

# Eastwood Community School's Art and DT curriculum (Expressive Arts and Design)



A Pre-school artist and designer:	A Nursery artist and designer:	A Reception artist and designer:
<ul style="list-style-type: none"> <li>• <b>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</b></li> <li>• <b>Start to make marks intentionally.</b></li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• <b>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</b></li> <li>• <b>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</b></li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• <b>Develop their own ideas and then decide which materials to use to express them.</b></li> <li>• <b>Join different materials and explore different textures. describe the texture of things. (smooth, shiny, rough, prickly, flat, soft, hard)</b></li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• <b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• <b>Explore colour and colour-mixing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• <b>Create collaboratively, sharing ideas, resources and skills.</b></li> <li>• <b>Safely use and explore a variety of materials, tool and techniques.</b></li> <li>• Experiments with colour, design, texture, form and function.</li> <li>• <b>Uses vocabulary to describe their observations of texture, colour and shape. (smooth, shiny, sharp, soft, patterned, jagged, bumpy),</b></li> <li>• Shares their creations, explaining the process they have used.</li> <li>• <b>Manipulates materials to achieve planned effect. (eg. changes of properties of media if they become wet or dry.)</b></li> </ul>
<p>Vocabulary: patterns, contrast, mark make, express, explore, paint, brush, senses, manipulate, materials, imagination, models, ideas.</p>	<p>Vocabulary: develop, join, describe, smooth, shiny, rough, prickly, flat, soft, hard, create, shapes, represent, circle, line, movement, emotions, drawings, paintings, colour, colour-mixing.</p>	<p>Vocabulary: refine, artist, feelings, build, collaborate, skills, tools, techniques, texture, form, function, observe, sharp, patterned, jagged, bumpy, creations, explain, manipulate, media, properties</p>
<p>Cultural Capital: Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street)</p>	<p>Cultural Capital: Visit a museum, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street)</p>	<p>Cultural Capital: Visit a museum, Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street)</p>

# Eastwood Community School

## Art Curriculum



A year 1 artist:	A year 2 artist:	A year 3 artist:
<ul style="list-style-type: none"> <li>Show how people feel in paintings and drawings.</li> <li>Create moods in my art work <b>using different colours and textures.</b></li> <li>Use pencils to create lines of different thickness in my drawings.</li> <li><b>Name the primary and secondary colours.</b></li> <li>Create a repeating pattern in print.</li> <li>Cut, roll and coil materials <b>such as card, paper, felt and pipe cleaners.</b></li> <li>Use IT to create a picture.</li> <li><b>Describe what I can see in a piece of artwork.</b></li> <li>Give an opinion about the work of an artist <b>saying what I like or dislike about a piece of art.</b></li> <li>Ask questions about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li><b>Choose between different media including felt-tips, pencils or paintbrushes to create lines of differing thickness.</b></li> <li>Use charcoal, pencil <b>and/or</b> pastel to create art.</li> <li><b>Use a viewfinder to focus on a specific part of an artefact before drawing it.</b></li> <li><b>Mix paint to create all the secondary colours.</b></li> <li><b>Create brown with paint.</b></li> <li><b>Create tints with paint by adding white.</b></li> <li><b>Create tones with paint by adding black.</b></li> <li>Create a printed piece of art by pressing, rolling, rubbing and stamping <b>using vegetables, sponges and textured objects.</b></li> <li>Make <b>and paint</b> a clay pot.</li> <li>Join two clay finger pots together.</li> <li>Use different effects within an IT paint package.</li> <li><b>Discuss</b> how artists have used colour, pattern and shape.</li> <li>Create a piece of art in response to the work of <b>an</b> artist.</li> <li><b>Say what I like and dislike about a piece of artwork (mine, peers or artists).</b></li> </ul>	<ul style="list-style-type: none"> <li>Show facial expressions in my art <b>using line, shape and colour.</b></li> <li>Use sketches to produce a final piece of art.</li> <li><b>Use different grades of pencil to shade and to show different tones and textures.</b></li> <li>Create a background using a wash.</li> <li><b>Use a range of brushes to create different effects in painting.</b></li> <li><b>Identify the techniques used by different artists.</b></li> <li>Use digital images and combine with other media in my art.</li> <li><b>Use IT to create art which includes my own work and that of others.</b></li> <li><b>Compare the work of different artists.</b></li> <li><b>Recognise when art is from different cultures.</b></li> <li><b>Recognise when art is from different historical periods.</b></li> <li><b>Create a piece of artwork and explain how an artist, culture and/or historical periods has influenced my artwork.</b></li> <li><b>Express thoughts and feelings about a piece of artwork.</b></li> <li><b>Identify strengths of my artwork and how I could/can improve.</b></li> </ul>
Vocabulary: moods, thickness, primary, secondary, repeating patterns, cut, roll, coil, card, paper, felt, pipe cleaners, opinion, questions.	Vocabulary: Media, charcoal, pastel, viewfinder, artefact, tints, tone, pressing, rolling, rubbing, stamping, clay, discuss, artists.	Vocabulary: expression, line, shape, colour, sketches, shade, texture, wash, effects, techniques, digital images, create, compare, cultures, historical periods, strengths, improve.
Cultural Capital: Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street)	Cultural Capital: Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, Great fire of London landscapes, visit small world (Russell Street)	Cultural Capital: Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, create fossil rubbings, create cave paintings, visit small world (Russell Street), WW1 propaganda posters.

