

Art and Design Curriculum at Lace Hill Academy

Who are we?

The children at Lace Hill are very eager to learn and communicate well verbally. They are polite and sociable and keen to please.

At Lace Hill Academy we use the National Curriculum and a primary scheme called Kapow to bring art and design opportunities to the classroom. We work hard to make links between themes in other subjects to the art topics that are planned in. We pride ourselves on our creative learning environment and classroom displays and provide children with the chance to contribute to these through their own art work. As a school, we are working hard to ensure there is a variety of creative and practical activities to allow children to engage in art and design. This is planned through six areas: drawing, painting and mixed media, sculpture and 3D, and craft and design.

What do we need to know? Why?

Art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Our art curriculum offers children the opportunities to refine different art techniques and become proficient in these skills, such as drawing, painting and sculpture. We try to ensure that this is achieved through mapping these skills across the year group and creating links between other subjects such as science, geography, history and computing. Children should learn about great artists, craft makers and designers within this learning which will then allow them to think critically and evaluate artists' work and their own work. Children should also recognise through their learning how art contributes to the culture, creativity and wealth of our nation.

What do we need to experience? Why?

When a child leaves our school they will...

- Be a confident person
- Be an independent thinker and self-starter
- Empathise with others
- Have an inquisitive mind
- Take risks with their learning
- Bounce back and move forward when faced with a challenge
- Be proactive and innovative
- Have a sense of belonging

I am a Lace Hill artist because...

- I use my creativity and imagination to produce my own works of art, craft and design
- I feel confident experimenting with different media and techniques I've developed
- I can understand and reflect on how art and design has shaped history
- I am resourceful, innovative and imaginative
- I can critique, evaluate and analyse my own and others' works of art

Substantive Concepts

- Drawing skills
- Painting and Mixed Media
- Sculpture and 3D
- Craft and Design
- Knowledge of Artists
- Formal Elements

Disciplinary Concepts

- Develop techniques
- Express and communicate
- Take inspiration from artists
- Experiment with media
- Critique, evaluate and analyse art



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Our children need to see that art and design goes far beyond classroom and the curriculum: it is everywhere in the world around us and takes many different forms. Children should be exposed to, and have the opportunity to explore, different artists, architects and designers. We have trips to museums, galleries and centres that the children will visit to allow children to see art first-hand and celebrate art in different forms.

At Lace Hill, we inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum gives pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our curriculum supports pupils to meet the national curriculum end of key stage attainment targets.

Units of lessons are sequential, allowing children to build and encounter key disciplinary concepts which link to our Art and Design 'Golden Box' (above). Underpinning our units of work are our six substantive concepts that thread our curriculum together. The disciplinary concepts are woven throughout units. Substantive concepts are revisited throughout Key Stage 1 and 2 with increasing complexity in a progressive model.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Our curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision-making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Our children will leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.

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| LHA Art and Design Journey (Progression) | | | | | | | |
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| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Units covered | Most of the skills are taught through the Early Years curriculum area: 'Expressive Arts and Design' – Creating with Materials. | Drawing – Exploring line and texture Craft and Design – Woven Wonders Painting and mixed Media – Colour Splash Sculpture and 3D – Paper paly | Drawing – Tell a Story Painting and mixed Media – Life in Colour Sculpture and 3D – Clay Houses Craft and Design – Map it our | Painting and mixed media – Prehistoric Printing Sculpture and 3D – Abstract shape and space Drawing – Developing drawing skills Craft and Design – Ancient Egyptian scrolls | Drawing – Tone, texture and proportion Sculpture and 3D – Mega Materials Painting and mixed media – Light and dark Craft and Design – Fabric of nature | Drawing – Depth, emotion and movement Craft and Design – Architecture Painting and Mixed Media – Portraits Sculpture and 3D – Interactive installation | Painting and mixed media – Artist study Craft and Design – Photo opportunity Drawing – Expressing Ideas Sculpture and 3D – Making memories |
| Disciplinary Concepts | Nursery Develop techniques Express and communicate Experiment with media Reception Develop techniques Express and communicate Take inspiration from artists Experiment with media Critique, evaluate and analyse art | Develop techniques Express and communicate Take inspiration from artists Experiment with media Critique, evaluate and analyse art | | | | | |

