

Art & Design

Rationale behind the sequencing and structure of Art and Design curriculum at Montpelier

Key points to note:

- Drawing, painting, sculpture and other art, craft and design techniques and skills are integrated into units and pupils develop these further each year
- The school ethos of BASICS is a positive undercurrent and is referenced throughout units
- Pupils have opportunities in each phase to use visual and tactile elements and materials with a focus on developing increased confidence.
- All units support pupils to develop the ability to control materials, tools and techniques;
- All units include understanding the work of great artists, craft makers or designers, and the historical and cultural development of their art forms
- Evaluation and analysis of creative works using the language of art, craft and design is incorporated and pupils develop these further each year
- Pupils have the opportunity to record from first-hand experience and from imagination.
- Pupils develop creativity and imagination through a range of complex activities and have opportunities to select their own ideas for use in their work.
- Each phase builds on previous experiences to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- Building Learning Power skills are incorporated in all units to support pupils to reflect and evaluate on their own habits of learning in art and design

Drawing Painting Printing Sculpture Collage Textile

Reception All art topics/skills are developed continuously throughout the year. There is no specific time when a skill is taught and children complete creative and art style activities every day as part of our self-accessible art area.

Collage and exploring different mediums – The children have access to a range of collage materials from the creative area. To begin with, the children can freely collage however as the year goes on, the collage becomes more specific. i.e. collaging a house – what do you need for the roof, bricks, windows etc.

Colour mixing – A stand-alone taught session is given about colour mixing. The children are exposed to the language of primary and secondary colours and are given time to explore what happens when they mix primary colours. They also have access to paint throughout the entire year and can independently explore what happens when they mix colours.

Printing – We use stamps, vegetables, Numicon, sponges and more for the children to print with. They can access these independently from our creative areas.

Malleable resources – during the autumn and early spring terms, the children have access to playdough and cutters/rollers to go alongside. When we move into the 2nd half of the spring term and summer term, we move onto plastacine which is more difficult for the children to manipulate.

Still life – Exploring different artists (Monet) to create our own still life drawings/paintings using watercolours, oil pastels and paint.

Making puppets – Puppets are usually part of our room plan of activities and come under various topics (people who help us, animals, dinosaurs etc.) but all materials are always available for children to make them independently.

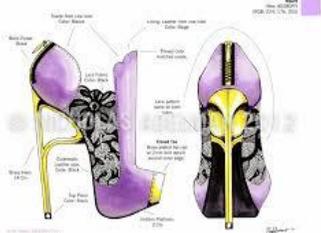
	<p>EYFS objectives (Statutory framework):</p> <ul style="list-style-type: none"> • It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. • The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe <p>ELG:</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 • Make use of props and materials when role playing characters in narratives and stories. 		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	<p><u>Learning theme: Self-Portraits (Drawing)</u></p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • 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. • Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills focus:</p> <p>Taught artists: Vincent Van Gogh and Frieda Kahlo</p> <ul style="list-style-type: none"> • Pencil Skills: straight lines, wavy lines, swirls, zig zag lines. Varying pressure: light to dark. 	<p><u>Learning theme: Colour mixing (Painting)</u></p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • 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. • Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills focus:</p> <p>Taught artists: Wassily Kandinsky, Piet Mondrian</p> <ul style="list-style-type: none"> • Paint skills: primary colours, mixing secondary colours, tints and shades, how to hold a paintbrush correctly, paintbrush control. 	<p><u>Learning theme: Clay Houses (Sculpture – Ceramic/Collage)</u></p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • 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. • Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills focus:</p> <p>Taught artists: Louise Goodman and Grayson Perry</p> <ul style="list-style-type: none"> • Clay skills: Kneading, rolling, flattening and coiling clay. • 3D observation of Bomas of Kenya • Collage: adding texture by mixing materials

