



## Nursery

## Reception

	Mastering Practical Skills	Taking Inspiration	Mastering Practical Skills	Taking Inspiration	Mastering Practical Skills	Taking Inspiration
<b>Substantive Knowledge</b> Check point:	2yrs Start to make marks internally and begin to give meaning to their marks.	2yrs to explore environment around them and take inspiration from nature.	3/4yrs Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	3/4yrs Explore features of artists work e.g colour movement or line.	ELG - Creating with Materials Children at the expected level of development will safely use and explore a variety of different materials, tools and techniques, experimenting with colour, design, texture, form and functions.	ELG— Share their creations, exploring the process they have used.
<b>Disciplinary Skills</b> Exploring and Developing Ideas CP	<p><b>Mastering practical</b>  <i>Skills</i>—Workshop areas in all classrooms which have a range of resources, materials, tools, junk modelling.  <i>Outdoor create stations</i>—large scale opportunities            Graphics area—drawing and mark making with a range of tools and materials.            Painting easels and painting tools            Playdough modelling</p> <p><b>Taking Inspiration</b>            Images of art from different display as inspiration/stimulation</p>					
<b>Disciplinary Skills</b> Evaluating Ideas		Begin to give meaning to their marks.		Give meaning to their marks.	Talk about the materials and tools they have used.	Share creations and say what they like/dislike. Explain their work.
<b>Disciplinary Skills</b> Drawing	Experiences with different pens, pencils and tools to make marks	Books for learning e.g ol frog! Seasons Celebrations Nature/environment	Draw with increasing complexity and detail such as representing a face with a circle.  Observational drawing of animals, plants and flowers.	Books for learning e.g ol frog! Seasons Celebrations Nature/environments	To explore mark making by having the opportunity to play with lots of different materials inside and outside the classroom.	Experiment with lines to make shapes and patterns (string, sticks—woodland theme)
<b>Disciplinary Skills</b> Painting	To explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Our senses	Explore colour and colour mixing.		To experiment using paint brushes and fingers to paint basic forms and scene.	Be introduced to the primary colours and begin to experiment mixing them. Choose the right colours to paint given objects.
<b>Disciplinary Skills</b> 3D Design/Digital Media/Printing/Textiles/Collage	Malleable experiences with different tools Sensory wall exploring a range of different textures.		Modelling with clay and dough		<b>Sculpture:</b> Make different shapes and forms with dough and clay with purpose. (cut, roll, coil) Build sculptures and structures with various materials. <b>Printing:</b> To use a range of materials to print patterns. <b>Collage:</b> Make by collecting various materials to create an image.	<b>Texture</b> — Use a range of materials to create textures in their own art. (Eric Carle) <b>Patterns</b> —think about how shapes a design can be repeated to make a pattern. Observe patterns around them. <b>Shape</b> - identify shapes used in art and start to use shapes in their work to create an image. <b>Form and Space</b> — to learn about form and space through making basic models out of dough and clay.

## SVPS Curriculum Concepts

<b>Diversity and Adversity</b>						
<b>Change and Continuity</b>		Seasons		Seasons		
<b>Locality and Context</b>		Local environment/outdoor area/nature		Local environment/outdoor area/nature		Woodland Theme—link to Bowden woods



