



Intent

At Kingsley, by the end of Key Stage 2 children should have a rigorous understanding of the art and design skills specified in the Kingsley Curriculum Overview. Consequently, they should be able to experiment, invent and think critically in order to create their own works of art, craft and design.

Implementation

At Kingsley, Art and Design skills are broken into 4 categories:

DRAWING, PAINTING, SCULPTURE and **PRINTING** (although they may often intertwine).

When teaching one or more of the above, each lesson will ensure that there is a focus on one or more of the following 7 artistic elements:

FORM, COLOUR, TONE, SHAPE, TEXTURE, LINE and **SPACE**.

For each unit of work, in order to ensure a high-quality, inspiring and progressive art curriculum, teachers will follow the 5 part art process of:

1. Cold task (unaided piece)
2. Research (looking at the work of great artists)
3. Experimentation (child-led exploration)
4. Development of ideas (refining the skills involved)
5. Final piece followed by an evaluation

e.g. for a portrait:

1. ***Cold task:***
Draw an unaided portrait.
2. ***Research:***
Look at 1 or 2 artist's work and relate this to their own practise. Introduce key art vocab such as proportion, pencil control and mark making.
3. ***Experimentation:***
Play with materials. Explore lines (faint/hard, shading, tone, blending, different grades of pencil etc.).
4. ***Development of ideas:***
Understand proportions. Focus on mastering smaller aspects of the face (eyes, lips etc).
5. ***Final Piece:***
Complete a final portrait applying all of the new skills. Evaluate piece.

To accommodate this, art and design will be taught in the following way:

AUTUMN 1	<u>drawing</u> unit of work	5 lessons following 5 step art process
SPRING 1	<u>sculpture</u> unit of work	5 lessons following 5 step art process
SUMMER 1	<u>painting</u> unit of work	5 lessons following 5 step art process
<u>Printing</u> will be incorporated into either the sculpture or the painting unit of work.		

In addition, children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers, both current and through history.

Impact

At Kingsley, our Art and Design curriculum is taught through a 5 step process, as stated above, which will be recorded within individual scrapbooks. This process is designed to offer a clear view of progression of art skills. Consequently, when carrying out 'book-looks' of the children's scrapbooks, teachers will be able to see if progress has been made when looking at both the cold task and the final piece. In addition, formative assessment techniques such as appropriate questioning and discussions with the children will be carried out by both the class teacher and the Art and Design lead.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum Objectives /Knowledge</u></p>	<p>Children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapt work where necessary.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn 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>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>To learn about great artists, architects and designers in history.</p>				



