



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Art at Cranborne First School and Nursery

At Cranborne First School we believe that art is a vital part of children's education, with a significant and valuable role in the taught curriculum. We believe that art provides a forum to develop the mind set of experiment and risk taking in learning. Our art curriculum will develop children's crucial abilities, as well as an understanding of their own and other's cultural heritage through the study of a diverse range of artists.

Children will develop their appreciation and understanding of the visual language of art through effective teaching and considered sequences of lessons and experiences. Understanding the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum that will encourage children to explore and experiment with different techniques, styles and medium in order to inspire a love of art and to nurture and develop their artistic skills.

Curriculum Drivers

	In all subjects...	In art, this looks like...
Curiosity	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	Opportunities for children to explore different art forms; to understand how artists express themselves and how they, as individuals, might want to express themselves. Developing skills as artists and to know that finished pieces take time and experimentation.
Communication	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.	Developing the vocabulary to respectfully express the impact art and design has on them, including what they like and dislike. This will include their own artwork and that of their peers. To develop techniques to express themselves as unique individuals through art and design.

<p>Resilience</p>	<p>Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.</p>	<p><u>Resilience and Independence in partnership</u></p> <p>Artwork for all artists and participants is a never-ending wave of creativity, almost like an infinity symbol in that it is boundless and endless. That creativity in this way, although it can be inspired by others is entirely autonomous. By realising this we want the children to be aware that they will be growing individually in this. Realising that art can be about following your own ideas and creativity and that making errors and changing direction mid piece can be a powerful part of the journey.</p> <p>Our wish is for our children to become life-long artists and that by learning some of these techniques they will gain independence through exploration of these skills, gaining mastery as they progress. That being able to speak about artists, techniques, time and place in history and being open to mistakes will allow them the opportunity to thrive in artistry wherever it may take them</p>
<p>Independence</p>	<p>Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make choices based on this awareness, understanding that they have ownership of their actions.</p>	
<p>Aspiration</p>	<p>Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.</p>	<p>Opportunities for the children to see and appreciate the work of other artists and designers from across periods of history to the modern day.</p> <p>To know how artwork can have an impact on the wider world.</p>

Learning Knowledge is not an end point in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring are developing their disciplinary knowledge (art skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support the children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through carefully planned enrichment activities.

	EYFS	Year 1 and Year 2	Year 3 and Year 4
Cycle 1	Exploring the natural world Experimenting with natural texture and materials, primal painting Decoupage using various textures, forms and shapes The process of shared artwork that is less permanent. Exploring the natural world	Spirals Printmaking Making Birds	Charcoal Drawing Cloth, Thread and Paint Telling Stories through Drawing and Making
Cycle 2	flora and fauna in a 'wildflower meadow' Exploring the power of creativity – drawing spirals with soft pastels, chalks and paint - a transition piece. Accurate sketches of insects using mixed media	Explore and Draw Expressive Painting Be an Architect	Storytelling through Drawing Exploring Still Life Sculpture, Structure Inventiveness

Substantive Concepts – these are the concepts that give a subject substance or content

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at Cranborne First School.

Drawing Pencil, charcoal, inks, chalk pastels	Painting Watercolours and acrylics	Collage Textiles, different forms of paper
Making Clay, models, sculpture	Printing Natural materials – fruit and vegetables, leaves, flowers	

Much of our learning is captured in sketch books and we actively plan to use these progressively as the children move through the school. Our youngest children in Nursery and Reception will showcase artwork in Learning Journeys.

Second Order Concepts – Shape the Enquiry

Purpose An understanding and exploration of the purpose and intentionality behind art and design.	Visual Literacy An understanding that everyone's responses to art and design are different but equally valid. To be able to respond using visual imagery as a means of expression to what is seen and heard. To capture examples from other artists to use in own work.	Appreciation An ability to be reflective and articulate respectfully a response to a piece of art or design – either their own or the work of others.
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EYFS	KS1	KS2
Drawing <ul style="list-style-type: none"> Experiment with a range of drawing tools. Draw from observation, memory and imagination. Draw on a large and small scale and use different shapes, colours and textures. Manipulate materials and have increasing control of line and shape. 	<ul style="list-style-type: none"> Understand drawing is a physical activity. Understand there is a relationship between drawings on paper (2D) and making (3D). That we can transform 2D drawings into 3D objects. Understand that we can use different media (sometimes combined in one 	<ul style="list-style-type: none"> Understand that charcoal is a drawing medium that lends itself to loose gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans.

drawing) to capture the nature of things we find.

- Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
- Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
- Use colour (pastels, chalks) intuitively to develop spiral drawings.
- Draw from paused film, observing detail using pencil, graphite, handwriting pen.
- Draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.
- Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing.
- Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.
- Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.
- Make drawings inspired by sound.

- Know that Chiaroscuro means 'light/dark' and we can use the concept to explore tone in drawings.
- Understand that animators make drawings that move.
- Understand that artists and illustrators interpret narrative texts and create sequenced drawings.
- Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.
- Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).
- Explore making gestural drawings with charcoal using the whole body (link to dance).
- Develop mark making skills by deconstructing the work of artists.
- Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.
- Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.
- Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.
- Use a variety of drawing media including charcoal, graphite, wax resist and

		<p>watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling</p> <ul style="list-style-type: none"> • Understand artists can work with pattern for different reasons • Designers work to briefs to create patterns for products. • Artists work with pattern to create paintings or other works. • Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. • Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural • Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.
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Painting

<ul style="list-style-type: none"> • Explore the use of colour and mark making by using a variety of painting and printing 	<ul style="list-style-type: none"> • Understand watercolour is a media which uses water and pigment. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Paint without a fixed image of what you are painting in mind. • Respond to your painting, and try to 'imagine' an image within. 	<ul style="list-style-type: none"> • Understand that we can create imagery using natural pigments and light. • Understand that paint acts differently on different surfaces. • Understand the concept of landscape painting. • Understand that still life is the name given to the genre of painting (or making) a collection of objects/elements. • That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. • Use paint, mixing colours, to paint an object or sculpture.
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	<ul style="list-style-type: none"> • Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. • Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. • Understand that the properties of the paint that you use, and how you use it, will affect your mark making. • Understand that primary colours can be mixed together to make secondary colours of different hues. • Understand the concept of still life. • Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools. • Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above 	<ul style="list-style-type: none"> • Continue to develop colour mixing skills. • Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. • Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. • To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. • To use close observation and try different hues and tones to capture 3d form in 2 dimensions. • To make work as part of a community/class and understand how everyone can contribute towards a larger artwork.
Printing		
<ul style="list-style-type: none"> • Manipulate materials with increasing control. 	<ul style="list-style-type: none"> • Understand prints are made by transferring an image from one surface to another. • Understand relief prints are made when we print from raised images (plates). • Use hands and feet to make simple prints, using primary colours. • Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. 	<ul style="list-style-type: none"> • Understand that screen prints are made by forcing ink over a stencil. • Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes • Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.

- Explore concepts like 'repeat', 'pattern' 'sequencing'.
- Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.
- Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.

Making

- Experiment with a range of materials to create 3D forms.

- Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
- Understand the meaning of 'Design through Making'
- Use a combination of two or more materials to make sculpture.
- Use construction methods to build.
- Understand when we make sculpture by adding materials it is called Construction.
- Work in a playful, exploratory way, responding to a simple or loose brief, using Design through Making philosophy.
- Understand the role of an architect.
- Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.
- Transform found objects into sculpture, using imagination and construction techniques including cutting, tying,

- Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.
- Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).
- That clay and Modroc are soft materials which finally dry/set hard.
- Use Modroc or airdry clay to model characters inspired by literature. Consider form, texture, character, structure.
- An armature is an interior framework which support a sculpture.
- Make an armature to support the sculpture.
- Understand that articulated drawings can be animated.
- Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.
- Understand that a plinth is a device for establishing the importance or context of a sculptural object.

	<p>sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>	<ul style="list-style-type: none"> • Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. • Understand that sometimes people themselves can be the object, as in performance art. • Understand that making sculpture can be challenging and that it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. • Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. • To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric. • Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. • To combine modelling with construction using mixed media and painting to create sculpture
Collage		
<ul style="list-style-type: none"> • Manipulate materials with increasing control. 	<ul style="list-style-type: none"> • Understand collage is the art of using elements of paper to make images. • Understand we can create our own papers with which to collage. 	<ul style="list-style-type: none"> • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Cut shapes from paper (free hand) and use as elements with which to collage,

	<ul style="list-style-type: none"> • Collage with painted papers exploring colour, shape and composition. • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Combine collage with making by cutting and tearing drawn imagery, possibly manipulating it into simple 3d forms to add to sculpture. • Collage with drawings to create invented forms. • Combine with making if appropriate. 	<p>combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition</p>
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Sketch Books

	<ul style="list-style-type: none"> • Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them • Use sketchbooks to: • Test out printmaking ideas • Develop experience of primary and secondary colours • Practice observational drawing • Explore mark making • Explore the qualities of different media. • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. • Make visual notes about artists studied. 	<ul style="list-style-type: none"> • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them. • Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. • Work in sketchbooks to: • Explore the qualities of charcoal. • Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills. • Brainstorm animation ideas. • Experiment with pigments created from the local environment • Practise drawing skills. • Test and experiment with materials.
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- Brainstorm pattern, colour, line and shape. Brainstorm and explore ideas relating to performance art.

