



Peters Hill Primary School
Subject Leader – Jeanette Donald and Sarah Radestock

Intent Statement

We want all children to understand and demonstrate our underlying principles of [Ambition](#), [Belief](#), [Compassion](#), [Pride and Respect](#). We want our curriculum to enable children to become [successful](#), [confident](#), [motivated and responsible](#) individuals with a [wealth of knowledge](#) about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

At Peters Hill Primary School the curriculum is designed to:

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

Our Art and Design Curriculum Pathways are:

- Pathway 1 - Understanding Elements of Art (Line, shape, space, form, light, texture, colour)**
- Pathway 2 - Understanding Types of Art to create (Portraits, sculpture, mural, still life, embroidery, etc)**
- Pathway 3 – Works of Art to explore**
- Pathway 4 - Artists, art movements, craft makers and designers to be explored**

Pathway 1		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements of Art? (Line, shape, space, form, light, texture, colour)	A	<ul style="list-style-type: none"> I can create simple drawings using lines of different thickness/ tone. 	<ul style="list-style-type: none"> I can include areas of light and dark in my drawing. I can blend colours using paint. I can mix tones and tints and graduate them using paint. I can draw simple patterns. 	<ul style="list-style-type: none"> I can draw an initial sketch in preparation for painting. I can draw both the positive and negative shapes of what I can see. I can make accurate observations when drawing. I can roll out a slab of clay and use tools to carve drawings on it. 	<ul style="list-style-type: none"> I can include a variety of marks in my drawing to show different textures. I can draw whole people with increasingly accurate scale and proportion. I can select and use colours effectively in my work, e.g. working with one colour, but different shades or a pair of complimentary colours. I can create a repeating pattern. I can cut/shape/ join materials to make simple printing blocks. 	<ul style="list-style-type: none"> I can make accurate observations of forms and surface textures and reproduce these in my drawings. I can coil clay to create forms. I can join clay using the scratch and slip technique. I can use tools to carve patterns onto clay. I can use tools to refine my clay designs. 	<ul style="list-style-type: none"> I can draw/paint the effect of light on objects, people and places. I can show perspective in my painting/drawing. I can use colour effectively, e.g. to represent mood or atmosphere. I can use marks in my drawing to add a range of tones.
	Sp	<ul style="list-style-type: none"> I can name and identify the primary and secondary colours. I can mix secondary colours. I can create colour tones and tints. I can sketch my ideas using simple lines of different thickness/ tone. I can cut/shape paper for collage. 	<ul style="list-style-type: none"> I am beginning to add shading to my drawing. I am beginning to add some surface detail to my drawing. I can identify repeating patterns. 	<ul style="list-style-type: none"> I can draw an initial sketch in preparation for painting. I can draw both the positive and negative shapes of what I can see. I am beginning to make more accurate observations which are reflected in my drawings. I can apply colour using different techniques, e.g. dotting, dabbing, splashing. 	<ul style="list-style-type: none"> I can select and use colours effectively in my work. I can cut/shape materials for use in collage. I can use a range of brush strokes to create different effects. I can make studies to inform my final piece of work. 	<ul style="list-style-type: none"> I can make accurate observations of surface textures and reproduce these in my drawing/painting. I can use stories, music, poems as stimuli. I can select and use colour to reflect the mood of a specific text appropriately. 	<ul style="list-style-type: none"> I can draw/paint the effect of light on objects, people and places. I can make accurate observations of surface textures and reproduce these in my drawings/ paintings. I can produce increasingly accurate drawings of objects, people and places. I can select, cut, shape and join materials securely to create printing blocks.
	Su	<ul style="list-style-type: none"> I can use simple lines to sketch natural objects and plan a sculpture. I can manipulate and combine natural objects to create forms. 	<ul style="list-style-type: none"> I can draw, cut and combine shapes to make pictures. I can sketch my ideas extremely lightly and then add colour using paint, crayon or pastel. 	<ul style="list-style-type: none"> I can draw an initial sketch in preparation for painting. I am beginning to make more accurate observations which are reflected in my drawings. I can mix and use a range of colours including secondary, tertiary, tones and tints. 	<ul style="list-style-type: none"> I can include a variety of marks to show different textures in my drawings. I can combine colours effectively. I can use paper mâché to create the base of a mask. I can embellish my work with a variety of objects, e.g. feathers, beads, threads and fabric. 	<ul style="list-style-type: none"> I can draw/paint the effect of light on objects and people. I am beginning to show perspective in my drawing/painting. I can experiment with different painting techniques (pointillism and fauvism). 	<ul style="list-style-type: none"> I can make accurate observations of surface textures and reproduce these in my drawings/ paintings. I can use marks in my drawing to add a range of tones. I can produce increasingly accurate drawings of objects, people and places. I can combine colours effectively, e.g. warm tones, cool tones, complimentary etc. I can roll, shape and join clay securely.