<p>Subject Skills: DRAWING</p> <p>Media / Resources:</p> <ul style="list-style-type: none"> • pencils • rubbers • chalks • pastels • felt tips • charcoal • inks • ICT software <p>Possible Artists:</p> <ul style="list-style-type: none"> • Van Gogh • Seurat • Durer • Da Vinci • Cezanne • Picasso • Hopper • Goya • Sargent • Holbein • Moore • Rossetti • Klee 	<p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Start to record simple media explorations in a sketch book.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range</p>	<p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil (hatching, scribbling, stippling, and blending).</p> <p>Name, match and draw lines / marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Use a sketchbook to plan and develop simple ideas.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns (hatching, scribbling, stippling, and blending) with a wide range of drawing implements.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p>	<p>Develop techniques to create intricate patterns using different grades of pencil and other implements / media to create lines, marks and develop tone (understanding why they best suit).</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading created via hatching within their own work.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading created via hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
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		<p>of patterns and textures.</p> <p>Continue to record media explorations in a sketch book.</p>				<p>Develop close observation skills using a variety of view finders.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use sketchbooks to collect, record and plan for future works.</p>
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<p>Subject Skills: PAINTING & COLOUR</p> <p>Media / Resources:</p> <ul style="list-style-type: none"> • watercolour • ready mixed • acrylic • inks • brusho • collage • weaving (paper and wool) <p>Possible Artists:</p> <ul style="list-style-type: none"> • Klimt • Marc • Klee • Hockney • Pollock • Riley • Monet • Rothko • O'Keeffe • Hopper • Rembrant • Lowry • Matisse • Margritte. 	<p>Enjoy using a variety of tools including different size brushes, sponges, fingers and twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. different coloured, sized and shaped paper.</p> <p>Use white and black paint to darken or lighten colour.</p> <p>Start to record simple media explorations in a sketch book.</p>	<p>Explore with a variety of media and with different brush sizes and tools.</p> <p>Explore lightening and darkening paint without always using black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Continue to record media explorations in a sketch book.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.</p> <p>Continue to experiment in lightening and darkening without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures including. blocking in colour, washes and thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and</p>	<p>Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes and thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including. blocking in colour, washes and thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge (understanding which works well in their work and why).</p> <p>Adapt their work according to their</p>
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			colour wheel and colour spectrums	collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	and collect source material for future works.	views and describe how they might develop it further. Annotate work in sketchbook. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
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<p>Subject Skills: SCULPTURE</p> <p>Media / Resources:</p> <ul style="list-style-type: none"> • clay • salt dough • papier mache • nets • wire • polystyrene bases • wood • paper sculpture • mod roc • art straws <p>Possible Artists:</p> <ul style="list-style-type: none"> • Moore • Hepworth • Arp • Nevelson • Gabo • Calder • Segal • Christo • Frink 	<p>Enjoy a range of malleable media such as clay, papier mache and salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction / sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier mache, salt dough and modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile, from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, e.g. impressed, painted and applied.</p> <p>Use tools and equipment safely</p>	<p>Use equipment and media with increasing confidence (clay, papier mache and / or modroc).</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p> <p>Use a sketchbook to plan and develop simple ideas and make simple informed choices in media.</p>	<p>Use equipment and media with confidence (clay, papier mache and /or modroc).</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Produce more intricate surface patterns / textures and use them when appropriate.</p> <p>Produce larger ware using pinch, slab and coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil, and produce maquettes confidently when necessarily.</p> <p>Model over an armature, e.g. newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work, e.g. glaze, paint and polish.</p> <p>Gain experience in modelling over an armature, e.g. newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work, e.g. glaze, paint and polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>
