>	<p>Enquiry Question: How to draw a portrait?</p>	<p>Enquiry Question: How do you create prints?</p>
	<p>Builds on: Children will be able to draw with expression and begin to experiment with gestural and quick sketching. Children will be Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Children will be able to apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Builds on: Children to know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Children will know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Children will know that symmetry can be used to create repeating patterns. Children will know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>Builds on: Children will be able to use subject vocabulary to describe and compare creative works. Children will use their own experiences to explain how art works may have been made. Children will use subject vocabulary confidently to describe and compare creative works, and use their own experiences of techniques and making processes to explain how art works may have been made.</p>
	<p>Future Learning: Children will begin to draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p>	<p>Future Learning: Children will begin to know that pattern can be created in many different ways</p>	<p>Future Learning: Children will begin to research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>

Year 5/6	<p>Enquiry Question: What is a Seascape?</p>	<p>Enquiry Question: How has sculpture changed over time?</p>	<p>Enquiry Question: What is a built environment?</p>
	<p>Builds on: Children will be able to use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Children will begin to apply known techniques with a range of media, selecting these independently in response to a stimulus. Children will be able to draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Builds on: Children will be able to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Children will begin to investigate how scale, display location and interactive elements impact 3D art. Children will begin to use personal plans and ideas to design and construct more complex sculptures and 3D forms.</p>	<p>Builds on: Children will be able to design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Children to be able to extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>
	<p>Future Learning: See KS3/4 Grid below.</p>	<p>Future Learning: See KS3/4 Grid below.</p>	<p>Future Learning: See KS3/4 Grid below.</p>

Great Ponton's Curriculum Overview – Art– Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Kapow: Painting and mixed media - Life in colour		Kapow: Craft and design - Map it out		Kapow: Sculpture and 3D - Clay houses	
Y1/2	Kapow: Painting and mixed media - Life in colour		Kapow: Craft and design - Map it out		Kapow: Sculpture and 3D - Clay houses	
Y3/4	KAPOW: Painting and mixed media - Prehistoric Painting		KAPOW: Drawing: Growing Artists		KAPOW: Sculpture and 3D.	
Y5/6	Sculpture and 3D: Interactive installation		Drawing- Make my voice heard		Painting and Mixed Media: Portraits	

Great Ponton's Curriculum Overview – Art Cycle B			
	Autumn	Spring	Summer
EYFS	Enquiry Question: How do we make colour?	Enquiry Question: How to create 3D pictures?	Enquiry Question: How to create a sculpture?
	Intent: Children will be able to name colours. Children will know that when colours are mixed, new colours are created. Children will be able to independently mix colours. Children will know that brushes need to be clean before using a new colour. Children will know to dip paint brushes into water to clean them.	Intent: Children will know that materials can have different textures, patterns etc. Children will know that we can touch to feel the different textures. Children will begin to use Key vocabulary; smooth, soft, bumpy, hard, materials.	Intent: Children will know how to effectively use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Children will know how to build a construction/ sculpture using a variety of objects from observation and/or imagination e.g. recycled, natural and manmade materials.

	Children will know to dab paint brushes onto paper towels to dry them.		Children will consider and think about their final outcome before starting the making process.
	Future Learning: Children will know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside.	Future Learning: Children will make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	Future Learning: Create 3D forms to make things from their imagination or recreate things they have seen. Develop understanding of sculpture to construct and model simple forms.
Year 1/2	Enquiry Question: How do we make colour?	Enquiry Question: How to create 3D pictures?	Enquiry Question: How to create a sculpture?
	Builds on: Children will know that the primary colours are red, yellow and blue. Children will know that primary colours can be mixed to make secondary colours. Children will know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place.	Builds on: Children will begin to explore their own ideas using a range of media. Children will begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Builds on: Children will begin to develop understanding of sculpture to construct and model simple forms. Children will be able to use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Children will develop basic skills for shaping and joining clay, including exploring surface texture..
	Future Learning: Children will begin to know that paint colours can be mixed using natural substances.	Future Learning: Children will begin to learn a new making technique (paper making) and apply it as part of their own project.	Future Learning: Children will be able to plan and think through the making process to create 3D forms using a range of materials.
Year 3/4	Enquiry Question: What is prehistoric painting?	Enquiry Question: What makes a good artist?	Enquiry Question: How to create a sculpture?
	Builds on: Children will explore the way paint can be used in different ways to create a variety of effects. Children will develop greater skill and control when using paint to depict forms,	Builds on: Children will use subject vocabulary to describe and compare creative works. Children will use their own experiences to explain how art works may have been made.	Builds on: Children will be able to plan and think through the making process to create 3D forms using a range of materials. Children will begin to shape materials for a purpose, positioning and joining

	<p>eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Children will work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Children will begin to use subject vocabulary confidently to describe and compare creative works.</p>	<p>materials in new ways (tie, bind, stick, fold). Children will begin to experiment with combining found objects and recyclable material to create sculpture, and Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p>
	<p>Future Learning: Children will be experimenting with techniques used by other artists.</p>	<p>Future Learning: Children will begin to use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Future Learning: Children will begin to respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>
Year 5/6	<p>Enquiry Question: What are art installations?</p>	<p>Enquiry Question: What are the different styles of art?</p>	<p>Enquiry Question: What makes a good portrait?</p>
	<p>Builds on: Children will be able to combine a wider range of media, eg photography and digital art effects. Children will be able to manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Children will begin to work in a sustained way over several sessions to complete a piece. Children will be able to analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p>	<p>Builds on: Children will be able to research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Children will begin to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Builds on: Children will be able to apply known techniques with a range of media, selecting these independently in response to a stimulus. Children will draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Children will draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Children will begin to apply new drawing techniques to improve their mastery of materials and techniques.</p>
	<p>Future Learning: See KS3/4 Grid below.</p>	<p>Future Learning: See KS3/4 Grid below.</p>	<p>Future Learning: See KS3/4 Grid below.</p>

KS3/KS4 National Curriculum Objectives.

To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

To use a range of techniques and media, including painting.

To increase their proficiency in the handling of different materials.

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

To find about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.