Pathway 2		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Types of Art to create? (Portraits, sculpture, mural, still life, embroidery, etc)	A	<ul style="list-style-type: none"> I can draw a portrait that includes the main facial features. 	<ul style="list-style-type: none"> I can paint landscape backgrounds using blended/graduated colour. I can draw/collage a city skyline. I can draw firework patterns. 	<ul style="list-style-type: none"> I can create drawings and paintings based on prehistoric cave paintings. I can use clay to make an image in the style of a prehistoric cave painting. 	<ul style="list-style-type: none"> I can draw and paint portraits of whole people. I can create a wallpaper design inspired by nature. I can block print my wallpaper design. 	<ul style="list-style-type: none"> I can design and create a clay pot based on my studies of ancient Greek pottery. 	<ul style="list-style-type: none"> I can draw and paint images depicting events or symbols relating to WW1. I can draw/paint in the style of an artist I have studied.
	Sp	<ul style="list-style-type: none"> I can create an abstract painting by painting shapes of my own choice and colour. I can create an abstract mono print. I can use tissue paper collage to create abstract art. 	<ul style="list-style-type: none"> I can use objects to create a block print. I can print a repeating pattern using two or three colours. I can create a still-life drawing of an African instrument. 	<ul style="list-style-type: none"> I can use paint/pastel/crayon to create jungle animal scenes. (Combine children's work to create a class mural) 	<ul style="list-style-type: none"> I can use collage to create an image of a landscape including an erupting volcano. I can use paint to create an image of a landscape including an erupting volcano. 	<ul style="list-style-type: none"> I can design an illuminated letter based on studies I have made. I can create an illuminated letter block print (polystyrene tile) and embellish it by adding patterns, pictures and colour. 	<ul style="list-style-type: none"> I can create studies of people and objects to inform my ideas for print designs. I can experiment with print making techniques (collagraph/lino). I can use more than one colour to create a repeated print inspired by pop art.
	Su	<ul style="list-style-type: none"> I can use natural objects to create a sculpture. 	<ul style="list-style-type: none"> I can create an illustration based on a book I have read. 	<ul style="list-style-type: none"> I can sketch (lightly) then paint a portrait depicting increasingly accurate facial features. 	<ul style="list-style-type: none"> I can design and construct an Aztec mask based on studies I have made. I can add embellishment to my Aztec mask. 	<ul style="list-style-type: none"> I can draw landscapes inspired by holidays. I can select a specific style (fauvism /pointillism) in which to paint a landscape inspired by holidays. 	<ul style="list-style-type: none"> I can use drawing/painting to make studies of Mayan art (stone carvings and murals). I can create a painting in the style of Mayan murals (combine to make class mural). I can use clay to create a relief sculpture in the style of Mayan stone carving.