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		and in the correct way.		<p>Use a sketchbook to plan, collect and develop ideas. Also, use it to record media explorations and experimentations as well as try out ideas.</p>	<p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture. Also, show awareness of the effect of time upon sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p>	<p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p> <p>Compare the style of different styles and approaches, e.g. Moore and Aztec.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p>	<p>Recognise sculptural forms in the environment, e.g. furniture and buildings.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p>
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<p>Subject Skills: PRINTING</p> <p>Printing Types / Resources:</p> <ul style="list-style-type: none"> • bubble printing • glue printing • collagraphy (string printing) • marbling • rubbings • stencils • sponge printing • fruit/veg printing • wood blocks • shaving foam printing • press print • lino print • mono-print • labelling • advertising <p>Possible Artists:</p> <ul style="list-style-type: none"> • Warhol • Hokusai • Escher 	<p>Enjoy taking rubbings, e.g. leaf, brick and coin.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork and sponges.</p> <p>Demonstrate experience at impressed printing, e.g. drawing in ink and printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief.</p> <p>Begin to identify forms of printing, e.g. books, posters pictures and fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork and sponges.</p> <p>Demonstrate experience at impressed printing, e.g. drawing in ink and printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures and patterns to inform other work.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore 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> <p>Demonstrate experience in combining prints</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Use tools in a safe way</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, planning colours and collecting source material for future works.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Develop their own style using tonal</p>
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<ul style="list-style-type: none">• Morris• Kunisada• Bawden,			<p>Experiment with overprinting motifs and colour.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures and patterns to inform other work.</p>	<p>taken from different objects to produce an end piece.</p>			<p>contrast and mixed media.</p>
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<p>Vocabulary: DRAWING</p>	<ul style="list-style-type: none"> • thickness • tone • pattern • texture • line • pencil • charcoal 	<ul style="list-style-type: none"> • thickness • tone • pattern • texture • line • hatching • scribbling • stippling • blending • light • dark • rubbing 	<ul style="list-style-type: none"> • thickness • tone • pattern • texture • line • hatching • scribbling • stippling • blending • light • dark • rubbing • observations 	<ul style="list-style-type: none"> • tone • pattern • texture • line • hatching • scribbling • stippling • blending • light • dark • rubbing • observations • form • shape • grades • dimensions • perspectives 	<ul style="list-style-type: none"> • tone • pattern • texture • line • hatching • scribbling • stippling • blending • light • dark • rubbing • observations • form • shape • grades • dimensions • perspectives 	<ul style="list-style-type: none"> • tone • pattern • texture • line • hatching • scribbling • stippling • blending • light • dark • observations • form • shape • grades • dimensions • perspectives • composition • scale • proportion • focal point • horizon • view finders 	<ul style="list-style-type: none"> • contrast • tone • pattern • texture • line • hatching • scribbling • stippling • blending • light • dark • observations • form • shape • grades • dimensions • perspectives • composition • scale • proportion • focal point • horizon • view finders
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Vocabulary: PAINTING	<ul style="list-style-type: none">• primary colours• tools• brushes• sponges	<ul style="list-style-type: none">• lightening• darkening• secondary colours• primary colours• tools• brushes• sponges	<ul style="list-style-type: none">• control• layering• mixing media• texture• lightening• darkening• secondary colours• primary colours• tools• brushes	<ul style="list-style-type: none">• complementary colours• blocking• washes• thickening• control• layering• mixing media• texture• lightening• darkening• secondary colours• primary colours• tools• brushes	<ul style="list-style-type: none">• complementary colours• blocking• washes• thickening• control• layering• mixing media• texture• lightening• darkening• secondary colours• primary colours• tools• brushes• adapt	<ul style="list-style-type: none">• shades• tones• complementary colours• blocking• washes• thickening• control• layering• mixing media• texture• lightening• darkening• secondary colours• primary colours• adapt• tools• brushes	<ul style="list-style-type: none">• shades• tones• complementary colours• blocking• washes• thickening• control• layering• mixing media• texture• lightening• darkening• secondary colours• primary colours• adapt• tools• brushes• annotate
