

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

How to communicate using appropriate vocabulary

About Corsham and their local area

Through experiences inside and beyond the classroom

New knowledge and understanding appropriate to their age

How to keep themselves safe



The essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	KS1
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively 	<p>Exploring and developing</p> <ul style="list-style-type: none"> • Explore different methods and materials as ideas develop • Respond to ideas and starting points. • Explore ideas and collect visual information <p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary • Add white colours to make tints and black colours to make tones • Create colour wheels <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Mix materials to create texture <p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern • Use plaiting <p>Sculpture</p> <p>Use a combination of shapes</p> <p>Include lines and texture</p> <ul style="list-style-type: none"> • Use rolled up paper. Straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving

	<p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour own work neatly and following the lines • Show pattern and texture by adding dots and lines <ul style="list-style-type: none"> • Show different tone by using coloured pencils <p>Printing</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes • Mimic print from the environment. • Use objects to create prints –e.g. fruit, vegetables • Press, roll, rub and stamp to make prints
LKS2	UKS2
<p>Exploring and developing</p> <ul style="list-style-type: none"> • Comment on artworks using visual language. • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources • Adapt and refine ideas as they progress <p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolour paints to produce washes for backgrounds and then add detail • Experiment with creating mood with colour <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Mix materials to create texture <p>Textiles</p> <p>Shape and stitch materials</p> <ul style="list-style-type: none"> • Use basic cross stitch and back stitch • Create weavings <p>Sculpture</p> <p>Create and combine shapes to create recognisable forms –e.g. shapes made from nets or solid materials</p> <ul style="list-style-type: none"> • Use clay and other mouldable material • Add materials to provide interesting detail 	<p>Exploring and developing</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the quality of materials to enhance work • Spot the potential in unexpected results as work progresses <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of water colour and acrylic paints to create a visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities –e.g thickness, colour intensity- of paint to create texture • Develop a personal style of painting, drawing upon ideas form other artists <p>Collage</p> <ul style="list-style-type: none"> • Mix textures –rough, smooth, •plain and patterned • Combine visual and tactile qualities <p>Textiles</p> <p>Show precision in techniques</p> <ul style="list-style-type: none"> • Choose from a range of stitching techniques <p>Sculpture</p>

<p>Drawing Use a range of sketching pencils to show tone and texture</p> <ul style="list-style-type: none"> •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 <p>Printing Use layers of 2 or more colours</p> <ul style="list-style-type: none"> •Replicate patterns observed in natural or built environments •Make printing blocks –e.g. from coiled string glued to a block <ul style="list-style-type: none"> •Make precise repeating patterns 	<ul style="list-style-type: none"> •Show life-like qualities and real life proportions or if more abstract provoke different interpretations •Use tools to carve and add shapes, texture and pattern <p>Combine visual and tactile qualities</p> <ul style="list-style-type: none"> •Use frameworks such as wire or moulds to provide stability and form <p>Drawing</p> <ul style="list-style-type: none"> •Use a variety of techniques to add interesting effects –e.g. reflections, shadows, direction of sunlight •Use a choice of techniques to depict movement, perspective, shadows and reflection •Choose a style of drawing suitable for the work –e.g realistic or impressionistic <ul style="list-style-type: none"> •Use lines to repeat movement <p>Printing Build up layers of colours</p> <ul style="list-style-type: none"> •Create an accurate pattern, showing fine detail •Use a range of visual elements to reflect the purpose of the work
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Strong Foundations	Blocked Teaching
In EYFS, art is an essential part of learning. The development of children’s artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of materials and media. Working within Development Matters, children will explore, use and refine a variety of artistic effects to express their ideas and feelings; return to and build on their previous learning, refining ideas and developing their ability to represent them and create collaboratively, sharing ideas, resources and skills.	This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.
Studying a range of artists	Use of Sketchbooks



Children will explore a range of artists and art pieces that are specially selected from different eras, countries and cultures. These artists are selected to represent our diverse world.				In Key Stages 1 and 2, children use sketch books in lessons to collect and comment on artwork from key artists; collect ideas for their own art pieces and develop a record of skills linked to the key elements taught.		
Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat area surrounded by an outline or edge.	Lines are used to she movement and mood.	Colour is used to convey atmosphere and mood	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures, these are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

As an artist leaving Regis, every child will have the skills to:



Be able to talk about great artists, architects and designers in history.

Learn through art and well as about art.

Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Use sketch books to record their observations, explore design and revisit ideas

Be able to improve their expertise and knowledge of art and design techniques, including drawing, painting and sculpture with a range of materials.