

Chancel Primary School Art Curriculum Implementation

Assessment		At the end of each term pupils are expected to know, apply and understand the matters, skills and processes taught in the relevant program of study. At the end of each term teacher assessment will be recorded on the foundation tracker. Teacher assessment at the end of each term is based on a combination of classroom observations, self-evaluation, preliminary work in sketch books, final pieces and Grammarsaurus quizzes and assessments.		
	Autumn	Spring	Summer	
	Monochromatic	Chromatic	Sculpture	
1	<u>What is drawing?</u> Practical Knowledge – Pupils will know the definition of line and shape and begin to understand the concept of value, know how to use a pencil and have explored pressure and grip. Theoretical Knowledge – Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries. Disciplinary Knowledge – Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.	<u>Does abstract art mean anything?</u> Practical Knowledge – Identify the three primary colours and mix them to make secondary colours; know the definition of line, shape, space and colour; learn the parts of a brush and experiment with brush control and how to rinse a brush between colours. Theoretical Knowledge – Learning about the work of abstract painters, knowing that some artists make art for different purposes, knowing that art can be displayed in different places, knowing that artists can come from all around the world. Disciplinary Knowledge – Identify abstract and realistic paintings, understand how art can cause an emotional response, consider why people create art, describe our abstract art, evaluate our own art, and compare differences and similarities between artwork.	<u>Why do sculptors sculpt?</u> Practical Knowledge – Knowing what clay is and where it comes from. Manipulating clay into balls, slabs and coils. Creating clay imprints, identifying primary colours, mixing secondary colours, and controlling a small paintbrush. Theoretical Knowledge – Learning about the work of craft makers and sharing responses to their work. Disciplinary Knowledge – Identifying sculptures and non-sculptures. Knowing some of the reasons people sculpt. Self and peer evaluation.	
2	<u>How can pattern be used in art?</u> Practical Knowledge – revising the parts of a pencil, knowing the definition of line, shape, and space, exploring how lines and shapes can create patterns, controlling a pencil with increased precision, learning how we can use a guide to help keep our patterns equal and even, using scissors accurately and safely, using glue appropriately Theoretical Knowledge – learning about the work of contemporary and historical designers, learning about the work of a mehndi artist, knowing how designers impact how our homes look, knowing how humans can use pattern during celebrations, knowing that humans have been designing patterns for thousands of years across the world, knowing that art can be in our homes as decoration, recognising patterns in nature Disciplinary Knowledge – evaluating our own work, comparing differences and similarities between artwork, describing art with appropriate vocabulary	<u>How do artists use colour?</u> Practical Knowledge – Revise primary and secondary colours, identify warm and cool colours, identify complementary colours, revise features of a brush, control a paintbrush for increased precision. Theoretical Knowledge – Know that where an artist lives can affect what they create, and learn that artists do not have to directly create every piece of art that is attributed to them, begin to identify artists' work by recognising their style. Disciplinary Knowledge – Consider how we feel about art and the reasons why people create art, describe how colours may make people feel, learn the differences between landscape, portrait and still life, know that art doesn't have to be realistic, evaluate our own work.	<u>How have artists been inspired by castles?</u> Practical Knowledge – Identifying shapes in forms, wedging clay, creating a relief clay sculpture, joining clay using score and slip, making grey and brown from primary colours, and controlling a small brush for increased precision. Theoretical Knowledge – Learning about a ceramic factory and its work, knowing that art has been created throughout history and worldwide. Disciplinary Knowledge – Knowing that some sculptures have a practical purpose, whilst others are decorative, evaluating work focusing on emotive responses and precision.	

