



Copthorne CE Junior School

"Creating confident, curious learners with God's love"



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

Art and Design Intent

Our Art and Design curriculum is based around the following:

Our children will...

- Develop their art skills and knowledge through a curriculum that is progressive and ambitious for all.
- Be able to express themselves by experimenting, inventing and creating their own works of art.
- Understand how a wide variety of artists from the past and present as well as different cultures reflect and shape history.

ART & DESIGN CURRICULUM OVERVIEW

	Autumn	Spring	Summer
Year 3	<u>The Copthorne Detectives</u> Great Artist: Helen Allingham Exploring media to draw Copthorne Junior School including drawing, paint, pastels, charcoal, photography Photography: editing with brightness and colour	<u>Rock 'n' Roll Romans</u> Great Designer: Jim Bachor Create a Roman Mosaic Tile Roman architecture – Cross-Curricular	<u>Walk like an Egyptian</u> Textile focus: Create Egyptian Tie Dye using Batik; exploring Egyptian collars
Year 4	<u>Upstairs, downstairs</u> Great Designer: William Morris Drawing Skills and Block Printing	<u>Explorers, Raiders and Traders</u> Great Artist: Kristi Argyle; Viking Longship Paintings Mixed Media Collage including watercolours, collage and pencil shading (Background, Middleground, Foreground)	<u>Mysterious Mayans</u> Sculpture focus: Mayan Masks using Papier-mâché and Paint Photography: exploring colour, zoom and flash
Year 5	<u>Henry VIII – Hero or Villain?</u> Great Artist: Hans Holbein Tudor Portraits including drawing skills and acrylic paint	<u>Who Let the Gods Out?</u> Sculpture focus: Clay Greek Pots Greek architecture – Cross-Curricular	<u>Journey into the Unknown</u> Great Artist: Peter Thorpe Mixed Media Space Artwork including oil pastels, chalk, paint and collage
Year 6	<u>We'll meet again</u> Great Designer: Henry Moore Woman on the underground artwork – using white chalk and charcoal & creating a sculpture using clay	<u>Exploring the Extreme</u> Great Artist: Francis Hatch Mixed Media Antarctic Landscape including watercolour paints and ink.	<u>Back to the Future</u> Observational art with a focus on nature; drawing skills and shading Photography: patterns in nature

ART & DESIGN Curriculum Progression

Please Note: Although specific strands of Art is taught in certain year groups, as shown in our Art and Design Curriculum Map, the progression of skills document outlines the progression in all year groups as children may choose to use these different strands during mixed media units of work.

By the end of Key Stage 2, pupils should be able to effectively:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Create sketchbooks to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Know about great artists, architects and designers in history.

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Exploring and developing ideas <i>Use of Sketchbooks</i>	Children start to understand how ideas are developed through processes. Children practise and share their learning and skills with others, receive and offer feedback to improve. <u>KS1 Art and Design National Curriculum</u> To produce creative work, exploring their ideas and recording experiences.	Use sketchbooks to record ideas. Explore ideas from first-hand observations.	Use sketchbooks to record ideas and adapt and refine these ideas as they progress into Year 4. Question and make observations about starting points, and respond positively to suggestions.	Review and revisit ideas in their sketchbooks and offer feedback to examine and develop ideas. Use digital technology as sources for developing ideas. Think critically about their art and design work.	Review and revisit ideas in their sketchbooks and offer feedback using technical vocabulary. Use digital technology as sources for developing and evaluating a range of ideas. Think critically about their art and design work and use the quality of materials to enhance ideas.
<u>Vocabulary</u>		Start to use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, line, pattern, texture, form,	Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, line, pattern, texture, form,	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook,	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine,

		record, detail, question, observe, refine.	record, detail, question, observe, refine.	develop, refine, texture, shape, form, pattern, structure.	texture, shape, form, pattern, structure.
Drawing	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are exposed to using different materials to draw with such as pencils, charcoal, crayons, chalk and pastels. <u>KS1 Art and Design National Curriculum</u> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.	Use different materials to draw, e.g. pastels and chalk. Experiment with showing line, tone and texture with different hardness of pencils, including shading. Sketch lightly (no need to use a rubber to correct mistakes) Begin to annotate sketches to explain and elaborate ideas.	Use different hardness of pencils and 'hatching' and 'cross hatching' to show tone and texture. Use shading to show light and shadow effects. Show an awareness of space when drawing. Annotate sketches to explain and elaborate ideas.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Use a variety of tools when drawing. Use a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.	Self-select and use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Use a variety of tools and select the most appropriate. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Depict movement and perspective in drawings.
<u>Vocabulary</u>		Start to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, and outline.	Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, and outline.	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait.	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait.
Painting	Children explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. <u>KS1 Art and Design National Curriculum</u> To become proficient in painting techniques.	Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. Use watercolour paint to produce washes for	Use varied brush techniques to create different textures and effects with paint. Experiment with creating mood with colour. Selecting and using the correct language when mixing colours, e.g. tint,	Create a colour palette, demonstrating mixing techniques. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. Sketch (lightly) before painting to combine line and colour.	Create and evaluate a colour palette, demonstrating mixing techniques. Appropriately select and use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.