A year 4 artist:	A year 5 artist:	A year 6 artist:
<ul style="list-style-type: none"> <li>• Show facial expressions and body language in sketches and paintings.</li> <li>• Use marks and lines to show <b>tone, shade</b> and texture in my art.</li> <li>• Use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• Show reflections in my art.</li> <li>• Print onto different materials using at least four colours.</li> <li>• Sculpt clay and other mouldable materials.</li> <li>• Integrate my digital images into my art, <b>using different devices such as cameras and iPads.</b></li> <li>• <b>Identify</b> the styles used by other artists <b>and experiment with these developing artistic style.</b></li> <li>• Explain some of the features of art from historical periods and <b>cultures.</b></li> <li>• <b>Experiment with artistic styles from different historical periods and cultures, identifying specific techniques used.</b></li> <li>• <b>Evaluate my artwork.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use shading to successfully create mood and feeling.</li> <li>• <b>Complete a detailed sketch using pencil to create tone, shade and texture.</b></li> <li>• <b>Organise line, tone, shape and colour to represent figures and forms in movement.</b></li> <li>• Use shading <b>and colour</b> to create mood and feeling.</li> <li>• Express emotion in my art <b>through use of colour, lines and shading.</b></li> <li>• <b>Create an accurate print design following criteria.</b></li> <li>• <b>Use images which I have created, scanned and found; altering them where necessary to create art.</b></li> <li>• Research the work <b>and life</b> of an artist and use their work to replicate/<b>develop</b> a style.</li> <li>• <b>Experiment with artistic styles from different historical periods and cultures and explain how these have influenced my artwork.</b></li> <li>• <b>Evaluate my artwork and the artwork of others.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why I have used different tools <b>and materials</b> to create art <b>and evaluate their effectiveness.</b></li> <li>• <b>Explain why I have chosen specific techniques to create my art.</b></li> <li>• Explain <b>and evaluate</b> the style of my work and how it has been influenced by a famous artist, <b>historical periods and cultures.</b></li> <li>• <b>Compare the work of different artists identifying similarities and differences.</b></li> <li>• <b>Over print to create different patterns.</b></li> <li>• <b>Use feedback to make amendments and improvement to my art.</b></li> <li>• Use a range of e-resources to create art.</li> <li>• <b>Evaluate my artwork and the artwork of others using subject specific vocabulary such as tone, texture, shade, shadow.</b></li> <li>• </li> </ul>
Vocabulary: body language, represent, figure, form, movement, sculpt, mouldable materials, integrate, identify, experiment, style, features, evaluate.	Vocabulary: mood, feeling, emotions, accurate, design, criteria, scanned, altering, replicate, develop, influenced.	Vocabulary: effectiveness, specific, similarities, differences, over print, feedback, amendments.
Cultural Capital: Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street), Create a Roman sculpture, Create a mosaic, create a class art gallery, visit Salts Mill gallery.	Cultural Capital: Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street), create a class art gallery, visit Salts Mill gallery, create Greek urns and art.	Cultural Capital: Visit an art gallery, Create a class collage, Create a piece of artwork for an exhibition, whole school art day, have a local artist visit, visit small world (Russell Street), create a class art gallery, visit Salts Mill gallery, explore art from China and the United States