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<p>Vocabulary: SCULPTURE</p>	<ul style="list-style-type: none"> • decoration • modelling • construction • clay • papier mache • salt dough 	<ul style="list-style-type: none"> • modroc • malleable • rolling • pinchin • kneading • decoration • modelling • construct • clay • papier mache 	<ul style="list-style-type: none"> • patterns • texture • carving • shape • form • modroc • malleable • rolling • pinchin • kneading • decoration • modelling • construct • clay • papier mache 	<ul style="list-style-type: none"> • join • extend • pinch • slab • coil • patterns • texture • carving • shape • form • modroc • malleable • rolling • pinchin • kneading • decoration • modelling • construct • clay • papier mache 	<ul style="list-style-type: none"> • armature • maquettes • slip • frame • join • extend • pinch • slab • coil • patterns • texture • carving • shape • form • modroc • malleable • rolling • pinchin • kneading • decoration • modelling • construct • clay • papier mache 	<ul style="list-style-type: none"> • glaze • armature • maquettes • slip • frame • join • extend • pinch • slab • coil • patterns • texture • carving • shape • form • modroc • malleable • rolling • pinchin • kneading • decoration • modelling • construct • clay • papier mache 	<ul style="list-style-type: none"> • foundations • annotate • glaze • armature • maquettes • slip • frame • join • extend • pinch • slab • coil • patterns • texture • carving • shape • form • modroc • malleable • rolling • pinchin • kneading • decoration • modelling • construct • clay • papier mache
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<p>Vocabulary: PRINTING</p>	<ul style="list-style-type: none">• rubbings• printing• patterns• stencils	<ul style="list-style-type: none">• cork• sponges• ink• relief• rubbings• printing• patterns• stencils	<ul style="list-style-type: none">• impressed• mono-printing• cork• sponges• ink• relief• rubbings• printing• patterns• stencils	<ul style="list-style-type: none">• impressed• mono-printing• cork• sponges• ink• relief• rubbings• printing• patterns• stencils• differences• similarities	<ul style="list-style-type: none">• repeating patterns• impressed• mono-printing• cork• sponges• ink• relief• rubbings• printing• patterns• stencils• differences• similarities	<ul style="list-style-type: none">• overlay• embroidery• repeating patterns• impressed• mono-printing• cork• sponges• ink• relief• rubbings• printing• patterns• stencils• differences• similarities	<ul style="list-style-type: none">• adapt• annotate• overlay• embroidery• repeating patterns• impressed• mono-printing• cork• sponges• ink• relief• rubbings• printing• patterns• stencils• differences• similarities
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Enhancements / Activities	Whole school art project.	Whole school art project.	Whole school art project.	Whole school art project.	Whole school art project.	Whole school art project.	Whole school art project.
<p>Twig and leaf painting.</p> <p>Clay, papier mache and salt dough sculptures.</p> <p>Junk sculptures.</p> <p>Leaf, brick and coin rubbings.</p> <p>Stencil art.</p>	<p>Dark and light experimentation (line drawing).</p> <p>Colour mixing.</p> <p>Clay, papier mache, salt dough and modroc sculptures.</p> <p>Model for a purpose (e.g. pot, tile etc).</p> <p>Cork and sponge printing.</p> <p>Printing in relief.</p>	<p>Paint layering and mixing.</p> <p>Small brush painting for a more intricate result.</p> <p>Clay carving.</p> <p>Paper weaving.</p> <p>Roller printing.</p> <p>Mono-printing (can't be repeated i.e. bubble printing, marbling, shaving foam printing).</p> <p>Motifs .</p>	<p>Intricate pattern work.</p> <p>Colour blocking, thickening and washing.</p> <p>Create clay, papier mache and / or modroc sculptures.</p> <p>Create larger sculptures incorporating pinching, slab and coil techniques.</p> <p>Clay carving.</p> <p>Paper and wool weaving.</p> <p>Mono-printing (can't be repeated i.e. bubble printing, marbling, shaving foam printing) and relief printing.</p> <p>3 colour printing.</p> <p>Callagraphy printing (string pattern glued to a board).</p>	<p>Three dimensional drawings.</p> <p>Colour blocking, thickening and washing.</p> <p>Painting in the style of other artists.</p> <p>Clay joining.</p> <p>Decorate, coil and produce maquettes.</p> <p>Model over an armature.</p> <p>Sculptures made from recycled materials.</p> <p>Clay carving.</p> <p>Mono-printing (can't be repeated i.e. bubble printing, marbling, shaving foam printing) and relief printing.</p> <p>Callagraphy printing (string pattern glued to a board).</p>	<p>Independent and detailed drawings.</p> <p>Proportional drawings.</p> <p>Observational drawings using view finders.</p> <p>Clay carving.</p> <p>Model over an armature.</p> <p>Embroidery.</p> <p>A range of mono-printing techniques (can't be repeated i.e. bubble printing, marbling, shaving foam printing).</p>	<p>Independent and detailed drawings in own artistic style.</p> <p>Proportional drawing.</p> <p>Colour blocking, thickening and washing.</p> <p>Colour and tonal mixing.</p> <p>Sculptures over constructed foundations.</p> <p>Relief.</p> <p>Clay carving.</p> <p>A range of printmaking techniques.</p>	



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					Fabric printing. 3 colour printing. Repeating pattern printing.		
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