	To use painting to develop and share their ideas, experiences and imagination.	backgrounds and begin to add detail.	shade, primary and secondary. Use watercolour paint to produce washes for backgrounds then add detail.	Use brush techniques and the qualities of paint to create texture. Begin to develop a personal style of painting, drawing upon ideas from other artists.	Combine colours, tones and tints to enhance paintings. Confidently use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
<u>Vocabulary</u>		Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, and tone.	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.	Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour.	Confidently use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour.
Printing	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. <u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.	Replicate patterns from observations in natural or built environments. Make repeated patterns.	Design and create printing blocks/tiles. Use more than one colour to layer in a print. Make repeated patterns with precision.	Design and create printing blocks/tiles. Use a range of visual elements to reflect on the purpose of their work. Develop techniques in block and relief printing. Create and arrange accurate patterns.	Build up layers of colours when designing and printing blocks/tiles. Carefully select a range of visual elements to reflect on the purpose of their work. Develop and select appropriate techniques in block and relief printing. Confidently create and arrange accurate patterns.
<u>Vocabulary</u>		Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, block printing ink, polystyrene printing tiles, inking rollers.	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, block printing ink, polystyrene printing tiles, inking rollers.

Sculpture	Children use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. <u>KS1 Art and Design National Curriculum</u> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.	Cut, make and combine shapes to create recognisable forms (e.g. shapes made from nets). Begin to use clay and other mouldable materials and practise joining techniques.	Use clay and other mouldable materials and practise joining techniques. Include texture that conveys feelings, expression or movement. Add materials to the sculpture to create detail.	Show life-like qualities in clay work. Begin to use tools and materials to carve, add shape, add texture and pattern. Use frameworks (such as wire or moulds) to provide stability and form	Use tools and materials to carve, add shape, add texture and pattern. Appropriately select and use frameworks (such as wire or moulds) to provide stability and form.
<u>Vocabulary</u>		Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, architect, 2D shape, peak, edging, trimmings, shape, form, shadow.	Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, architect, 2D shape, peak, edging, trimmings, shape, form, shadow.	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, cast.	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, cast.
Collage	Children explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. <u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.	Select colours and materials to create effect, giving reasons for their choices. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.	Select colours and materials to create effect, confidently evaluating reasons for their choices. Practise a variety of techniques and refine work as they go to ensure precision.	Add collage to a painted or printed background. Mix textures (rough an smooth, plain and patterned). Create and arrange patterns. Use a range of mixed media.	Appropriately select and use a range of mixed media. Confidently mix textures (rough an smooth, plain and patterned) and evaluate the effectiveness of this. Create and arrange accurate patterns.

<u>Vocabulary</u>		Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, arrange, fix.	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, arrange, fix.
Textiles	Children look at and practise a variety of techniques. They explore which textiles are best to use and produce the best result. Children also explore decorating and embellishing their textiles to add detail, colour and effect. <u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture.	Select appropriate materials, giving reasons. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Develop skills in stitching, cutting and joining.	Select appropriate materials and evaluate their choices. Select a variety of techniques to create different textural effects. Further develop skills in stitching, cutting and joining.	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.	Combine previously learned techniques to create pieces. Show precision in techniques.
<u>Vocabulary</u>		Start to use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration.	Start to use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration.	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration.	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration.
Digital Media	<u>KS1 Art and Design National Curriculum</u> Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Take photographs using a device and edit them focusing on brightness and colour. Create images and explain why they were created. Create a piece of art work which includes the	Take photographs using a device and edit them focusing on zoom and flash. Explore colour in photographs and evaluate the effectiveness of black and white vs colour.	Take photographs on a chosen device, focusing on the use of pattern and colour. Evaluate the effectiveness of photographs taken, focusing on patterns. Choose and create a piece of artwork, which includes	Confidently take photographs on a chosen device, focusing on the use of pattern and colour. Confidently evaluate the effectiveness of photographs taken, focusing on patterns.

		integration of digital images they have taken.	Create a piece of art work which includes the integration of digital images they have taken.	the integration of digital images they have taken.	Confidently choose and create a piece of artwork, which includes the integration of digital images they have taken.
<u>Vocabulary</u>		Start to use key vocabulary to demonstrate knowledge and understanding in this strand: import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, enlarge, reduce, rotate, resize, sharpen, graphic, frame, greyscale.	Start to use key vocabulary to demonstrate knowledge and understanding in this strand: import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, enlarge, reduce, rotate, resize, sharpen, graphic, frame, greyscale.	Appropriately select key vocabulary to demonstrate knowledge and understanding in this strand: import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, enlarge, reduce, rotate, resize, sharpen, graphic, frame, greyscale.	Confidently select key vocabulary to demonstrate knowledge and understanding in this strand: import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, enlarge, reduce, rotate, resize, sharpen, graphic, frame, greyscale.
Knowledge and Work of Artists	Children learn from the works of famous artists, studying their techniques and processes. <u>KS1 Art and Design National Curriculum</u> To understand 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.	Use inspiration from famous artists to replicate a piece of work Begin to reflect upon their work inspired by a famous notable artist and the development of their art skills Begin to express an opinion on the work of famous, notable artists and refer to techniques and effect. Use artists' names and the techniques they used to create their artwork to demonstrate knowledge and understanding in this strand.	Use inspiration from famous artists to replicate and evaluate a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Confidently use artists' names and the techniques they used to create their artwork to demonstrate knowledge and understanding in this strand.	Give observations about notable artists', artisans' and designers' work. Offer facts about notable artists', artisans' and designers' lives. Refer to artists' names and the techniques they used to create their artwork, evaluating the effectiveness of each technique used.	Give detailed observations about notable artists', artisans' and designers' work. Confidently recall facts about notable artists', artisans' and designers' lives. Confidently refer to artists' names and the techniques they used to create their artwork, evaluating the effectiveness of each technique used.