

# Art and Design Learning – King Charles C of E Primary School - SHINE curriculum

Key Concept	Progression in Disciplinary Learning			
Develop ideas	EYFS	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Pencil grip and control</li> <li>- creating patterns (Andy Goldsworthy)</li> <li>-Scissors Skills holding/ using scissors</li> <li>-Mixing colours</li> <li>-Painting to create a satisfying outcome</li> <li>-Manipulating and experimenting with dough and assorted tools</li> <li>- illustrators (Axel Sheffler)</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Sketching –learning technique of observation and response</li> <li>-different brush strokes and painting techniques</li> <li>-Making creative decisions (Pop art)</li> <li>-Pastel and chalk observational drawings inspired by an artist (Georgia O’Keefe)</li> </ul>	<p><b>Summer</b></p> <p>Creating Clay model Collage (Henry Matisse snail) Sketching Using sketching pencils and shading. Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function Local Artist Visit</p>
	Development	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-Self Portraits</li> <li>-The Stages of drawing</li> <li>-Pre-symbolism</li> <li>-Symbolism</li> <li>-Realism</li> <li>-making creative choices</li> <li>- pencil grip</li> <li>- fine and gross motor skill and control</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-Observational drawing of a....</li> <li>-The Stages of drawing</li> <li>-Pre-symbolism</li> <li>-Symbolism</li> <li>-Realism</li> <li>- choices of colour and ability to mix colours</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-Self Portraits</li> <li>-The Stages of drawing</li> <li>-Pre-symbolism</li> <li>-Symbolism</li> <li>-Realism</li> <li>- Making personal creative choices</li> <li>- reflecting creations</li> </ul>
	Y1	<p><b>Big Question ‘How do we keep people safe at sea?’</b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p>Explore the works of Henri Matisse and his style of painting by scissors. Look closely to identify the shapes Matisse uses within his work. Explore the method of painting by scissor by creating shapes to represent a given object.</p> <p><b>Big Question ‘How are animals grouped?’</b></p> <ul style="list-style-type: none"> <li>• Explore ideas and collect visual information.</li> </ul>		





<b>Develop ideas</b>	<b>Y2</b>	<p><b>Big Question 'What do we need to survive?'</b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p><b>Big Question 'Why does Falmouth have a castle?'</b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>
	<b>Y3</b>	<p><b>Big Question 'How are shadows formed?'</b></p> <ul style="list-style-type: none"> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Explore different lines</li> </ul>

**Big Question****Why do people move?**

**Collect information, sketches and resources.**

**Develop ideas from starting points throughout the curriculum.**

- Looking at and sketching Viking artifacts
- Choosing a design from four original sketches

**Big Question****How are Christmas decorations made?**

**Adapt and refine ideas as they progress.**

**Collect information, sketches and resources.**

**Develop ideas from starting points throughout the curriculum.**

- Creating designs and adapting them to meet specifications.

**Big Question****Why was Falmouth a pivotal port?**

**Develop ideas from starting points throughout the curriculum.**

**Collect information, sketches and resources.**

**Adapt and refine ideas as they progress.**

**Explore ideas in a variety of ways.**

**Comment on artworks using visual language**

- Sketching Packet Ships
- Improving sketch, using colour to create mood

**Big Question****Where might mythical creatures live?**

**Develop ideas from starting points throughout the curriculum.**

**Collect information, sketches and resources.**

**Adapt and refine ideas as they progress.**

**Explore ideas in a variety of ways.**

- Sketch a dragon in different positions e.g. Flying, sitting, swimming.