3	<u>How do artists draw faces?</u> Practical Knowledge – Pupils will revise how grip can impact the control we have of a pencil, revise the parts of a pencil, know the definition of texture, line and shape, explore how marks can be used to create an impression of texture, explore how lines and shapes can create artistic impressions of facial features, learn to draw from observation, control a pencil with increased precision, learn how we can use shapes to support drawing and use value and texture whilst drawing. Theoretical Knowledge – Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently. Disciplinary Knowledge – Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.	<u>What is illustration?</u> Practical Knowledge – Revise primary colours, blend colours, revise complementary colours, revise parts of a brush, control a paintbrush with increased precision, know how to use watercolour paints and understand how they're different from acrylic paint, use a sketch to create guidelines for painting, identify shapes and lines whilst recreating an image. Theoretical Knowledge – Learning about the work of illustrators, beginning to learn how technology can influence art, and understanding that making art can require courage and persistence. Disciplinary Knowledge – Learn how art can impact society, learn about the discipline of illustration, evaluate our own work, learn to talk about art, learn that art can cause an emotional response, know some of the reasons that people paint.	<u>How can where you live impact you as an artist?</u> Practical Knowledge – Identifying shapes in forms, experimenting with various ideas, creating a pinch pot, moulding a 3D sculpture, and controlling a paintbrush with increased precision. Theoretical Knowledge – How location influenced various Mexican artists and craft makers. Learning about how diverse artists were also influenced by where they lived. Disciplinary Knowledge – Understanding how artists can be influenced, formally responding to a piece of art, peer and self-evaluations.
4	<u>How to artists draw perspective?</u> Practical Knowledge – Pupils will know the definition of line, shape, form, and value, using value and line to create form and will revise how we can control a pencil to create lines and values. They will learn how to draw a basic shape with the appearance of form, know the definition of perspective, and understand artists can use lines and values to create perspective. They will learn to use one-point perspective with a vanishing point and horizon line, understand how artists create atmospheric perspective and learn how to shade using hatching, cross-hatching and stippling. Theoretical Knowledge – Pupils will know that art can involve experimentation and begin to understand that artists have not always known how to capture perspective (challenge activity). Disciplinary Knowledge – Pupils will consider what makes an artist successful, discuss a response to their work, and consider what it means to be inspired by artists' work. They will also evaluate their own art process.	<u>Why do artists keep sketchbooks?</u> Practical Knowledge – Revise how to use watercolour paints, use a sketch to create guide lines for painting, incorporate photos into a watercolour painting to create a photocollage, explore line work through sketching, use a sketchbook to develop skills, consider the steps to best compose a collage. Theoretical Knowledge – Understand how architects can respond to current issues, such as sustainability, understand that the context of the painting or artist can influence how we understand it, know the difference between drafting and sketching, learn how technology can influence art. Disciplinary Knowledge – Learn about the process of being an artist, and how sketchbooks are used for different purposes, evaluate our own art process, learn about mixed media artworks.	<u>What can pottery tell us about the past?</u> Practical Knowledge – Creating a coil pot, experimenting while creating a lid design, mastering joining techniques, and controlling a paintbrush precisely. Theoretical Knowledge – Knowing that art can reflect societal and/or religious beliefs. Disciplinary Knowledge – Knowing that art can reflect what life was like a long time ago, formally responding to a piece of art and sharing what it teaches us about times in history, evaluating each other's work, and self-evaluation.

5	<u>How can we find our own style of drawing?</u> Practical Knowledge – using observational skills to notice details, using values and line to create form, selecting different pencils for different effects, using lines and shapes to create art, use proportion when drawing, use shapes to guide our observational drawings, drawing in a geometric style, using watercolour paints with proficiency Theoretical Knowledge – learning that artists can have an artistic style, exploring that we can develop our own artistic style, learning about artists who work in different styles Disciplinary Knowledge – describing the style of artworks with appropriate vocabulary, knowing that art doesn't have to be realistic, exploring the definition of what art is, evaluating your own work and the work of others.	<u>How realistic do portraits need to be?</u> Practical Knowledge - using watercolour paints with proficiency, learning to mix skin tones, using ripped paper collages to create a self-portrait, using shapes to guide the composition of a portrait, using measurements to control proportions in a face, using sketches to create lines for painting a miniature. Theoretical Knowledge - learning about portraiture miniatures as a form of art, learning about portraiture as a form of art over time and across cultures, understanding how technology can influence art, learning about the work of collagists. Disciplinary Knowledge - using the seven elements of art to talk about artwork, considering who decides how much art is worth, considering that we can use art to express something that isn't visible, considering how art can be an exploration of who we are and how we want others to see us, considering how colour can be used in portraiture, evaluating our own art process.	<u>How can flowers inspire artists?</u> Practical Knowledge – Exploring shape and form within flowers, creating tints, shades and tones with paint, knowing that there are four different types of clay, knowing what analogous colours are and experimenting with them to mould clay delicately and precisely. Theoretical Knowledge – Pupils will learn about how flowers have influenced artists through time, learning how flowers across different mediums have influenced a diverse range of artists. Disciplinary Knowledge – Pupils will understand what can influence artists (flowers), reflecting on the purposes of sculpture, formally presenting a response to a piece of art, and evaluating their peer's work.
6	<u>What mistakes can artists make when drawing faces?</u> Practical Knowledge - use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing, use shapes to guide our observations and drawing Theoretical Knowledge - Learning about artists from around the world Disciplinary Knowledge - developing vocabulary to describe common errors made in realism portraits, understanding that art can be practised and improved upon, learning how artists can use reference material, and evaluating your own work and the work of others.	<u>Can art help save the planet?</u> Practical Knowledge – Pupils will use precision while creating collages, pencil rubbings to transfer a design sketch, the grid method to transfer an image, and watercolour paints with proficiency. Theoretical Knowledge – Pupils will learn how art can be mass-produced and sold, know that art can be created to create change, consider the sustainability of art and design, and understand how political or charitable causes can inspire that art. Disciplinary Knowledge – Pupils will use the seven elements of art to discuss artwork, know that art doesn't have to be realistic, consider what qualifies as art, evaluate peers' work, learn how art can impact society, and evaluate their own work.	<u>How can food inspire artists?</u> Practical Knowledge – Pupils will learn how brush choices influence outcomes, demonstrate proficiency with clay, design a sculpture, consider the emotional response created, consider the viability of design, knowing that you can sculpt clay around something, like foil, to build larger structures, and using colour to create a life-like sculpture. Theoretical Knowledge – Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings. Disciplinary Knowledge – Pupils will understand what can influence artists (food), consider who decides the value of art, evaluate their own work, and understand that artists can develop recognisable styles.