Pathway 3		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Works of Art to explore?	A	<u>Portraits</u> <ul style="list-style-type: none"> Think about the colours, lines and shapes that have been used, then explain how the portraits are different/similar? What do you like/dislike about them? 	<u>Landscapes</u> <ul style="list-style-type: none"> Describe how the colours change from one to another including shades of colour. How do you think the artist achieved this? Identify areas of light and dark in the painting. What patterns do the fireworks make? 	<u>Prehistoric Art</u> <ul style="list-style-type: none"> What materials did Stone Age man use to create their art? Describe the colours that they used (natural, earthy). What materials could you use to produce works of art in this style? 	<u>Full Body Portraits</u> <ul style="list-style-type: none"> Why were the Pre-Raphaelites considered controversial? How was their style of painting different from that of Raphael? What inspired Williams Morris's designs? Describe the images/patterns you can see. How has he used colours/shades effectively? 	<u>Ancient Greek Pottery</u> <ul style="list-style-type: none"> Describe the shape of the pot. What do you think its purpose was? How have the patterns/pictures been added? What do the designs depict? Why do you think these designs were chosen? If these pots were created today, what might they depict? 	<u>WW1 Art</u> <ul style="list-style-type: none"> What do the paintings/drawings depict. Look carefully at the lines, shapes and colours and describe this artwork style compared to other artwork you have seen? What do you think the artist was trying to show? How do these pictures make you feel?
	Sp	<u>Abstract Paintings</u> <ul style="list-style-type: none"> Think about the colour, lines and shapes that have been used, then say how the paintings are different/similar? What do you like/dislike about them? What do you think the artist was trying to show? 	<u>African Art</u> <ul style="list-style-type: none"> What colours can you see? What shapes can you see? Describe the pattern? What do you like/dislike about them? Why do you think the artist chose these colours, shapes and patterns? 	<u>Jungle Scenes</u> <ul style="list-style-type: none"> How do the paintings differ to real jungle animal scenes? Describe the colours, tones, marks and texture that have been used. What do you like/dislike about the painting? 	<u>Volcano Landscapes</u> <ul style="list-style-type: none"> What colours/shades can you see? Describe how the artist has shown movement in their work. What do you like/dislike about the painting? 	<u>Illuminated Letters</u> <ul style="list-style-type: none"> Describe the pictures and patterns you can see. Describe the colours that have been used. What kind of text is the illuminated letter part of? Does the letter design suit the text? Why? 	<u>Pop Art</u> <ul style="list-style-type: none"> Describe the: <ul style="list-style-type: none"> Lines Colours Shapes Patterns Textures What does the style of pop art make you think of? Why do you think the artist chose to create images like this?
	Su	<u>Natural Sculptures</u> <ul style="list-style-type: none"> What has been used to create this sculpture? How have the objects been joined or combined? Is the sculpture permanent or temporary? What was the artist trying to create? 	<u>Illustrations</u> <ul style="list-style-type: none"> How would you describe the illustration, e.g. is it realistic, complicated, simple? What patterns can you see? What are the colours like, e.g. bright, pale, earthy? Does the illustration have hard or soft lines? 	<u>Portraits</u> <ul style="list-style-type: none"> Describe the lines, colours, marks, tones and textures of the portrait. What facial expression do they show? How has the artist altered the features to create this expression? 	<u>Aztec Masks</u> <ul style="list-style-type: none"> What do you think the mask is made from? Describe its colours and textures? How has it been embellished? What do you think the mask was used for? 	<u>Landscapes</u> <ul style="list-style-type: none"> Compare the painting styles of pointillism and fauvism. Describe how they are different. Which style do prefer and why? 	<u>Mayan Art</u> <ul style="list-style-type: none"> Describe the: <ul style="list-style-type: none"> Lines Colours Shapes Patterns Textures forms What images do the different examples of Mayan art depict? Why do you think these images were chosen? What images would you choose to depict about your life?

Pathway 4		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists, art movements, craft makers and designers to be explored	A	<ul style="list-style-type: none"> Paul Klee Pablo Picasso. 	<ul style="list-style-type: none"> A range of paintings depicting the great fire of London. Photographs of firework displays. 	<ul style="list-style-type: none"> The cave paintings of Lascaux in France. 	<ul style="list-style-type: none"> The Pre-Raphaelites William Morris 	<ul style="list-style-type: none"> Ancient Greek pottery 	<ul style="list-style-type: none"> Futurism Christopher Richard Wynne Nevinson Vorticism Wyndham Lewis
	Sp	<ul style="list-style-type: none"> Piet Mondrian Mark Rothko 	<ul style="list-style-type: none"> African patterns African musical instruments 	<ul style="list-style-type: none"> The jungle painting of Henri Rousseau. Photographs of jungle scenes. 	<ul style="list-style-type: none"> Andy Warhol's - Vesuvius Naples JMW Turner's - The Eruption of the Soufriere Mountains in the Island of St. Vincent Photographs of volcanic eruptions 	<ul style="list-style-type: none"> Anglo-Saxon illuminated letters (Anglo-Saxon Chronicles etc) 	<ul style="list-style-type: none"> Andy Warhol Roy Lichtenstein
	Su	<ul style="list-style-type: none"> Andy Goldsworthy Patrick Dougherty 	<ul style="list-style-type: none"> Illustrations from Grandad's Island, Lila and the Secret of Rain and The Library Lion. 	<ul style="list-style-type: none"> Nikos Gftakis Florian Nicolle 	<ul style="list-style-type: none"> Aztec masks 	<ul style="list-style-type: none"> Pointillist landscapes Fauvist landscapes 	<ul style="list-style-type: none"> Mayan stone carving and murals.