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|---|--|--|---|---|--|--|---|
| Substantive Concepts | Nursery and Reception Drawing skills Painting and Mixed Media Sculpture and 3D Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Craft and Design Knowledge of Artists Formal Elements | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements | Drawing skills Painting and Mixed Media Craft and Design Knowledge of Artists Formal Elements | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements | Drawing skills Painting and Mixed Media Craft and Design Knowledge of Artists Formal Elements |
| LHA Art and Design Journey (Progression in Knowledge and Skills) | | | | | | | |
| Generating Ideas | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Nursery and Reception Talk about ideas and explore different ways to record them | Explore own ideas using a range of media | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop own ideas and plan more purposefully for an outcome | Develop ideas more independently from their own research Explore and record plans, ideas and evaluations to develop ideas towards an outcome | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes |
| Sketchbooks | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Nursery and Reception Experiment with mark marking in an exploratory way Nursery Draw with increasing complexity and detail, such as representing a face with a circle and including details using a variety of | Use sketchbooks to explore ideas in an open-ended way Use sketchbooks to help make decisions about what to try out next | Experiment in sketchbooks, using drawing to record ideas Use sketchbooks to help make decisions about what to try out next | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process Use collage as a means of collecting ideas | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome | Confidently use sketchbooks for purposes including recording observations and research, testing materials and work towards an outcome more independently | Use and systematic and independent approach to research, test and develop ideas and plans using sketchbooks |

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| | <p>recording devices, paper, iPad, sand</p> <p>Reception Draw with increasing complexity and detail using a variety of recording devices, paper, iPad, paper rolls that can be kept and returned to to edit and improve</p> | | | | | | |
| Making skills | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Nursery Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome</p> <p>Reception Begin to develop observational skills (for example, using mirrors to include the main features of faces)</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome</p> | <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</p> <p>Make choices about which materials to use to create an effect</p> <p>Develop observational skills to look more closely</p> <p>Be able to select materials, colours and texture to suit ideas and purposes</p> <p>Explore and analyse a wider variety of ways</p> | <p>Further demonstrate increased control with a greater range of media</p> <p>Make choices about which materials and techniques to use to create an effect</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</p> | <p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose</p> | <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms</p> <p>Use growing knowledge of different materials, combining media for effect</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</p> | <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</p> <p>Combine a wider range of media, e.g. photography and digital art effects</p> | <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</p> <p>Combine materials and techniques appropriately to fit with ideas</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art</p> |