The Grammarsaurus art curriculum encompasses a diverse selection of artists. Some are studied in depth, whilst others are encountered more briefly. This allows for a large range of artists to be showcased. The artists selected are both traditionally acclaimed and contemporary artists from across the globe. The students will revisit the work of many artists across year groups and units. These include some of the works of Tariku Shiferaw, Mr Doodle, Oscar Ukonu, Christa Rijnveld, Dapo Adeola, and Nora Sherwood. The curriculum further exposes learners to various disciplines, such as the disabled artist Sarah Biffin, who created miniatures for royalty, a contemporary photographer from Benin, and ceramists Kate Malone and Vanessa Hodge. The students will study pottery from throughout history as well as from the modern day. They also meet artists involved in sustainability, such as architect Kathryn Larsen and digital artist Je Hong. More traditional artists such as Vincent van Gogh and William Morris also feature.

Monochromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is drawing? 	How can patterns be used in art? 	How do artists draw faces? 	How do artists draw perspective? 	How can we find our own style of drawing? 	What mistakes can artists make when drawing faces? 
Practical Skills <u>Drawing Skills</u> Pupils will know how to use a pencil. Pupils will have explored pressure and grip. <u>Elements of Art</u> Pupils will know the definition of line and shape. Pupils will begin to understand the concept of value.	Practical Skills <u>Drawing Skills</u> Pupils will revise the parts of a pencil. Pupils will control a pencil with increased precision. Pupils will learn to use a guide to keep our drawings more precise. <u>Elements of Art</u> Pupils will know the definition of line, shape, and space. Pupils will explore how to use lines and space to create patterns. <u>Tools</u> Pupils will use scissors accurately and safely. Pupils will use glue appropriately.	Practical Skills <u>Drawing Skills</u> Pupils will revise how grip can impact our control of a pencil. Pupils will revise the parts of a pencil. Pupils will explore how marks can be used to create an impression of texture. Pupils will explore how lines and shapes can create artistic impressions of facial features. Pupils will learn to draw from observation. Pupils will learn how to use shapes to support drawing. Pupils will use value and texture whilst drawing. <u>Elements of Art</u> Pupils will know the definition of texture, line and shape.	Practical Skills <u>Drawing Skills</u> Pupils will revise how to control a pencil to create lines and values. Pupils will learn how to draw a basic shape with the appearance of form. Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective. Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective. Pupils will learn how to shade using hatching, cross-hatching and stippling. <u>Elements of Art</u> Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.	Practical Skills <u>Drawing Skills</u> Pupils will use observational skills to notice details. Pupils will use shapes to guide their observational drawings. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will draw in a geometric style. <u>Elements of Art</u> Pupils will use values and lines to create form.	Practical Skills <u>Drawing Skills</u> Pupils will use close observation when drawing. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will use shapes to guide their observational drawings. <u>Elements of Art</u> Pupils will use values to create form.

Monochromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Theoretical Knowledge</u> Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries. <u>Disciplinary Knowledge</u> Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response. <u>Vocabulary</u> collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag	<u>Theoretical Knowledge</u> Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work. Pupils will know how designers impact how our homes look. Pupils will know how humans can use patterns during celebrations. Pupils will know that humans have been designing patterns for thousands of years worldwide. Pupils will know that art can be in our homes as decoration. Pupils will recognise patterns in nature. <u>Disciplinary Knowledge</u> Pupils will evaluate their own work. Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary. <u>Vocabulary</u> architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space	<u>Theoretical Knowledge</u> Pupils will know that artists must practise specific skills to improve. Pupils will learn that different artists can represent facial features differently. <u>Disciplinary Knowledge</u> Pupils will begin to explore how art can connect with emotions. Pupils will learn the differences between landscape, portrait, and still life. Pupils will evaluate their work and learn how they can learn from others. <u>Vocabulary</u> bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value	<u>Theoretical Knowledge</u> Pupils will know that art can involve experimentation. Pupils understand that artists only sometimes know how to capture perspective (challenge activity). <u>Disciplinary Knowledge</u> Pupils will consider what makes an artist successful. Pupils will consider what it means to be inspired by artists' work. Pupils will evaluate their own art process. <u>Vocabulary</u> atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point	<u>Theoretical Knowledge</u> Pupils will learn that artists can have an artistic style. Pupils will explore how they can develop their own artistic style. Pupils will learn about artists who work in different styles. <u>Disciplinary Knowledge</u> Pupils will describe the style of artworks with appropriate vocabulary. Pupils will know that art doesn't have to be realistic. Pupils will explore what the definition of art is. Pupils will evaluate their own work and the work of others. <u>Vocabulary</u> abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value	<u>Theoretical Knowledge</u> Pupils will learn about artists from around the world. <u>Disciplinary Knowledge</u> Pupils will develop a vocabulary to describe common errors made in realism portraits Pupils will understand that art can be practised and improved upon. Pupils will learn how artists can use reference material. Pupils will evaluate their own work and the work of others. <u>Vocabulary</u> cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical

Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Does abstract art mean anything? 	How can artists use colour? 	What is illustration? 	Why do artists keep sketchbooks? 	How realistic do portraits need to be? 	Can art help save the planet? 
Practical Skills <u>Colour Theory</u> Identifying the 3 primary colours, and mixing to make secondary colours. <u>Elements of Art</u> Knowing the definition of line, shape, space and colour. <u>Tools</u> Learn the parts of a brush. Controlling a brush. How to rinse a brush between colours. Using acrylic paints.	Practical Skills <u>Colour Theory</u> Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours. Begin to recognise the colour wheel. Creating colour palettes. <u>Elements of Art</u> Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. <u>Tools</u> Use a sketch to create guide lines for painting.	Practical Skills <u>Colour Theory</u> Revise primary colours and secondary colours. Blending colours. Revise complementary colours. <u>Tools</u> Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they're different to acrylic paint. <u>Techniques</u> Use a sketch to create guide lines for painting. Identifying shapes and lines whilst we recreate an image.	Practical Skills <u>Tools</u> Revise how to use watercolour paints. <u>Techniques</u> Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. To consider the steps to compose a collage. Creating a collage using scissors.	Practical Skills <u>Colour Theory</u> Revise primary and secondary colours. Learn to mix skin tones. <u>Tools</u> Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint. <u>Techniques</u> Use ripped paper collage to create a self-portrait. Use shapes to guide the composition of a portrait. Use measurements to control proportions in a face. Use sketches to create guide lines for painting a miniature.	Practical Skills <u>Techniques</u> To use precision in collage. To use the elements of art in design. Use pencil rubbing to transfer a design sketch. To use the grid method to transfer an image. Use shapes to guide the composition of an animal. <u>Tools</u> Use watercolour paints with proficiency.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Identifying abstract and realism paintings. Begin to understand how art can cause an emotional response. Know that art can have meaning. Consider some of the reasons that people create art. Describing abstract art. Beginning to evaluate our own art. To compare differences and similarities between artwork. <u>Theoretical Knowledge (Culture and Context)</u> Learning about the work of abstract painters. Know that some artists make art for different purposes. Know that art can be displayed in a gallery, a museum, a sketchbook or a home. Know that artists can come from all around the world.	<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work. <u>Theoretical Knowledge (Culture and Context)</u> Knowing that where an artist lives can affect what they create. Learning that artists do not have to directly create every piece of art that is attributed to them. Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists work by recognising their style.	<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work. Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint. <u>Theoretical Knowledge (Culture and Context)</u> Learning about the work of illustrators. Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence.	<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks. <u>Theoretical Knowledge (Culture and Context)</u> Understanding how architects can respond to current issues, such as sustainability. Understanding that the context of the painting or artist can influence how we understand it. To know the difference between drafting and sketching. Learn how technology can influence art.	<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Use the seven elements of art to talk about artwork. Consider who decides how much art is worth. Consider how art can be an exploration of who we are and how we want others to see us. Consider that we can use art to express something that isn't visible to the eye. Know that art doesn't have to be realistic. Evaluating our own art process. Consider how colour can be used in portraiture. <u>Theoretical Knowledge (Culture and Context)</u> Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists.	<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Consider whether designs on t-shirts can be called art. To use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. Know that art doesn't have to be realistic. <u>Theoretical Knowledge (Culture and Context)</u> To consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can reduce, reuse or recycle.

Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Examples of great art and artists encountered:</u> William Merritt Chase c. 1893 (American) George Inness, 1866 (American) Tariku Shiferaw, 2021 (Ethiopian) Piet Mondrian, 1927 (Dutch) Paul Klee, 1938 (Swiss-German) Mizuki Heitaro, 1930 (Japanese) Hilma af Klint, 1907 (Swedish) <u>Vocabulary</u> abstract, realism, acrylic, ferrule, toe, handle, bristle, dot, line, primary colour, curved, space, gallery, pattern, design	<u>Examples of great art and artists encountered:</u> Katsushika Hokusai, 1831 (Japanese) Ted Harrison, 1993 (British-Canadian) <u>Vocabulary</u> warm, cool, contrast, complementary, elements, the colour wheel	<u>Examples of great art and artists encountered:</u> Maria Sibylla Merian, 1705, (German) Nora Sherwood, 2022 (American) Dapo Adeola, 2019 (British-Nigerian) Walter Crane, 1898 Rahana Dariah, 2021 <u>Vocabulary</u> watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium	<u>Examples of great art and artists encountered:</u> Kathryn Larsen, 2020 (American) Lady Mary Georgina Filmer, 1863 (British) Karl Wiener, 1942 (Austrian) Marie-Blanche Hennelle Fournier, 1870s (French) Eva Macdonald. 1846 (British) Paul Gauguin, 1887 (French) Katsushika Hokusai, c1820 (Japanese) Janice Hayes-Cha, 2014 <u>Vocabulary</u> architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture	<u>Examples of great art and artists encountered:</u> Alexej von Jawlensky, c.1920 (Russian) Frida Kahlo, 1937 (Mexican) Dapo Adeola, 2019 (British-Nigerian) Amedeo Modigliani, 1917 (Italian) Vincent van Gogh, 1887 (Dutch) Samuel J. Miller 1847, (American) Sarah Biffin, 1848 (British) Diego Rodríguez de Silva y Velázquez, 1650 (Spanish) Noor Barjat, 2020 (Syrian) Samuel Joseph Brown Jr, 1941 (African American) Giovanna Garzoni, 1635 (Italian) John Carlin, 1840 (American) <u>Vocabulary</u> colour, commissioned, composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space, texture, value, cartoon	<u>Examples of great art and artists encountered:</u> Je Hong, 2014 (American) Stanley Thomas Clough, 1938 (American) Kathryn Larsen, 2020 (American) Nick Gentry, 2021 (British) <u>Vocabulary</u> ferrule, bristles, complementary colours, tertiary colours, manipulate, matte

Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Why do sculptors sculpt? 	How have castles inspired artists? 	How can where you live impact you as an artist? 	What can pottery tell us about the past? 	How can flowers inspire artists? 	How can food inspire artists? 
Practical Skills <u>Clay Techniques</u> Pupils will know what clay is and where it comes from. Pupils will shape clay into balls, slabs and coils. Pupils will imprint into clay with different objects. <u>Colour Theory</u> Pupils will identify and mix the three primary colours to make secondary ones. <u>Elements of Art</u> Pupils will begin to understand the meaning of texture. <u>Tools</u> Pupils will control a small paintbrush.	Practical Skills <u>Clay Techniques</u> Pupils will wedge clay to prepare it. Pupils will join using 'score and slip'. Pupils will create a relief design. <u>Colour Theory</u> Pupils will identify how to create grey and brown, using the three primary colours and white and black paint. <u>Elements of Art</u> Pupils will identify shapes in forms to support drawing a 3D object. <u>Tools</u> Pupils will control a paintbrush for increased precision.	Practical Skills <u>Clay Techniques</u> Pupils will create a pinch pot. Pupils will mould a 3D plant sculpture. <u>Elements of Art</u> Pupils will identify shapes in plants and understand the definition of shape. <u>Tools</u> Pupils will control a paintbrush for increased precision. <u>Other</u> Pupils will experiment with a range of ideas whilst sketching. Pupils will cut identified shapes into collages.	Practical Skills <u>Clay Techniques</u> Pupils will create a coiled pot using a pinch pot as a base. Pupils will experiment and design a unique lid design. Pupils will develop mastery of joining clay effectively to be visually pleasing. <u>Tools</u> Pupils will control a paintbrush for increased precision.	Practical Skills <u>Clay Techniques</u> Pupils will know what the four different types of clay are. Pupils will mould clay with a focus on delicacy and precision. <u>Colour Theory</u> Pupils will create tints, shades and tones with paint. Pupils will know what analogous colours are and experiment with different combinations. <u>Elements of Art</u> Pupils will explore the shape and form within flowers.	Practical Skills <u>Clay Techniques</u> Pupils will demonstrate proficiency with clay. Pupils will design a sculpture, considering the emotional response created. Pupils will learn to consider the viability of designs. Pupils will know that you can sculpt clay around something, like foil, to build larger structures. <u>Colour Theory</u> Pupils will increase the range of colours used for effect. <u>Tools</u> Pupils will learn how brush choices influence outcomes.

Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Disciplinary Knowledge</u> Pupils will identify sculptures and non-sculptures. Pupils will know some of the reasons people make sculptures. Pupils will begin to understand how art can cause an emotional response. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about the work of two craft makers and discuss responses to the work. <u>Vocabulary</u> ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D	<u>Disciplinary Knowledge</u> Pupils will know that some sculptures have a practical purpose, while others are decorative. Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about a ceramic factory and the work it produces. Pupils will know that art has been created throughout history and worldwide. <u>Vocabulary</u> column, form, ornament, relief, score and slip shape, sketchbook, sphere/spherical, wedging, 2D, 3D	<u>Disciplinary Knowledge</u> Pupils will understand what can influence artists (being inspired by where they live). Pupils will formally respond to a piece of art. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about how location influenced various Mexican artists and craft makers. Pupils will learn about how their location influenced a diverse range of artists. <u>Vocabulary</u> blend, mould, pinch pot, pottery	<u>Disciplinary Knowledge</u> Pupils will know that art can reflect what life was like a long time ago. Pupils will formally respond to a piece of art and share what it teaches us about times in history. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will know that art can reflect societal and/or religious beliefs. <u>Vocabulary</u> coiling, coil pot, hand-building	<u>Disciplinary Knowledge</u> Pupils will understand what can influence artists (flowers). Pupils will reflect on the purpose of a sculpture. Pupils will present and share responses to a piece of art. Pupils will evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will learn about how flowers have influenced artists. Pupils will learn about how flowers across different mediums also influenced a diverse range of artists. <u>Vocabulary</u> earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy	<u>Disciplinary Knowledge</u> Pupils will understand what can influence artists (food). Pupils will consider why artists choose one medium over another. Pupils will understand that artists can develop recognisable styles. <i>Pupils will consider who buys a sculpture.</i> Pupils will consider who decides the value of art. Pupils will evaluate their own work. <u>Theoretical Knowledge (Culture and Context)</u> Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages. <u>Vocabulary</u> ferule, bristles, complementary colours, tertiary colours, manipulate, matte

Sculpture: Clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Examples of great art and artists encountered:</u> Pupils see a collection of art, which they will encounter again in future studies. Sonya Wilkins (current) Clouds and Pineapple (current) Sasha Chapliy (current)	<u>Examples of great art and artists encountered:</u> Staffordshire Potteries (19th century) Paul Gauguin, 1887 Elizabeth Murray, 1854 Giovanni Antonio Canal Canaletto, 1748 Jan van Goyen, 1647	<u>Examples of great art and artists encountered:</u> Mexican pottery, 1850 Church of San Francisco Acatepec, 1700 Mexican pottery (modern craft) Frida Kahlo, 1937 Jean-François Millet, 1874 Pieter Bruegel the Elder, 1565 Katsushika Hokusai, 1830 Berthe Morisot, 1871	<u>Examples of great art and artists encountered:</u> Canopic jars from Ancient Egypt Maya pottery whistle, 750 CE Roman pottery, 200 CE Ancient Egyptian Soul House, 1700 BCE Ceramic Stove, 1684 Platter, a follower of Bernard Palissy, 1575 Animal Pen with Figures, c. 25–220 CE Ostrakon from Egypt, 600 CE Smiling figure from Mexico, 700 CE	<u>Examples of great art and artists encountered:</u> The Vincennes Manufactory (the 18th century) Vanessa Hodge (current) Frida Kahlo (Vanessa Hodge makes a piece called 'Frida') Lotus Flower Inlay, from Egypt, ca. 1353 William Morris, 1864 Claude Monet, 1906 Vincent van Gogh, 1890 Clara Peeters, 1612 Nishapur Buffware, 9th century Tiffany and Company, 1837 Leonce Raphael Agbodjelou, 2018	<u>Examples of great art and artists encountered:</u> Peter Anton (current) Kate Malone (current) Vincent van Gogh, 1887 Hannah Brown Skeeel, 1860 Louise Moillon, 1630 Chelsea Porcelain Manufactory, 1755 Griffen, Smith and Hill, 1880 Teapot, British, ca. 1755–70 Teapot, Style of Whieldon type, ca. 1750 Giuseppe Arcimboldo, 1590 William Morris, 1866 Ancient Roman mosaics, 1st century AD Giovanna Garzoni, 1640s