**Big Question****Why is the Amazon amazing?**

**Adapt and refine ideas as they progress.**

- Create an Amazon styled stamp to print a repeating pattern

Y5	<p><b>Big Question</b>  <b>Was Shackleton the greatest explorer of all time?</b>  <b>Develop ideas from starting points throughout the curriculum.</b>  <b>Collect information, sketches and resources.</b>  <b>Adapt and refine ideas as they progress.</b></p> <ul style="list-style-type: none"> <li>• Sketch a portrait of Sir Ernest Shackleton (half portrait)</li> </ul> <p><b>Big Question</b>  <b>How did people survive the Great fire of London?</b>  <b>Develop ideas from starting points throughout the curriculum.</b>  <b>Collect information, sketches and resources.</b>  <b>Adapt and refine ideas as they progress.</b></p> <ul style="list-style-type: none"> <li>• Create own landscape of The Great Fire of London</li> </ul>
Y6	<p><b>Big Question</b>  <b>What were the key events in Victorian history that influenced change?</b>  <b>Develop and imaginatively extend ideas from starting points throughout the curriculum. (ExDay yr5 Harvest)</b></p> <ul style="list-style-type: none"> <li>• <b>Collect information, sketches and resources and present ideas imaginatively in a sketch book</b></li> <li>• <b>Collect information, sketches and resources and present ideas imaginatively in a sketch book. – Cyanotype</b></li> <li>• Use the qualities of materials to enhance ideas. Cyanotype</li> <li>• Spot the potential in unexpected results as work progresses. Cyanotype</li> </ul>

Y1

**Big Question 'What makes me shine?'**

**Drawing**

- **Draw lines of different sizes and thickness.**

Explore creating lines of different sizes and thicknesses using a range of different methods. Altering the pressure used, angling the pencil, using different graded sketching pencils.

**Painting**

- **Use thick and thin brushes.**

Explore making marks using different size paint brushes.

**Big Question 'How do we keep people safe at sea?'**

**Collage**

- **Use a combination of materials that are cut, torn and glued.**
- **Sort and arrange materials**
- **Mix materials to create texture**

Cut shapes from coloured paper to create shape. Arrange these shapes to create a collage that represents the Grace Darling rescue.

Explore and mix a range of different materials to identify which best represents a range of textures; bumpy, smooth, jagged.

To complete a collaborative collage using the method of painting by scissors. Have they arranged the shapes effectively?

Create an independent collage using a range of materials. Have they explored a range of materials to create texture? Have they explored combining materials? Have they arranged the materials effectively?

**Big Question 'How are animals grouped?'**

**Drawing**

- **Draw lines of different sizes and thickness.**
- **Colour (own work) neatly following the lines.**
- **Show pattern and texture by adding dots and lines.**
- **Show different tones**

Altering the pressure used when sketching, angling the pencil, using different graded sketching pencils. Explore different materials to create line; sharp, felt tip, highlighter, charcoal. Explore using dots and lines to create texture. Show light, medium and dark tones using layers of shading and pressure

Is animal sketch created using lines of different sizes and thickness? Has pattern and tone been created? Can chn discuss how they created the pattern and tone. **Sculpture**

- **Use a combination of shapes.**
- **Include lines and texture.**

Roll, squeeze or pinch to create shape.

Carve the clay using a range of tools to create detail (old cutlery knives/plastic knives, toothpicks, scraping tool and old biro/pencil)

Does the sculpture consist of a combination of shapes. Are the shapes joined securely. Has there been an attempt to add detail using lines and texture. Offering feedback to peers (two stars and a wish).

**Big Question 'What is it like to live surrounded by ice and snow?'**

**Print**

- **Use repeating or overlapping shapes.**
- **Press, role, rub and stamp to make prints.**

To use a range of materials to experiment with printing. To choose their preferred method of print and use this to create an inuist style block print

Can name some of the techniques that can be used to create print.

Confidence to experiment with different forms of print

Have they create an effective print

## Master techniques

Y2

### Big Question 'How does our nation shine?'

#### Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using colours and shading.

### Big Question 'How can we help plants to grow?'

#### Drawing-

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using colours and shading.

### Big Question 'What do we need to survive?'

#### Textiles

- Use plaiting.
- Use dip dye techniques.

### Big Question 'Why does Falmouth have a castle?'

#### Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

#### Textiles

- Use weaving to create a pattern.

### Big Question 'What would you choose; home or away?'

#### Rio -Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.



Y3

**Big Question 'How does the river Fal influence the lives of Falmouth people?'**

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Mix colours effectively.

