

Morpeth Partnership Art Curriculum Intent

Art, Craft and Design has the power to expand our cultural awareness, increase our ability to problem solve, cultivate our fine motor skills and aid us in producing a range of opinions and views on our world.

We use these skills each and every day as tools to navigate our way around our visually complex world.

Creativity builds self- esteem and confidence, independent learners, and prepares our future artists to appreciate the design world, develop a passion for the subject within the classroom and externally (through interaction with our local area, region, artists and galleries). Art support the school's core values including inclusivity and diversity, and help to raise self-esteem. It provides an exceptional opportunity to broaden experience and support social, moral, spiritual and cultural learning.

Art, Craft and Design changes our world.

'Creativity takes courage' Matisse

What will a Morpeth Partnership Artist look like?

	At the end of Year 2, they will have the following knowledge:	At the end of Year 6, they will have the following knowledge:	At the end of Year 9, they will have the following knowledge:
Being a Morpeth Artist	<ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● 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>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.</p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Understand that creativity aides our understanding of the world around us and provides us with a range of skills to succeed in everyday life.</p> <ul style="list-style-type: none"> ● Be willing to take risks ● Have skills and techniques to achieve and succeed in Art, Craft and Design ● Be able to refine ideas, skillfully record ideas and present meaningful responses through purposeful investigations ● Be able to formulate their own ideas through research, questioning and practical investigation

- about great artists, architects and designers in history

Implementation

Progression of key skills from Y1 – Y9	Drawing	Colour	Printing	Texture/Pattern	3 D form
<p>Suggested Artists that you may wish to investigate</p> <p>Local artists</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac, Henry Moore, Mary Cassatt, Quentin Blake,</p>	<p>Kandinsky, Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Matisse, Steven Brown, Rozanne Bell, Jim Edwards</p>	<p>Picasso, Dan mather, Andy Warhol, Corita Kent, Sarah Farooqi</p>	<p>Matisse, Mondrian, Kandinsky, Bridget Riley, Agnes Martin, Joan Miro, Esher, Yayoi Kusama, Klimt, Paolozzi</p>	<p>Paul Klee, Louise Bourgeois (Spiders), Barabara Hepworth, Andy Goldsworthy, Henry Moore, Clarice Cliff, Picasso (pots), Giacommeti, Cezanne, Anthony Gormley, Claes Oldenburg, Susan Hillier</p>
<p>End of EYFS linked to ELGs</p>	<p>Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people</p>	<p>Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper</p>	<p>To make rubbings print with a variety of objects print block colour</p> <p>To use found materials, fruit/veg, wood blocks, press print, lino, string</p>	<p>To handle, manipulate and enjoying using materials To enjoy a sensory experience To create simple collages To create simple weaving (link to forest school for those with FS)</p>	<p>To handle, feel, enjoy and manipulate materials To use construction materials To create 3d form To build and destroy and remake To shape and model</p>
<p>End of Year 1</p>	<p>Use a variety of tools, for example pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types. -Name, mix and match colours to artefacts and</p>	<p>Make marks in print with a variety of objects, including natural and made objects. -Carry out different printing techniques e.g. mono-print,</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. -Create images from imagination, experience or</p>	<p>Manipulate mediums for a variety of purposes and to make known objects. -Explore sculpture with a range of malleable media. -Experiment with, construct</p>