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| | | to join and fix materials in place | | | Use more complex techniques to shape and join materials, such as carving and modelling wire | | |
| Methods, techniques, media and materials | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <u>Drawing</u> Nursery Explore mark making in different surfaces with fingers or sticks Begin to draw simple closed shapes that could represent objects | <u>Drawing</u> Draw different lines by varying the control and pressure Notice 2D shapes within objects and how then be used to form the 'bones' of a drawing | <u>Drawing</u> Use and describe more complex lines and marks that might begin to reflect texture Recognise that shapes and marks can be refined rather than accepting the first attempt | <u>Drawing</u> Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin Recognise more organic shapes within objects | <u>Drawing</u> Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass Represent geometric 3D shapes more accurately and begin to include organic forms | <u>Drawing</u> Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition | <u>Drawing</u> Explore the expressive qualities of line as part of their iterative process Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect |
| | Reception <u>Drawing</u> Describe when colouring is lighter or darker Make lines and marks on paper, staying within the boundaries of the page | Draw and combine geometric shapes Identify known shapes in objects, scenes or images that wish to draw Apply more pressure when drawing or colouring to create a darker tone | Compose more complex drawings by combining shapes Use shading to show light and dark areas Use the same tool to colour/shade different tones by adjusting pressure | Attempt to draw 3D forms using line and shape Place tonal shading by experimenting and recognising how it can help to show that a shape has form | Use a more diverse range of marks to convey a subject's form Combine lines and marks to create light and dark areas of a drawing | Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to | Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Ton Find a point in the distance to draw from (one-point perspective) |
| | <u>Painting and Mixed Media</u> Nursery | Create an area with a single, consistent | Develop spatial order by recognising | Sketch out an idea or composition using | | | |
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| Explore paint, using hands as a tool | tone when colouring/shading | objects in proportional relationship to each other, e.g. flowers are smaller than people | short, fast, light strokes and 2D shapes | Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) | suggest a flowing motion, sharp to suggest speed | Scale drawings up or down while aiming to keep proportion |
| Describe colours and textures as they paint | Demonstrate a growing spatial awareness to represent the position and size of objects | <u>Painting and Mixed Media</u> | <u>Painting and Mixed Media</u> | Use simple shapes to scale up a drawing to make it bigger | Identify qualities and techniques that resonate and begin to develop personal style and preferences | <u>Painting and Mixed Media</u> |
| Explore what happens when paint colours mix | Mix a variety of shades of a secondary colour | Mix a variety of shades of a secondary colour | Make a cave wall surface | Start to depict an object's form with tonal shading, highlighting the presence and absence of light | Refine tonal shading to show greater graduations in tone | Use sketchbooks to research and present information |
| Make natural painting tools | <u>Painting and Mixed Media</u> | Combine primary coloured materials to make secondary colours | Paint on a rough surface | Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones | Blend to smooth transitions in tone | Develop ideas into a plan for a final piece |
| Investigate natural materials e.g. paint, water for painting | Mix secondary colours in paint | Make choices about amounts of paint to use when mixing a particular colour | Make a negative and positive image | Use shading techniques such as cross hatching, to create texture as well as depth | Use sketching to experiment with ideas, layout and shading | Make a personal response to the artwork of another artist |
| Reception | Choose suitable sized paint brushes | Match colours seen around them | Create a textured background using charcoal and chalk | Sketch to plan the placement of their composition elements for visual effect | Consider balance and symmetry / asymmetry in compositions | Use different methods to analyse artwork such as drama, discussion and questioning |
| Explore paint textures, for example mixing in other materials or adding water | Clean a paintbrush to change colours | Create texture using different painting tools | Use natural objects to make tools to paint with | Draw more accurately in relative size/proportion | Start using size to develop a foreground, midground and | <u>Sculpture and 3D</u> |
| Respond to a range of stimuli when painting | Print with objects, applying a suitable layer of paint to the printing surface | Make textured paper to use in a collage | Make natural paints using natural materials | Recognise whether something is in the foreground or background of a composition and how size can show distance | | Translate a 2D image into a 3D form |
| Use paint to express ideas and feelings | Overlap paint to mix new colours | Choose and shape collage materials e.g. cutting, tearing | Create different textures using different parts of a brush | | | Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping) |
| Explore colours, patterns and compositions when combining materials in collage | Use blowing to create a paint effect | Compose a collage, arranging and overlapping pieces for contrast and effect | | | | |