Use watercolour paint to produce washes for backgrounds then add detail.

Experiment with creating mood with colour.

- Mix paint to match colours and tones
- Use watercolour to extend and paint a river scene

**Big Question 'Why are humans animals too?'**

Select and arrange materials for a striking effect.

Ensure work is precise.

Use coiling, overlapping, tessellation, mosaic and montage.

- Identify colours, patterns and shapes
- Create a variety of textures
- Arrange colour for a striking effect

**Big Question 'How are shadows formed?'**

Use different hardnesses of pencils to show line, tone and texture.

Annotate sketches to explain and elaborate ideas.

Sketch lightly (no need to use a rubber to correct mistakes).

Use shading to show light and shadow.

Use hatching and cross hatching to show tone and texture.

- Study Van Gogh's Wheatfield picture and explore with line.
- Visiting artist Trevor Ashby showed us how to create tone and shadow.
- Replicate techniques used by Van Gogh to create a picture of our local area.

**Big Question 'Why was the Roman Empire so successful?'**

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

Y4

**Big Question**

**Why do people move?**

**Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).**

**Include texture that conveys feelings, expression or movement.**

**Use clay and other mouldable materials.**

**Add materials to provide interesting detail.**

**Sketch lightly (no need to use a rubber to correct mistakes).**

- Creating clay brooches adding materials to provide detail.
- Thinking about the texture of the brooch
- Sketching artifacts building the detail and texture.

**Big Question**

**How are Christmas decorations made?**

**Shape and stitch materials.**

**Use basic cross stitch and back stitch**

- Draw, cut and stitch Christmas decoration

**Big Question**

**Why was Falmouth a pivotal port?**

**Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.**

**Mix colours effectively.**

**Use watercolour paint to produce washes for backgrounds then add detail.**

**Experiment with creating mood with colour.**

- Improve original work by creating mood with colour.

**Big Question**

**Where might mythical creatures live?**

**Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).**

**Include texture that conveys feelings, expression or movement.**

**Use clay and other mouldable materials.**

**Add materials to provide interesting detail.**

- Create a dragon sculpture using clay and combining wings and a tail to the main body
- Add texture to the dragon
- Using a range of materials, create a habitat for the dragon

<p><b>Y5</b></p>	<p><b>Big Question</b>  <b>Who were the Ancient Greeks?</b>  <b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form. <ul style="list-style-type: none"> <li>• Create a Greek Tile</li> </ul> </li> </ul> <p><b>Big Question</b>  <b>Was Shackleton the greatest explorer of all time?</b>  Use different hardnesses of pencils to show line, tone and texture.  Annotate sketches to explain and elaborate ideas.</p> <ul style="list-style-type: none"> <li>• Draw a portrait of Sir Ernest Shackleton</li> </ul> <p><b>Big Question</b>  <b>How did people survive the Great fire of London?</b>  <b>Digital media</b>  Enhance digital media by editing (including sound, video, animation, still images and installations).  <b>Print</b>  Create an accurate pattern, showing fine detail.  Use a range of visual elements to reflect the purpose of the work.</p> <ul style="list-style-type: none"> <li>• Use colour and pattern when drawing detail in sketching flowers</li> <li>• Use app Reflect to create a digital representation of flower drawing</li> </ul>
<p><b>Y6</b></p>	<p><b>What were the key events in Victorian history that influenced change?</b>  Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>What can we learn from the ancient Egyptians?</b>  <b>Sculpture</b>  Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>