	gather and collect artwork. -Begin to explore the use of line, shape and colour	objects and make collections of colours. -Work on different scales. -Mix secondary colours and Shades using different types of paint. -Create different textures e.g. use of sawdust.	block, relief and resist printing. -Make rubbings. -Build a repeating pattern and recognise pattern in the environment.	observation. -Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. -Awareness and discussion of patterns, repeating patterns and symmetry.	and join recycled, natural and man-made materials. -Explore shape and form. -Carve, pinch and roll coils and slabs and make simple joins.
End of Year 2	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Understand the basic use of a sketchbook and work out ideas for drawings. -Draw for a sustained period of time from the figure and real objects, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour.	Mix a range of secondary colours, shades and tones using white to lighten and avoid using black to darken. -Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. -Name different types of paint and their properties. -Work on a range of scales e.g. large brush on large paper etc. -Mix and match colours using artefacts and objects.	Use a variety of techniques, eg. carbon printing, relief, press and fabric printing and rubbings. -Design patterns of increasing complexity and repetition. -Print using a variety of materials, objects and techniques.	Use a variety of techniques, e.g. weaving, knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. -Create textured collages from a variety of media. -Make a simple mosaic. -Stitch, knot and use other manipulative skills. -Discuss regular and irregular patterning. -Look at natural and man-made patterns.	Shape and form from direct and observation and personal experiences. -Understand the safety and basic care of materials and tools. -Experiment with, construct and join recycled, natural and man-made materials more confidently. -Explore decorative techniques. -Replicate pattern and texture in a 3D form. -Look at the work of other sculptors.
End of Year 3	Experiment with different grades of pencil and other implements. -Plan, refine and alter their drawings as necessary. -Use their sketchbook to collect and record visual information from different sources. -Draw for a sustained period of	Mix a variety of colours and know which primary colours make secondary colours and create a colour wheel -Use a developed colour vocabulary. -Experiment with different effects and textures inc. blocking in colour, washes, dotting, scratching and splashing, thickened paint etc. -Work confidently on a	-Print using a variety of materials, objects and techniques including layering. -Talk about the processes used to produce a simple print. -Explore colour mixing and overlapping colour prints. -to explore pattern and shape, creating designs for printing.	Use a variety of techniques, eg. printing, dyeing, quilting, weaving, embroidery, embellishments and appliqué. -Name the tools and materials they have used. - Develop skills in stitching, cutting and joining. -Experiment with a range of media e.g. overlapping, layering etc. Look at pattern in the	Join mediums adequately and work reasonably independently. -Construct a simple base for extending and modelling other shapes. -Make a simple papier mache object. -Plan, design and make models.

	time at their own level. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	range of scales e.g. thin brush on small picture etc.		environment. Design using ICT, symmetry and make patterns on a range of surfaces.	
End of Year 4	Make informed choices in drawing inc. paper and media. -Alter and refine drawings and describe changes using art vocabulary. -Collect images and information independently in a sketchbook. -Use research to inspire drawings from memory and imagination. -Explore relationships between line and tone, pattern and shape, line and texture.	Make and match colours with increasing accuracy. -Use more specific colour language e.g. tint, tone, shade, hue. -Choose paints and implements appropriately. -Plan and create different effects and textures with paint according to what they need for the task e.g. creating mood. -Show increasing independence and creativity with the painting process.	Research, create and refine a print using a variety of techniques and sketchbooks.. -Select broadly the kinds of material to print with in order to get the effect they want. -Resist printing including marbling, silkscreen and cold-water paste.	Match the tool to the material. -Combine skills more readily. -Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. -Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. -Experiments with paste resist. -Explore environmental and man-made patterns and tessellation.	Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work understanding that it has been sculpted, modelled or constructed. -Use a variety of materials and experience patterns and textures.
End of Year 5	Use a variety of source material for their work. - observation, experience, memories and imagination - tone, symmetry, line, rhythm, shape, space, form, textures	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours - knowledge of colour wheel - experimentation of colour mixing - colour blending	Experiment with a range of printmaking techniques - monoprints - block printing - stamping - layering - manipulating - stencils press prints rubbings	Investigate patterns - repeat - mirror image - contrasting - textures - collage - negative and positive	Investigate the properties of creating artwork in 3d through - found objects - recycled materials - environmental objects - malleable materials