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| <p><u><i>Sculpture and 3D</i></u> Nursery Explore the properties of clay</p> <p>Use modelling tools to cut and shape soft materials eg. playdough, clay</p> <p>Reception Select and arrange natural materials to make 3D artworks</p> <p>Talk about colour, shape and texture and explain their choices</p> <p>Plan ideas for what they would like to make</p> <p>Problem-solve and try out solutions when using modelling materials</p> <p>Develop 3D models by adding colour</p> <p><u><i>Craft and Design</i></u> Nursery Explore differences when cutting a variety of materials.</p> | <p>Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour</p> <p><u><i>Sculpture and 3D</i></u> Roll and fold paper</p> <p>Cut shapes from paper and card</p> <p>Cut and glue paper to make 3D structures</p> <p>Decide the best way to glue something</p> <p>Create a variety of shapes in paper, eg spiral, zig-zag</p> <p>Make larger structures using newspaper rolls</p> <p><u><i>Craft and Design</i></u> Know what materials can be cut, knotted, threaded or plaited</p> <p>Wrap objects/shapes with wool</p> <p>Measure a length</p> | <p>Add painted detail to a collage to enhance/improve it</p> <p><u><i>Sculpture and 3D</i></u> Smooth and flatten clay</p> <p>Roll clay into a cylinder or ball</p> <p>Make different surface marks in clay</p> <p>Mix clay slip using clay and water</p> <p>Join two clay pieces using slip</p> <p>Make a relief clay sculpture</p> <p>Use hands in different ways as a tool to manipulate clay</p> <p>Use clay tools to score clay</p> <p><u><i>Craft and Design</i></u> Separate wool fibres ready to make felt</p> | <p>Use colour mixing to make natural colours</p> <p><u><i>Sculpture and 3D</i></u> Join 2D shapes to make a 3D form</p> <p>Join larger pieces of materials, exploring what gives 3D shapes stability</p> <p>Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea</p> <p>Identify and draw negative spaces</p> <p>Plan a sculpture by drawing</p> <p>Choose materials to scale up an idea</p> <p>Create different joins in card eg. slot, tabs, wrapping</p> <p>Add surface detail to a sculpture using colour or texture</p> <p><u><i>Craft and Design</i></u></p> | <p><u><i>Painting and Mixed Media</i></u> Mix a tint and a shade by adding black or white</p> <p>Use tints and shades of a colour to create a 3D effect when painting</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing</p> <p>Choose suitable painting tools</p> <p>Arrange objects to create a still life composition</p> <p>Plan a painting by drawing first</p> <p>Organise painting equipment independently, making choices about tools and materials</p> <p><u><i>Sculpture and 3D</i></u> Know how different tools can be used to create different</p> | <p>background in compositions</p> <p><u><i>Painting and Mixed Media</i></u> Develop a drawing into a painting</p> <p>Create a drawing using text as lines and tone</p> <p>Experiment with materials and create different backgrounds to draw onto</p> <p>Use a photograph as a starting point for a mixed-media artwork</p> <p>Take an interesting portrait photograph, exploring different angles</p> <p>Adapt an image to create a new one</p> <p>Combine materials to create an effect</p> <p>Choose colours to represent an idea or atmosphere</p> | <p>Manipulate cardboard to create different textures</p> <p>Make visual notes to generate ideas for a final piece</p> <p>Translate ideas into sculptural forms</p> <p><u><i>Craft and Design</i></u> Know how different materials can be used to produce photorealistic artwork</p> <p>Know that macro photography is showing a subject as larger than it is in real life</p> <p>Create a photomontage</p> <p>Create artwork for a design brief</p> <p>Use a camera or tablet for photography</p> <p>Identify the parts of a camera</p> |
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| | <p>Explore techniques for joining paper and card e.g stick, clip, tie, tape</p> <p>Reception Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags</p> <p>Follow lines when cutting</p> <p>Experiment with threading objects, holding equipment steady to do so</p> <p>Apply craft skills e.g. cutting, threading, folding to make their own artworks</p> <p>Design something on paper ready to make in three dimensions.</p> | <p>Tie a knot, thread and plait</p> <p>Join using knots</p> <p>Weave using a combination of material</p> | <p>Lay wool fibres in opposite directions to make felt</p> <p>Roll and squeeze the felt to make the fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool</p> <p>Overlap cellophane/tissue to create new colours</p> <p>Apply paint or ink using a printing roller</p> <p>Smooth a printing tile evenly to transfer an image</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks</p> | <p>Know that layering materials in opposite directions make the handmade paper stronger</p> <p>Construct a new paper material using paper, water and glue</p> <p>Use symbols to reflect both literal and figurative ideas.</p> | <p>sculptural effects and add details and are suited for different purposes</p> <p>Use their arm to draw 3D objects on a large scale</p> <p>Join wire to make shapes by twisting and looping pieces together</p> <p>Create a neat line in wire by cutting and twisting the end onto the main piece</p> <p>Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork</p> <p>Try out different ways to display a 3D piece and choose the most effective</p> <p><u>Craft and Design</u> Know that a mood board is a visual collection which aims</p> | <p>Develop a final composition from sketchbook ideas</p> <p><u>Sculpture and 3D</u> Try out ideas on a small scale to assess their effect</p> <p>Use everyday objects to form a sculpture</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them</p> <p>Try out ideas for making a sculpture interactive</p> <p>Plan an installation proposal, making choices about light, sound and display</p> <p><u>Craft and Design</u> Know the steps to make a monoprint</p> <p>Know when a roller is sufficiently inked</p> | <p>Take a macro photo, choosing an interesting composition</p> <p>Manipulate a photograph using photo editing tools Use drama and props to recreate imagery</p> <p>Take a portrait photograph</p> <p>Use a grid method to copy a photograph into a drawing</p> |
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| | | | | | <p>to convey a general feeling or idea</p> <p>Know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>Recognise a theme and develop colour palettes using selected imagery and drawings</p> <p>Develop observational drawings into shapes and pattern for design</p> <p>Transfer a design using a tracing method</p> <p>Make a repeating pattern tile using cut and torn paper shapes</p> <p>Use glue as an alternative batik technique to create patterns on fabric</p> <p>Use materials, like glue, in different</p> | <p>Make an observational drawing of a house</p> <p>Use shapes and measuring as methods to draw accurate proportions</p> <p>Develop drawings further to use as a design for print</p> <p>Draw an idea in the style of an architect that is annotated to explain key features</p> <p>Draw from different views, such as a front or side elevation</p> <p>Interpret an idea in into a design for a structure</p> | |
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| | | | | | ways depending on the desired effect | | |
| | | | | | Paint on fabric | | |
| | | | | | Wash fabric to remove glue to finish a decorative fabric piece. | | |
| Evaluating and analysing | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Nursery Explain their art work to an adult Reception Talk about own artwork, stating what they felt went well | Describe and compare features of their own and other's art work | Explain ideas and opinions about own work and other's art work, giving reasons Begin to talk about how they could improve own work | Confidently explain ideas and opinions about own and other's art work, giving reasons Use sketchbooks as part of the problem-solving process and make changes to improve their work | Build a more complex vocabulary when discussing their own and other's art work Evaluate their work more regularly and independently during the planning and making process | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work | Give reasoned evaluations of their own and other's work which takes account of context and intention Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work |