	<ul style="list-style-type: none"> • Crayon skills: differing pressure (light/heavy) and how this impacts marks made • Proportion, observational drawing. <p>Key vocabulary: mark-making, proportion, observational drawing, pressure, self-portrait, portrait</p>	<ul style="list-style-type: none"> • Use inspiration from famous, notable artists to create their own work and compare <p>Key vocabulary: primary colour, secondary colour, tint, shade, paintbrush, brushstroke</p>	<p>Key vocabulary: kneading, rolling, coiling, joining, score, sculpture, sculptor 3D, shape</p> <p>Links to the curriculum: Geography (Kenya – Africa) English (Handa’s Surprise/Too Much Talk)</p>
<p>Year 2</p>	<p>Learning theme: Silhouettes (Drawing)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills focus: Taught artists: Nancy Poucher, John Barber</p> <ul style="list-style-type: none"> • Background – soft pastels: using the side/point, blending, scumbling, hatching and cross hatching (with fingers, cotton buds, paintbrushes or tissues) • Foreground – Pencil/Scissor skills (silhouette): straight, diagonal, curved lines. <p>Key vocabulary: blending, scumbling, layering, line, texture, silhouette, soft pastels, side, point, pigment</p> <p>Links to the curriculum: History (Great Fire of London) D&T (Bread – Thomas Farynor, Great Fire of London)</p>	<p>Learning theme: Nature (Sculpture/Collage)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills focus: Taught artists: Andy Goldsworthy (Reading Task – How does Andy Goldsworthy share his art work with people? How is an installation different to a sculpture?)</p> <ul style="list-style-type: none"> • Sculpture/Collage: Sorting natural resources in different ways (colour, size, shape, and texture), and constructing spirals and pathways. • Make comparisons – similarities/differences between their sculpture and those created by Andy Goldsworthy. <p>Key vocabulary:</p>	<p>Learning theme: Postage Stamp (Printing - Relief)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills focus: Taught artists: Katsushika Hokusai</p> <ul style="list-style-type: none"> • Printing: Use a variety of materials to print e.g. sponge, fruit, string, cardboard (block/collage block printing), draw an image on foam board and print using ink. • Drawing: Trace the outline of an image. <p>Key vocabulary: printmaker, relief printing, block printing, stamping, rubbing, collage block printing, shape, colour, texture, line, woodcut, screen printing, outline</p> <p>Links to the curriculum: English (The Day the Crayons Quit, Letter Writing)</p>

	<p>English (Non Chronological Reports, Great Fire of London)</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>	<p>sculpture, sculptor, installation, natural materials, shape, pattern, texture, place, arrange</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>	<p>Link to BASICS:</p> <p>Link to EYFS:</p>
<p>Year 3</p> <p>Possible trip: https://www.artistsinschools.co.uk/</p>	<p>Learning theme: Cave Painting (Drawing/Painting)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus: Examples of Prehistoric art: Cave of Altamira in Spain</p> <ul style="list-style-type: none"> Oil Pastel Skills: Holding it near the point - heavy pressure/light pressure blending, linear marks (dots, wavy lines, straight lines), side strokes Paint skills: Applying paint with different materials (sponge), create different textures with paint (adding sand) <p>Key vocabulary: line, textured surface, sand, sponge, shape, oil pastel, stencil, outline, blending, point, side</p> <p>Links to the curriculum: History (Prehistory)</p>	<p>Learning theme: Greek Pottery (Sculpture-Ceramic/Painting)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus: Examples of Greek pottery</p> <ul style="list-style-type: none"> Clay skills: Create a pinch pot, using water/thumb to seal, smooth and secure clay handles and clay base Paint skills: Use different paintbrushes to create different marks (thin paintbrush) <p>Key vocabulary: rolling, kneading, pinch pot, modelling, lip, base, handles, score, water, brushstroke, paintbrush, pattern, mark-making, join.</p> <p>Links to the curriculum: History (Ancient Greece)</p>	<p>Learning theme: Weaving (Textiles)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus: Taught artists: Anni Albers (Reading Task – What countries inspired Anni’s artwork? How does she produce her artwork?)</p> <ul style="list-style-type: none"> Textile skills: Select appropriate materials (twine/wool), show a pattern by weaving, use a dyeing technique to alter a textile’s colour and pattern (as a class), use fabric crayons for colour and design <p>Key vocabulary: dye, natural, synthetic, fabric crayons, weaving, woven, weaving loom, decoration, batik, wax resist, complimentary colours, tie-dye</p>

	<p>English (Non-Chronological Reports, Skara Brae)</p> <p>Link to BASICS</p> <p>Link to EYFS</p>	<p>English (Greek Myths)</p> <p>Link to BASICS</p> <p>Link to EYFS</p>	<p>Link to BASICS</p> <p>Link to EYFS</p>
<p>Year 4</p>	<p>Learning theme: Insects (Sculpture/Drawing)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus:</p> <p>Taught artists: Emilie Galle, Lorenzo Possenti, Jennifer Angus</p> <ul style="list-style-type: none"> Sculpture skills: Scrunch and tape newspaper into different shapes, papier mache to strengthen and smooth sculpture, and add materials to the sculpture to create detail (use of wire/straws to create moveable aspects of sculpture, netted material to create wings) Pencil skills: Record their observations of an insect, sketch – soft/hard lines, curved/straight lines <p>Key vocabulary:</p> <p>sculpture, sculptor, 2D, 3D, shape, form, papier mache, join, observational drawing</p>	<p>Learning theme: Aboriginal Art (Painting)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus:</p> <p>Examples of Aboriginal Art (Reading Task – Why was Art important to the indigenous Australians? What did they paint on? What tools did they use to create their Art?)</p> <ul style="list-style-type: none"> Painting skills – Use varied brush techniques to create shapes (round/flat paintbrush, cotton bud), textures, patterns and lines (aboriginal symbols), primary and secondary colours and colour mixing, tints and shades <p>Key vocabulary:</p>	<p>Learning theme: Movement (Collage)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus:</p> <p>Taught artists: Henry Matisse, Monir Shahroudy Farmanfarmaian, M.C. Escher</p> <ul style="list-style-type: none"> Collage: Overlapping/Tessellation, geometric/organic shapes, positive and negative image Colour Wheel: Complimentary colours