Year 1

Year 2

	Wasilly Kandinsky	Orla Kiely	Piet Mondrian	Andy Goldsworthy	Helen Cryer	James Rizzi
<b>Substantive Knowledge</b> Knowledge of Artist/Art Form	Kandinsky often used <b>lines</b> and shapes to create his pieces of art. Kandinsky used bright <b>colours</b> to create his art work.	Orla is most known for her famous 'stem' <b>pattern</b> . Orla has had her art used on curtains, wallpapers, bags and drinks bottles.	Mondrian is a famous <b>abstract</b> artist. He used straight lines and primary colours in his art.	Goldsworthy makes <b>sculptures</b> and land art using natural materials. Goldsworthy creates art that is not designed to exist forever.	Helen is a <b>local</b> artist (Cornwall). Helen uses <b>collage</b> to create <b>seascapes</b> . Collage is the <b>layering</b> and arranging of smaller pieces of material to create a larger image or pattern.	Rizzi is a famous artist from New York. Rizzi is inspired by the <b>Pop Art</b> movement. Rizzi creates bold, bright <b>cityscapes</b> .
<b>Disciplinary Skills</b> Exploring and Developing Ideas	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.	Ask and answer questions about the starting points for their work, and develop their ideas. Explore the similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work <b>and the processes they have used</b> .	Ask and answer questions about the starting points for their work <b>and the processes they have used</b> . Explore <b>the differences</b> and similarities within the work of artists, craftspeople and designers in different times and cultures.	Ask and answer questions about the starting points for their work <b>and the processes they have used</b> . Explore <b>the differences</b> and similarities within the work of artists, craftspeople and designers in different times and cultures.
<b>Disciplinary Skills</b> Evaluating Ideas	Review what they and others have done and say what they think and feel about it. Annotate work in sketchbook.	Review what they and others have done and say what they think and feel about it. Annotate work in sketchbook.	Review what they and others have done and say what they think and feel about it. Annotate work in sketchbook.	Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.
<b>Disciplinary Skills</b> Drawing	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.	Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.	Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour.	Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour.	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour.
<b>Disciplinary Skills</b> Painting	Use a variety of tools and techniques including the use of different brush sizes and paint types. Mix secondary colours and shades.	Use a variety of tools and techniques including the use of different brush sizes and paint types. Mix secondary colours and shades.	Use a variety of tools and techniques including the use of different brush sizes and paint types. Mix secondary colours and shades.		Mix a range of secondary colours, shades and tones. Name different types of paint and their properties.	Mix a range of secondary colours, shades and tones. Work on a range of scales e.g. large brush on large paper etc.
<b>Disciplinary Skills</b> 3D Design/Digital Media/Printing/Textiles/Collage		<b>Printing:</b> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing Build a repeating pattern and recognise pattern in the environment.		<b>Sculpture:</b> Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Plan, design and make models.	<b>Collage:</b> Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Experiment with a range of media e.g. overlapping, layering etc. Create textured collages from a variety of media.	<b>Collage:</b> Experiment with a range of media e.g. overlapping, layering etc. Create images from imagination, experience or observation.

**SVPS Curriculum Concepts**

<b>Diversity and Adversity</b>				Goldsworthy made sculptures and land art out of very different materials.		
<b>Change and Continuity</b>	Kandinsky was not concerned with capturing an exact likeness in his art.		Mondrian is one of the forefathers of abstract art.	Goldsworthy created sculptures that were designed not to last forever.		
<b>Locality and Context</b>		Orla comes from Dublin and works in London (2 places from our Geography)			A Cornish artist inspired by the seascapes and landscapes of the South West.	Rizzi is a New York artist. (A place we study in Geography)



Year 3

Year 4

Barbara Hepworth

Katie Vernon

Laura Wall

Perspective Drawing

Rob Biddulph

John Kindness

<p><b>Substantive Knowledge</b> Knowledge of Artist/Art Form</p>	<p>Hepworth is one of the most famous sculptors in <b>art history</b>. Hepworth always included holes in her sculptures to allow <b>light</b> through them.</p>	<p>Katie creates images using repeated <b>themes</b> (Lots of eyes or lots of fish) but they are not a <b>repeated pattern</b>.</p>	<p>Laura is a <b>local artist</b>. Laura is inspired by <b>landscapes</b> of the South West including many in Devon.</p>	<p><b>Perspective</b> is the technique of adding <b>depth</b> to a 2D drawing or painting. It allows you to show things that are close and in the distance.</p>	<p>Rob Biddulph is a <b>modern</b> day author and illustrator. Rob offered free art lessons to the UK during the COVID19 pandemic.</p>	<p>Kindness makes animal sculptures that are to scale. Kindness finishes his sculptures with an outer layer of mosaic.</p>
<p><b>Disciplinary Skills</b> Exploring and Developing Ideas</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<p><b>Disciplinary Skills</b> Evaluating Ideas</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Annotate work in sketchbook.</p>	<p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
<p><b>Disciplinary Skills</b> Drawing</p>	<p>Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.</p>	<p>Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Collect images and information independently in a sketchbook. Alter and refine drawings and describe changes using art vocabulary. Work in a sustained and independent way from observation.</p>	<p>Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Alter and refine drawings and describe changes using art vocabulary. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>
<p><b>Disciplinary Skills</b> Painting</p>	<p></p>	<p></p>	<p>Mix a variety of colours and know which primary colours make secondary colours Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Use <b>vanishing points</b> to include perspective, depth and <b>proportion</b>. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p>
<p><b>Disciplinary Skills</b> 3D Design/Digital Media/Printing/Textiles/Collage</p>	<p><b>Sculpture:</b> Plan a sculpture through drawing and other preparatory work. Explore sculpture with a range of media, including but not limited to clay. Show an understanding of shape, space and form.</p>	<p></p>	<p></p>	<p></p>	<p><b>Digital:</b> Use technology to create digital lines, shapes and forms. Use technology to replicate the drawing process (inc editing and improving) Use technology to replicate the addition of colour (inc pastel, paint, pencil, pen)</p>	<p><b>Sculpture:</b> Make informed choices about the 3D technique chosen. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed.</p>