The Formal Elements

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| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Line | | <p>Know that drawing tools can be used in a variety of ways to create different lines</p> <p>Know that lines can represent movement in drawings</p> | <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern</p> <p>Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns</p> | <p>Know that different drawing tools can create different types of lines</p> | <p>Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing</p> | <p>Know that lines can be used by artists to control what the viewer looks at within a composition e.g. by using diagonal lines to draw your eye into the centre of a drawing</p> | <p>Know how line is used beyond drawing and be applied to other art forms</p> |
| Shape | | <p>Know that a pattern is a design in which shapes, colours or lines are repeated</p> | <p>Know that shapes can be geometric if they have mostly straight lines and angles</p> <p>Know that shapes can be organic (natural) or irregular</p> <p>Know that patterns can be made using shapes</p> <p>Know that collage materials can be shaped to represent shapes in an image</p> | <p>Know that artists can focus on shapes when making abstract art</p> <p>Know that pattern can be man-made or natural</p> | <p>Know that symmetry can be used to create repeating patterns</p> <p>Know that patterns can be irregular, and change in ways you wouldn't expect</p> <p>Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns</p> <p>Know how to use basic shapes to form more complex shapes and patterns</p> | <p>Know that artists create patterns to add expressive detail to art work</p> <p>Know that silhouette is a shape filled with a solid flat colour that represents an object</p> | <p>Know that pattern can be created in many different ways e.g. in the rhythm of brushstrokes in a painting or in repeated shapes within a composition</p> |

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| Colour | Nursery Explore colour and colour-mixing | Know that the primary colours are red, yellow and blue | Know that different amounts of paint and water can be used to mix hues of secondary colours | Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or clash is created | | Know that artists use colour to create an atmosphere or to represent feelings in an artwork | Know that colours can be symbolic and have meanings that vary according to your culture or background |
| | Reception Know that colours can be mixed. | Know that primary colours can be mixed to make secondary colours | Know that colours can be mixed to match real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place | Know that paint colours can be mixed using natural substances, and that prehistoric people used these paints | | | |

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| Texture | | <p>Know that texture means what something feels like</p> <p>Know that different marks can be used to represent the texture of objects</p> <p>Know that different drawing tools make different marks</p> | <p>Know that surface rubbings can be used to add and make patterns</p> <p>Know that patterns can be used to add detail to artwork</p> <p>Know that collage materials can be chosen to represent real-life textures</p> <p>Know that collage materials can be overlapped and overlaid to add texture</p> <p>Know that painting tools can create varied textures in paint</p> | <p>Know that texture in an artwork can be real or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object</p> | <p>Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface</p> | <p>Know how to create texture on different materials</p> | <p>Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture</p> |
| Space | | | <p>Know that composition means how things are arranged on the page</p> | <p>Know that negative shapes show the space around and between objects</p> | | | <p>Know how an understanding of shape and space can support creating effective composition</p> |