Grammarsaurus Rationale:

Our curriculum follows four core techniques—drawing, painting, sculpture (with clay), and collage—to ensure the depth needed for the required proficiency. Focusing on clay as the sculptural medium allows pupils to develop proficiency in this area. Clay delivers a sensory experience that children almost universally enjoy. It allows pupils to feel and create texture and form and can be easily manipulated but mastered with experience. It is accessible and fun. During “Sculpture: Clay” units, pupils encounter work from ancient to modern times. The work pupils create represents nature (Year 1, 3,5), reflects social norms (Year 2, 4, and 6), and expresses emotion (Year 6). It includes considering practical as well as decorative purposes (Year 4). The overarching questions help to demonstrate how art has reflected humanity and society over time. They explore work in varying depths, including a church, craft pottery, ceramic sculptures, paintings, pattern design, and silversmithing. The work comes from Europe, Asia, North America, South America, and Africa. They meet painters, designers, factories, ceramicists, potters, craft makers, and sculptors. Knowledge is revisited in each lesson, both within a unit and in past units. Each lesson provides scaffolded support or stretch for use as needed.

Examples of great art and artists encountered in Year 1 – Year 6



Monochromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tariku Shiferaw (2021) Paul Klee (1938) Mr Doodle current) Jacoba van Heemskerck (1916) Simeon Solomon (1860) Oscar Ukonu (2018) Nora Sherwood (2022) Peter Bonnett Wight (1891) Christa Rijneveld (2023)	William Morris (1875) Ella Doran (2013) Ayesha Safdar (2023)	Oscar Ukonu (2018) Christa Rijneveld (2023) Ted Harrison (1993) Jusepe de Ribera (1630–1640) Siski Kalla (2019) Sarah Biffin (1848) Ted Harrison (1993) Christa Rijneveld (2023) Dapo Adeola (2019) Leo Gestel (1891–1941)	Janice Hayes-Cha (2014) Vincent van Gogh (1881) Caspar David Friedrich (1804) Thomas Rowlandson (1780–1827) Kawabata Gyokushō (1887–92) Remigio Cantagallina (1582–1656) Patrick Hughes (1971)	John Frederick Lewis (1825) (Unknown) Korean (17th century) Eugène Delacroix (1829) Paul Ranson (1893) Julie de Graag (1877) Jean Bernard (1818) Utagawa Kuniyoshi (1850) Mr Doodle (current) Allison Kunath (current) Kamisaka Sekka (1904) Patrick Hughes (1971) Ella Doran (current) Oscar Ukonu (current)	Sarah Biffin (1848) Oscar Ukonu (2018)

Examples of great art and artists encountered in Year 1 – Year 6



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chromatic	William Merritt Chase (1893) George Inness (1866) Tariku Shiferaw (2021) Piet Mondrian (1927) Paul Klee (1938) Mizuki Heitaro (1930) Hilma af Klint (1907)	Hokusai (1831) Ted Harrison (1993)	Maria Sibylla Merian (1705) Nora Sherwood (2022) Dapo Adeola (2019) Walter Crane (1898) Rahana Dariah (2021)	Kathryn Larsen (2020) Mary Georgina Filmer (1863) Karl Wiener (1942) Marie-Blanche Hennelle Fournier (1870s) Eva Macdonald (1846) Paul Gauguin (1887) Hokusai (1820) Janice Hayes-Cha (2014)	Alexej von Jawlensky (1920) Frida Kahlo (1937) Dapo Adeola (2019) Amedeo Modigliani (1917) Vincent van Gogh (1887) Samuel J. Miller (1847) Sarah Biffin (1848) Diego Rodríguez (1650) Noor Bahjat (2020) Samuel Joseph Brown Jr. (1941) Giovanna Garzoni (1635) John Carlin (1840)	Je Hong (2014) Stanley Thomas Clough (1938) Kathryn Larsen (2020) Nick Gentry (2021)