End of Year 6	<p>Demonstrate a wide variety of ways to make different marks</p> <ul style="list-style-type: none"> - perspective - dynamic line - observation and imagination - different drawing tools (e.g. cones, twigs, feathers, wheels) 	<p>Create shades and tints using the full range on the colour wheel plus</p> <ul style="list-style-type: none"> - monochrome - metallics - neon 	<p>Develop confidence and knowledge of printmaking techniques through</p> <ul style="list-style-type: none"> - experimenting- trial and error - a variety of background paper- newsprint, collage - surface textures - relief 	<p>Be able to make individual choices when creating patterns</p> <ul style="list-style-type: none"> - spots, stripes, zig zags, squiggles, dots, waves, cross hatch - - geometric, random, symmetrical, asymmetrical 	<p>Create sculpture and constructions with increasing independence e.g. with modroc, clay, modelling board, wire</p> <ul style="list-style-type: none"> - development of ideas from initial starting points - refinement of skills over time
End of Year 7	<p>Use a range of tools and techniques for effective recording</p> <ul style="list-style-type: none"> - dynamic line - different effects - what makes a good drawing? 	<p>Work inventively with colour</p> <ul style="list-style-type: none"> - apply artists colour techniques to own work - experiment with a selected range of colour media - investigate colour blending skills 	<p>Take creative risks when experimenting with print making e.g. collographs, monoprinting, gelli-printing, stamping</p> <ul style="list-style-type: none"> - learning through trial and error - developing visual sensitivity - working knowledge of tools and systems 	<p>Develop artistic vocabulary when experimenting with surface pattern e.g different tools for mark making- sticks, feathers, string etc</p> <ul style="list-style-type: none"> - splattering - stippling - dribbling - rubbings - dabbing - etching - cross- hatching - intaglio 	<p>Understand the processes and vocabulary of creating a 3D structure</p> <ul style="list-style-type: none"> - develop skills in moulding, constructing, twisting, plaiting, connecting, layering - be able to review and refine work as it progresses - connect ideas to other artists, designers and craftspeople
End of Year 8	<p>Use a variety of drawing techniques with increasing skill</p> <ul style="list-style-type: none"> - shading with reference to light source, 'charicusion' - independent choices to create effects for different purposes - apply knowledge of what makes a good drawing 	<p>Make individual choices and use effective techniques</p> <ul style="list-style-type: none"> - respond to artists use of colour to inform own work - experiment with a wider range of colour e.g. digital media, ink and wash 	<p>Work intuitively to create a range of print-making responses e.g. chine-colle</p> <ul style="list-style-type: none"> - re-edit and refine process - make informed decisions - -reference cultural stimuli e.g. artists, objects, resources 	<p>Articulate reasoning for personal responses</p> <ul style="list-style-type: none"> - make informed choices to enhance work in progress - use of mixed media (pattern and textures) to create a final response - develop a more individual style of pattern 	<p>Be able to transfer 2D forms to create a 3D outcome that is culturally informed</p> <ul style="list-style-type: none"> - use more independently sourced materials - demonstrate understanding of different contexts- e.g. art movement, design, architecture - refine skills and techniques of

					structure, viewpoints and finishing skills
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National Curriculum Strands for KS 1 and 2	Strand 1- <u>Generate ideas</u> Collect and respond to images, objects, imagination and feelings.	Strand 2 – <u>Make</u> Explore drawing, painting, digital media, collage and 3D materials.	Strand 3 – <u>Evaluate</u> Looking, thinking, recognising, interpreting and understanding art to help improve own work.	Strand 4 – <u>Knowledge</u> Research, analyse and review art, craft and design to help inform own creative practises
End Yr 4 expectations	Explore ideas and begin to make own choices.	Experiment with the qualities and characteristics of a range of materials.	Suggest ways to improve own ideas, images and artefacts.	Describe what they think and feel when looking at art.
End Yr 3 expectations	Explore a wider range of suggested examples and ideas. And ask questions appropriately.	Experiment with the qualities and characteristics of a wider range of materials in suggested ways.	Identify how to improve own work using suggestions from a given success criteria.	Begin to link feelings and make opinions on the work of famous artists, architects and designers.
End Yr 2 expectations	Independently explore a range of suggested examples and ideas.	Experiment with the qualities and characteristics of a limited range of materials in suggested ways.	Choose how to improve own work. By selecting from a limited range of given ideas.	Compare differences and similarities between more complex examples of artist's architects and designers.
End Yr 1 expectations	Follow a model for how to experiment with examples and ideas.	To have gained confidence and independence in following an example of how to make something.	Say how your work compares against a given skill/technique.	Compare differences and similarities between artist's work using basic criteria i.e colour, shape.