SVPS Curriculum Concepts

<p>Diversity and Adversity</p>	<p>Barbara builds on Y2 (Women who changed the World)</p>	<p></p>	<p></p>	<p></p>	<p>Rob is an illustrator who gave free drawing lessons to the UK during COVID19.</p>	<p></p>
<p>Change and Continuity</p>	<p></p>	<p>Katy builds on (Y1 Kiely) by using slightly adapted repeated concept patterns.</p>	<p></p>	<p>A format of art where the aim is to accurately represent the subject of the art.</p>	<p></p>	<p>Kindness makes animal sculptures that are in proportion to each other.</p>
<p>Locality and Context</p>	<p>Barbara moved to the South West during the war and has a Sculpture garden in Cornwall.</p>	<p></p>	<p>Wall is a local artist with a studio based in Teignmouth.</p>	<p></p>	<p>Y4 Also read Rob's Novel as a class reading book.</p>	<p></p>



## Year 5

## Year 6

### Giacometti

### Retro Futurism

### Portraiture

### Fashion Design

### Clay Sculpture

### Still-Life and Technical Drawing

#### Substantive Knowledge Knowledge of Artist/Art Form

Giacometti worked with mostly clay and plaster to make his free-form sculptures.  
Giacometti became famous for adding elongated limbs to his figures.

Retro futurism creates art by putting this from the past (retro) into a futuristic scene (futurism).  
**Mixed-media** is when a piece of art is created using a range of techniques.

Some of the earliest portraits are thought to be 4000 years old.  
A **portrait** is an artistic representation of a person from the shoulders upwards.

Louboutin, Jimmy Choo and Monolash Blahnik are all high-end, **designer** shoes.  
Many designers have a trademark **motif**.

Clay is a naturally occurring material that has been used to model objects and art for thousands of years.

The earliest examples of still-life are credited to the Egyptians of the 15th Century BC.

#### Disciplinary Skills Exploring and Developing Ideas

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  
Question and make thoughtful observations about starting points and select ideas and processes to use in their work.

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Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  
Question and make thoughtful observations about starting points and select ideas and processes to use in their work.

#### Disciplinary Skills Evaluating Ideas

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  
Purposefully annotate work in sketchbook.

Adapt their work according to their views and describe how they might develop it further  
Purposefully annotate work in sketchbook.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  
Purposefully annotate work in sketchbook.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  
Adapt their work according to their views and describe how they might develop it further  
Purposefully annotate work in sketchbook **and evidence change or improvements.**

#### Disciplinary Skills Drawing

Use a sketchbook to develop ideas.  
Work in a sustained and independent way from observation, experience and imagination.  
Use a variety of source material for their work.

Use a sketchbook to develop ideas.  
Work in a sustained and independent way from observation, experience and imagination.  
Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

Use a sketchbook to develop ideas.  
Work in a sustained and independent way from observation, experience and imagination.  
Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

Use a sketchbook with independence and confidence to record and develop ideas.  
Demonstrate a wide variety of ways to make different marks with different media.  
Identify artists who have worked in a similar way to their own work.  
Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

#### Disciplinary Skills Painting

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  
Work on preliminary studies to test media and materials.  
Create imaginative work from a variety of sources.

Show an awareness of how paintings are created  
Create imaginative work from a variety of sources.  
Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Carry out preliminary studies, test media and materials and mix appropriate colours.  
Work from a variety of sources, inc. those researched independently.

Carry out preliminary studies, test media and materials and mix appropriate colours.

Carry out preliminary studies, test media and materials and mix appropriate colours.

#### Disciplinary Skills 3D Design/Digital Media/ Printing/Textiles/Collage

**Sculpture:** Plan a sculpture through drawing and other preparatory work.  
Use recycled and manmade materials to create sculpture.  
Describe the different qualities involved in modelling, sculpture and construction.

**Mixed Media:** Use a range of media to create collage  
Refine and alter ideas and explain choices using an art vocabulary.

**Sculpture:** Construct a simple clay base for extending and modelling other shapes.  
Describe the different qualities involved in modelling, sculpture and construction.  
Develop skills in using clay inc. slabs, coils, slips, etc.

## SVPS Curriculum Concepts

#### Diversity and Adversity

#### Change and Continuity

#### Locality and Context

Extension on (y4+ Kindness) where models are made to deliberately not be in proportion.

A genre of art that combines objects of the past and imaginations of the future.

A genre of art that has been traced back to 2000bc with many variations.

Sculpting using a medium that has been functional and decorative for thousands of years.

A genre of art that has been traced back to 2000bc with many variations.

Taught alongside Earth and Space (Y5 Science)