Key Artists and Designers to learn about

Wassily Kandinsky
 Quentin Blake

Drawing

Rosie James
 Alice Fox
 Kandinsky
 Molly Haslund

Painting

Giuseppe Arcimboldo
 Kandinsky

Printing

Andy Warhol

Making

Christo & Jeanne-Claude
 Faith Bebbington
 Caitlind r.c. Brown & Wayne Garrett

Collage

Eric Carle
 Joseph Redoute
 Jan Van Kessel

Drawing

Heather Hansen
 Laura McKendry
 Edgar Degas
 Inbal Leitner
 Laura Carlin
 Shaun Tan

Painting

Quentin Blake
 Paul Cézanne
 Peter Claesz
 Melchior d' Hondecoeter
 Jan Davidsz
 Jacob Vosmaer
 Hilary Pecis
 Hirasho Sato

Making

Alice Kettle
 Hannah Rae
 Rosie Hurley
 Baas Meeuws

Collage

Nicole Dyer
 Claes Oldenberg
 Lucia Hierro

Progression of Second Order concepts

EYFS	KS1	KS2
Purpose		
	<ul style="list-style-type: none"> • Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. • Understand artists take their inspiration from around them, collecting and transforming. • Understand that in art we can experiment and discover things for ourselves. • Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. 	<ul style="list-style-type: none"> • To understand that visual artists look to other artforms for inspiration. • Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. • Understand artists often collaborate on projects, bringing different skills together. • Work collaboratively to present outcomes to others where appropriate. Present as a team.
Visual Literacy		
	<ul style="list-style-type: none"> • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 	<ul style="list-style-type: none"> • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
Appreciation		
	<ul style="list-style-type: none"> • Reflect upon the artists' work, and share your response verbally ("I liked..."). 	<ul style="list-style-type: none"> • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").

	<ul style="list-style-type: none"> • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Reflect upon the artists' work, and share your response verbally ("I liked..."). • Talk about intention • Share responses to peers' work, appreciating similarities and differences. 	<ul style="list-style-type: none"> • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked...next time I might...") • Talk about intention • Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond
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Vocabulary Progression

	EYFS	KS1	KS2
Drawing	<u>Nursery</u> Line, thick, thin, wavy, straight, pencil, finger, stick, chalk, pastel <u>Reception</u> Line: Thick, thin, pattern, line, shape, detail, wavy, straight, Texture: smooth, rough, bumpy, Colour/pattern: tone, shiny, light/dark, pale, deep, bright Shape: oval, long, curved	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy Colour/pattern: tone, soft, hard, shiny, light/dark, pale, deep Shape: oval, long, curvy	Line: charcoal, pencil, crayon, chalk, pastels, pens Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression
Painting	<u>Nursery</u> Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, mix, fine motor skills <u>Reception</u> Brush, colour, line, texture, 2D, observation, imagination, scale, mix, watercolour, pallet	Brush, size and types, scale, colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, texture, sand, plaster

<p>Sculpture</p>	<p><u>Nursery</u> Experiment, playdough, explore, mark making, textural effects, materials, imagination, tools, control, fine motor,</p> <p><u>Reception</u> Experiment, playdough, explore, natural, textural effects, materials, model, observation, imagination, demonstrate, tools, control, fine motor, safety, create, construct, design</p>	<p>Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects</p> <p>Form: experiment, constructing, joining, natural, manmade materials</p> <p>Texture: surface, malleable material, build</p>	<p>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p>
<p>Collage</p>	<p><u>Nursery</u> glue, sticking, paper, scissors, cut, fabric, natural materials, feels like,</p> <p><u>Reception</u> create, glue, sticking, paper, fabric, natural materials, textural effects, fold, crumple, tear, cut</p>	<p>Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges</p>	<p>Experiment, range, collage techniques, tearing, overlapping, layering, create images, represent textures, building, visual vocabulary</p>
<p>Printing</p>	<p><u>Nursery</u> Press, lift off, smudge, stamp, roller</p> <p><u>Reception</u> Press, pressure, lift off, smudge, stamp, pattern, roller</p>	<p>Print, range, hard, soft, materials, pressure, rollers, printing pallets, mono printing, patterns, build, repeating, overprinting, motifs, rubbings, textures</p>	<p>printing blocks, impressed, relief, method, repeating, patterns, overlays.</p>