GCSE Strands - YR 6,7,8 and 9	Strand 1- Development of Ideas	Strand 2- Refine and Experiment	Strand 3- Recording	Strand 4 - Present a personal response
ADVANCED End of Yr 9 expectations	Develop ideas through purposeful investigations. Consistently demonstrate critical understanding of sources.	Thoughtfully refine ideas. Select and experiment with appropriate materials and techniques.	Skillfully record ideas, observations and insights through drawing and annotation.	Competently present a personal and meaningful response and realise intentions.
HIGHER End Yr 8 expectations	Develop personal and creative responses to generate original and exciting ideas.	Analyse and communicate ideas about own creative learning. Identify choices and demonstrate improvements made.	Use a variety of drawing techniques with increasing skill including shading, line and textures.	Make individual choices and choose effective materials and techniques to produce a final outcome.
INTERMEDIATE End Yr 7 expectations	Collect and select appropriate information and resources to help with ideas. Consider and discuss the ideas, methods and approaches of others and connect to own ideas.	Adapt and refine own work and use artistic vocabulary. Take creative risks when experimenting.	Use a range of tools and techniques for effective recording.	Work independently and inventively to create a final piece.
ELEMENTARY End Year 6 expectations	Respond to a variety of objects, artefacts and images to create ideas. Compare and comment on differing work from artists and designers.	Review own work through oracy and written reflections. Experiment with a range of materials.	Develop observation skills and working with different media.	Communicate ideas and meanings through a personal responses.
BREAKTHROUGH End Year 5 expectations	Explore ideas in different ways. Collect information and resources to inform their ideas.	Adapt and improve own work. Develop an understanding of key words.	Develop a range of mark making and drawing techniques.	Use a range of techniques with developing independence to create a final piece.
FOUNDATION Below year 5 expectations	Explore ideas and begin to make choices. Describe what they think and feel when looking at art.	Suggest ways to improve own ideas. Experiment with a range of materials	Investigate the world around them, emotions and their imaginations through mark making techniques.	Create an image or an artefact through a range of different media.

Key Concepts

<p>At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts in Art:</p>	<p>At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts in Art:</p>	<p>At the end of Key Stage 3, the pupils will have developed an understanding of the following concepts in Art:</p>
<p>Where in the world do I find/ see art? What tools and materials can I name and use? What is an artist? Can I name any? How can I create art? How can I get better at art? What artists or art do I like?</p> <p>Key vocabulary</p> <p>Draw, colour, texture, form, printing, pattern</p> <p>Observe, explore, experiment, record, sketch, apply, create, describe, construct, shape, arrange, decorate, develop, imagination.</p> <p>light, dark, shade, tone, collage, materials, manipulate, weave, malleable, rigid, sculpt, fold, repeat, primary, secondary, natural, man-made, repeating.</p>	<p>What is art? Where can I get ideas from? How can I use an artists' work to develop my ideas? What skills have I learned that help me with my art? What materials and techniques would work best? How would I adapt and improve my work?</p> <p>Key vocabulary</p> <p>alter, refine, scale, plan, design, make, express, reflect, technique, collaborative, discuss and evaluate, connections, modify, adapt, purpose.</p> <p>tint, hue, accuracy, proportion, environmental, relief, impress, abstract, tessellation, composition, foreground, midground, background, contrast, perspective,</p>	<p>What do we consider art to be and why? What are artists inspired by? How are we influenced by the world around us? (social/ political/ environmental/ economic influences) What can we use to make art? What do we like/ dislike ourselves and why? How can we explain the decisions I made? Can we communicate why we would use particular materials and techniques?</p> <p>Key vocabulary</p> <p>risk take, respond, experiment, question, investigate, edit, discover, review and refine, embellish, analyse and interpret, make connections, record, invent</p> <p>shape, form, shade, tone, blend, manipulate, sketch, print, create, layer, structure, detail, mark make</p>
<p>Links: www.awesomeartists.com, www.nsead.org</p>		