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| Value | | <p>Know that tone in art means light and dark</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p> | <p>Know that shading helps make drawn objects look more three dimensional</p> <p>Know that different pencil grades make different tones</p> | <p>Know some basic rules for shading when drawing</p> <p>Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</p> | <p>Know that using lighter and darker tints and shades of colour can create a 3D effect</p> <p>Know that tone can be used to create contrast in artwork</p> <p>Know that adding black to a colour creates a shade</p> <p>Know that adding white to a colour creates a tint</p> | <p>Know that tone can help show the foreground and background in artwork.</p> | <p>Know that chiaroscuro means light and dark and is a term used to describe high-contrast images</p> <p>Know that a monochromatic artwork uses tints and shades of just one colour</p> |
| Form | | <p>Know that three-dimensional art is called sculpture</p> <p>Know that paper can be shaped by cutting and folding it</p> <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it</p> | <p>Know that pieces of clay can be joined using the 'scratch and slip' technique</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on</p> | <p>Know that three dimensional forms are either organic (natural) or geometric</p> <p>Know that organic forms can be abstract</p> | <p>Know that simple structures can be made stronger by adding layers, folding and rolling</p> | <p>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them</p> <p>Know that the size and scale of three-dimensional art work changes the effect of the piece</p> | <p>Know that the surface textures created by different materials can help suggest fm in two-dimensional artwork</p> |

Art and Design Curriculum at Lace Hill Academy

Knowledge of Artists – Exposure Across the Curriculum

| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|--|--|---|--|--|--|--|
| Knowledge of Artists | Nursery Explore different materials freely, to develop their ideas about what they like and don't like Reception Enjoy looking at and talking about art | Describe similarities and differences between practices in art and design and link these to their own work | Talk about art they have seen using some appropriate subject vocabulary Be able to make links between some pieces of art | Use subject vocabulary to describe and compare creative works Use own experiences to explain how art works may have been made | Use subject vocabulary confidently to describe and compare creative works Use their own experiences of techniques and making processes to explain how art works may have been made | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work |
| Autumn | | Bridget Riley Zaria Forman Wassily Kandinsky Reneta Bernal Ilya Bolotowsky | Quentin Blake Maurice Sendak | Drawings of the Chauvet Cave | Ed Ruscha 'Eye' Georges Seurat 'The Black Bow' Alberto Giacometti 'Man Pointing' Fernando Botero 'Dancing in Columbia' Henri Matisse 'The Circus' Henry Moore 'The Artist's Hand V' | Chila Jumari Singh Burman Vincent Van Gogh Njideka Akunyili Crosby 'The Beautiful Ones' | David Hockney Paula Rego John Singer Sargent Fiona Rae Lubaina Himid |
| Spring | | Judith Scott Cecilia Vicuna | Romare Bearden | Ruth Asawa Anthony Caro (Joan Miro) (Barbara Hepworth) (Alberto Giacometti) (Henry Moore) | Audrey Flack Clara Peeters | Cai Guo-Qiang | Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston |

Art and Design Curriculum at Lace Hill Academy

| | | | | | | | |
|--------|--|-------------------------------|-------------------------------|-------------------------------|---|-------------|-----------------------------|
| Summer | | Jasper Johns Clarice Cliff | Ranti Bam Rachel Whiteread | Max Ernst Georgia O'Keeffe | Ruth Daniels Senaka Senanayake William Morris Megan Carter | Teis Albers | Diego Rivera Dan Fenelon |
|--------|--|-------------------------------|-------------------------------|-------------------------------|---|-------------|-----------------------------|

Trips, Visits & Experiences

| Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--------|---|--------|--------|--------|
| | As part of their Spring unit, Year 1 children will be visited by an artist whose discipline is something other than painting or drawing. They will have the opportunity to hear about how the artist works, see examples and ask questions. | | Annually, Years 3 & 4 are invited to enter the BAFA (Buckingham Arts for All) exhibition and competition in our local town. Each year there is a theme and the school are required to select 10 pieces to represent the school in the exhibition. | | | |
| <p>Summer 2025 Lace Hill will hold a whole school art exhibition showcasing the work of all pupils from throughout the year. Each child will have at least one piece of artwork on display. Each year group's Autumn, Spring and Summer units will be represented in the exhibition as well as any other art experiences that have taken place that year.</p> | | | | | | |