Examples of great art and artists encountered in Year 1 – Year 6



Sculpture with clay

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sonya Wilkins (current) Clouds and Pineapples (current) Sasha Chapliu (current)	Staffordshire Potteries (19th century) Paul Gauguin (1887) Elizabeth Murray (1854) Canaletto (1748) Jan van Goyen (1647)	Mexican pottery (1850) San Francisco Acatepec (1700) Mexican pottery (modern craft) Frida Kahlo (1937) Jean-François Millet (1874) Pieter Bruegel the Elder (1565) Hokusai (1830) Berthe Morisot (1871)	Ancient Egyptian canopic jars Wooden Egyptian models (1981-1975 BCE) Ancient Egyptian pots The Maya ceramic whistles (500-900) Roman pottery (100-250) Ancient Egyptian soul house (1750-1700 BCE) Ceramic stove (1684-1685) Follower of Bernard Palissy (1575-1600) Animal pen (25-220) Ostrakon (580-640) Smiling figure (600-800)	The Vincennes manufactory (the 18th century) Vanessa Hodge (current) Frida Kahlo (Vanessa Hodge makes a piece called 'Frida') Lotus Flower Inlay, from Egypt (1353) William Morris (1864) Claude Monet (1906) Vincent van Gogh (1890) Clara Peeters (1612) Nishapur Buffware (9th century) Tiffany & Co. (1837) Leonce Raphael Agbodjelou (2018)	Peter Anton (current) Kate Malone (current) Vincent van Gogh (1887) Hannah Brown Skeele (1860) Louise Moillon (1630) Chelsea porcelain factory (1755) Griffen, Smith and Hill (1880) Teapot, British (1755-70) Teapot, Style of Whieldon type (1750) Giuseppe Arcimboldo (1590) William Morris (1866) Ancient Roman mosaics Giovanna Garzoni (1640s)

Art Vocabulary Progression Year 1 – Year 6



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monochromatic	collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, shape, tone, represent, value, zigzag	architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space	bridge, continuous, evaluate, iris, landscape, line, observational drawing, portrait, pupil, shape, still life, tear duct, texture, value	atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point	abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value	cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical
Chromatic	abstract, colour, curved, decorate, dot, ferrule, gallery, handle, inspire, line, meaning, primary colours, realism, shape, space, toe, tour	colour palette, colour wheel, complementary colours, contrast, elements, evaluate, ferrule, inspire, landscape, medium, original, portrait, primary colours, print, process, secondary colours, serigraph, still life, vivid	abstract, acrylic paints, annotation, annotate, art galleries, blending, chromatic, creativity, famous, habitats, illustrator, illustration, life cycle, medium, metamorphosis, observational, realism, species, transparent, watercolour paints	annotate, architect, architecture, collage, composition, context, curator, drafting, evaluate, form, medium, mixed media, photo collage, sketchbook, texture, transparent, value, watercolour paints, Victorian	angular, collage, colour, commissioned, composition, form, inspiration, line, medium, memorialising, miniature, opaque, paint pan, portrait, portraiture, primary colours, proportion, replica, royal, secondary colours, shape, sitter, space, texture, transparent, value, Victorians	activist, carbon footprint, composition, climate change, collage, endangered, evaluate, form, floppy discs, geometric, mixed media, proportion, protest, reference, slogan, stylised, sustainable, sustainability, translucent, VHS cassette tapes
Sculpture with clay	2D, 3D, ceramic, clay, coil, emotion, evaluate, imprint, kiln, nature, primary colours, sculpt, sculptor, sculpture, slab, texture, varnish	2D, 3D, clay, decoration, evaluate, form, imprint, influenced, inspired, ornament, pottery, primary colours, relief, score and slip, sculpture, secondary colours, shape, sphere, spherical, varnish	archaeologist, ceramic, clay, climate, column, experiment, imprint, influence, inspire, pinch pot, pottery, primary colours, relief, score and slip, sculpture, secondary colours, sphere, texture, wedging	burial sites, coiled, coils, earthenware, excavate, hand-building, high relief, imprint, knead, low relief, pinch pot, pottery, primary colours, relief, revolution, score and slip, sculpture, secondary colours, textured, tomb, wedge	analogous colours, ball clay, bone china, composition, context, condition the clay, country of origin, earthenware clay, excavate, faience, kneading, manipulate, mould, notable, porcelain, revolution, shade, stoneware clay, tint, tone	blend, ceramic, condition, context, hand-building, kiln, kneading, malleable, manipulate, moulding, notable, primary colours, score and slip, sculpture, secondary colours, shade, tertiary colours, tint, tone, varnish