<b>Take inspiration from the greats</b>	<b>Y1</b>	<p><b>Big Question 'What makes me shine?'</b></p> <ul style="list-style-type: none"> <li>• <b>Describe the work of notable artists, artisans and designers.</b></li> </ul> <p>Explore, discussing like and dislikes of a range of famous portraits by Leonardo da Vinci, Henri Matisse, Gustav Klimt.</p> <p>Explore, discussing like and dislikes of famous self-portraits of Leonardo da Vinci, Andy Warhol and Van Gogh.</p> <p><b>Big Question 'How do we keep people safe at sea?'</b></p> <ul style="list-style-type: none"> <li>• <b>Describe the work of notable artists, artisans and designers.</b></li> <li>• <b>Use some of the ideas of artists studied to create pieces.</b></li> </ul> <p>Explore the works of Henri Matisse and his style of painting by scissors.</p> <p>Look closely to identify and describe the shapes Matisse uses within his work discussing likes and dislikes.</p> <p>Use the method of painting by scissors to explore and create a collaborative piece of art.</p> <p>Describe and discuss a range of collage created by different artists using different materials, creating different effects.</p>
	<b>Y2</b>	<p><b>Big Question 'How does our nation shine?'</b></p> <p>.</p> <p><b>Take inspiration from the greats</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p><b>Big Question 'How can we help plants to grow?'</b></p> <p><b>Take inspiration from the greats</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>

Y3	<p><b>Big Question 'How do different cultures compare to our own?'</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers.</b>  <b>Create original pieces that are influenced by studies of others.</b></p> <ul style="list-style-type: none"> <li>• Study art created by Michelangelo, Salvador Dali and Street artists; Banksy, Keith Haring and Kashink</li> </ul> <p><b>Big Question 'Why are humans animals too?'</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers.</b>  <b>Create original pieces that are influenced by studies of others.</b></p> <ul style="list-style-type: none"> <li>• Study the formation of movement within pieces by Henri Matisse.</li> </ul> <p><b>Big Question 'How are shadows formed?'</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers.</b>  <b>Create original pieces that are influenced by studies of others.</b></p> <ul style="list-style-type: none"> <li>• Study Van Gogh's Wheatfield picture and use this to create a picture of Falmouth.</li> </ul>
Y4	<p><b>Big Question</b>  <b>Why do people move?</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers</b></p> <ul style="list-style-type: none"> <li>• Study the designs of Viking brooches being inspired to design their own.</li> </ul> <p><b>Big Question</b>  <b>Why was Falmouth a pivotal port?</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers</b></p> <ul style="list-style-type: none"> <li>• Investigate the works of Turner.</li> </ul> <p><b>Big Question</b>  <b>Where might mythical creatures live?</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers.</b>  <b>Create original pieces that are influenced by studies of others</b></p> <ul style="list-style-type: none"> <li>• Look at the work of John Howe. Discuss our likes and dislikes.</li> <li>• Create a piece of art in the style of John Howe</li> </ul>

Y5	<p><b>Big Question</b>  <b>Was Shackleton the greatest explorer of all time?</b>  Replicate some of the techniques used by notable artists, artisans and designers.  Create original pieces that are influenced by studies of others.  Describe the work of notable artists, artisans and designers.  Use some of the ideas of artists studied to create pieces.</p> <ul style="list-style-type: none"> <li>Replicate and create own style drawing in the style of Kenojuak Ashevak</li> </ul> <p><b>Big Question</b>  <b>How did people survive the Great fire of London?</b>  Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.</p> <ul style="list-style-type: none"> <li>Use Chiaroscuro technique inspired by Rembrandt</li> </ul>
Y6	<p><b>Big Question 'What makes me shine?'</b></p> <ul style="list-style-type: none"> <li><b>Describe the work of notable artists, artisans and designers.</b></li> </ul> <p>Explore, discussing like and dislikes of a range of famous portraits by Leonardo da Vinci, Henri Matisse, Gustav Klimt.  Explore, discussing like and dislikes of famous self-portraits of Leonardo da Vinci, Andy Warhol and Van Gogh.</p> <p><b>Big Question 'How do we keep people safe at sea?'</b></p> <ul style="list-style-type: none"> <li><b>Describe the work of notable artists, artisans and designers.</b></li> <li><b>Use some of the ideas of artists studied to create pieces.</b></li> </ul> <p>Explore the works of Henri Matisse and his style of painting by scissors.  Look closely to identify and describe the shapes Matisse uses within his work discussing likes and dislikes.  Use the method of painting by scissors to explore and create a collaborative piece of art.  Describe and discuss a range of collage created by different artists using different materials, creating different effects.</p>