	<p>Links to the curriculum: Science (Living Things and Their Habitats)</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>	<p>round paintbrush, flat paintbrush, dot painting, primary colour, secondary colour, tint, shade, symbols, line, blending</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>	<ul style="list-style-type: none"> Use inspiration from famous artists to replicate a piece of work, make comparisons – similarities/differences between their sculpture and those created by taught artists. <p>Key vocabulary: overlapping, tessellation, shape, form, texture, geometric, organic, positive image, negative image, mosaic, complementary colours</p>
<p>Year 5</p>	<p>Learning theme: Perspective – Cityscapes (Drawing)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus: Taught artists: Paul Cezanne, Filippo Brunelleshi (Reading Task – Who first used perspective in their paintings? For how many centuries has perspective been used to create the illusion of depth?)</p> <ul style="list-style-type: none"> Pencil skills: Value scale – hatching and cross hatching, observational skills, use a compass to create a circle 	<p>Learning Theme: Seascape (Printing - Monoprint)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus: Taught artists: Andy Warhol, Naum Gabo</p> <ul style="list-style-type: none"> Pencil skills: hatching to create texture Monoprinting: Additive and Subtractive method, use of different tools to apply ink e.g. ink roller, paintbrush <p>Key vocabulary:</p>	<p>Learning theme: Water (Painting - Water colour)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. <p>Skills focus: Taught artists: Claude Monet</p> <ul style="list-style-type: none"> Painting skills: Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, and water colours) to create visually interesting pieces. <p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, water colour</p>

	<ul style="list-style-type: none"> • Perspective: Orthogonal lines, horizon, vanishing point, how detail diminishes towards the vanishing point <p>Key vocabulary: perspective, horizon, orthogonal lines, vanishing point, observational drawing, cross hatching, hatching, value, line, soft, heavy, pressure, compass</p> <p>Links to the curriculum: History/Geography (Local Area – London)</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>	<p>mono-print, screen-print, additive method, subtractive method, hatching, line, shape, texture, pressure, ink</p> <p>Links to the curriculum: Geography (Isle of Wight)</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>	<p>Links to the curriculum: Geography (Rivers)</p> <p>Link to BASICS:</p> <p>Link to EYFS:</p>
<p>Year 6</p>	<p>Learning theme: Pointillism/Self-Portraits (Painting)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • To learn about great artists, architects and designers in history. <p>Skills focus: Taught artists: Roy Lichtenstein, Andy Warhol (Reading Task – What type of printing did Andy Warhol use? What did this technique involve? What popular culture references did Andy Warhol use within his work?)</p> <ul style="list-style-type: none"> • Painting skills – Use of tools to create different sized dots (cotton buds, pencil rubber, toothpick), light and dark values of a primary colour, use of different paintbrushes for different sections. 	<p>Learning theme: Fashion (Drawing/Painting)</p>  <p>NC objectives:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • To learn about great artists, architects and designers in history. <p>Skills focus: Taught artists: Nick Adelman Shoe Designer (Collage- have taken out textiles, as we will focus more on the drawing / painting side of things and then making the shoe with collage)</p> <ul style="list-style-type: none"> • Pastel skills – Use of tools to create different effects: Feathering • Cross- Hatching • Painting skills- Use of different size and shape brushes to create different strokes: Wavy lines , Stippling, Blending techniques 	

- Pencil skills: Trace an image (photograph), selecting appropriate level of detail.

Key vocabulary:

benday dots, primary colours, tint, shade, value, mark-making, self-portrait, tracing, outline, line, shape, pop art

Links to the curriculum:

History (WW2)

[Link to BASICS:](#)

[Link to EYFS:](#)

- Collage skills- Add collage to a painted or printed background, create and arrange accurate patterns, use a range of mixed media, plan and design a collage (shoe)

Key vocabulary:

fashion, haute couture, high street fashion, design, designer, texture, denseness, purpose, trend, patterns, materials, collage, shape, form, arrange, fix.

[Link to BASICS:](#)

[Link to EYFS:](#)