

## **Kaleidoscope Multi Academy Trust Art Curriculum**

### **Intent**

Kaleidoscope Multi Academy Trust wants all pupils to receive a high-quality Art education providing the children opportunities to express themselves and to open their eyes to the world around them. Through building up a body of knowledge and skills they will be encouraged to develop a sense of excitement and curiosity experiencing the greatest art from history and the present day, and searching within themselves to explore and develop their own creativity.

We aim to

- Develop high quality art skills. Opportunities will be planned to ensure pupils in all year groups have experience of developing these skills progressively. Specific skills will be explicitly taught as part of the learning process.
- Ensure the pupils acquire a rich art vocabulary that they can use knowledgeably.
- Develop young artists who can communicate their understanding verbally and in pictorial form.
- Ensure they become proficient in drawing, painting, printing and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, art movements, craft makers and designers, and understand the historical and cultural development of their art forms.

The National Curriculum provides an outline of art skills and knowledge, which Kaleidoscope MAT have formed into a broad and progressive curriculum which it expects their children to know and remember. It is up to each school how this knowledge is conveyed, but Kaleidoscope have agreed the content and the core vocabulary that children will be expected to know and remember.

### **Early Years**

In the Early years the art is taught through the Creating with materials strand of Expressive arts and design. The children learn about the world around them in their play and by adult led activities.

They behave in an artistic way when they:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

The following charts shows the key milestones for EYFS pupils.

## Autumn Milestones for EYFS

Painting and Printing	Drawing	3D Work	Textiles and Collage
<p>Teach colour mixing using ready mix poster paints or powder paints with paint pallets. Refer to a colour wheel.</p> <p>Demonstrate how to use various paint brushes (thick, thin, long and short).</p> <p>Model how to use water colour tin paints.</p> <p>Show how to clean painting equipment.</p> <p>Provide and show children how to use a roller brush and a painting brush for walls.</p> <p>Provide vertical surfaces as this places the wrist in a good position for writing.</p> <p>Explain the purpose of using glue in paint (painting on plastic).</p>	<p>Model how to use wax crayons, oil pastels, charcoal, graphite, coloured pencils, chalk pastels, chalk, felt tip pens, drawing pencils, pens, erasers and sharpeners. Show child how to colour effectively (you hold the implement differently and move in certain directions). Consider offering implements of various thickness.</p> <p>Provide various types of paper e.g. sugar, tracing, cartridge.</p> <p>Show the orientation of paper for effective drawing (straight and tilt).</p> <p>Demonstrate the meaning of landscape and portrait and an artist's purpose for selecting an orientation for their work.</p> <p>Provide intriguing objects for children to represent. Keep it to a simple form. For example, an orange pepper.</p> <p>Draw from your imagination. For example, what Jack Frost looks like.</p> <p>3- to 4-Year-Olds should be able to draw themselves representing a face with a circle and including details. Ask children to draw a self-portrait. Provide mirrors.</p>	<p>Model how to make salt dough. Introduce plasticine and putty in term 2.</p> <p>Demonstrate how to use small tools for malleable materials such as, rolling pins, knives, wire.</p> <p>Show how to use safely use equipment such as, staplers, glue sticks, glue guns, PVA glue, cello tape (including the use of dispensers), blue tack, split pins, paper clips, masking tape, double sided tape, string, hole punches, paste, nails, hammers or treasury tags.</p> <p>Provide a range of recyclable materials to construct with and organise by shape.</p> <p>Model how to effectively join recyclable materials using the above equipment and techniques such as, flange, slots and tabs through folding, cutting, and assembling.</p> <p>Consider having a woodwork area with a working bench, vice and woodwork tools such as, saw, nails and hammers. Introduce staining. (Learning Through Woodwork by Pete Moorhouse and Play Scotland).</p> <p>Refer to spatial reasoning within the mathematics planning. Honegger's Stages of Block Play. Vary scale (large and small) when modelling and building.</p>	<p>Explain tactile texture (feel, appearance or consistency) through the various materials such as, sand and foam.</p> <p>Demonstrate threading around cardboard shapes.</p> <p>Model weaving on large fence/willow structures with ribbon (temporary art).</p> <p>Provide collage materials. For example, magazines, newspapers, fabric, tissue paper, natural materials, cotton wool, cotton buds, sticks, glitter and gems.</p> <p>Model embellishing. Children to create a collaborative collage collated from outdoor environment.</p>

<b>Spring Milestones for EYFS</b>			
<b>Painting and Printing</b>	<b>Drawing</b>	<b>3D</b>	<b>Textiles and Collage</b>
<p>Demonstrate colour shade (adding black to darken) and colour tint (adding white to lighten) using powder paints and paint pallets.</p> <p>Provide a colour dictionary (purple: indigo, violet).</p> <p>Provide a variety of printing materials and explain how to print effectively.</p> <p>Add texture to paint.</p>	<p>Children to draw a self-portrait. Provide mirrors.</p> <p>Expose children to an artist who represents animals and plants. For example, Steven Brown Van Gogh, Georgia O'Keefe, Beatrix Potter or Bridget Riley.</p> <p>Teach shade within observational drawing. Provide intriguing objects for children to represent (spider plant).</p> <p>Mark make to a familiar story.</p> <p>Draw a feeling. For example, draw what an argument looks like.</p>	<p>Teach how to use clay, take care of clay and use clay tools. Model how to join using slip: clay glue, score and mould.</p> <p>Consider red clay as it is more malleable and easier to take care of.</p> <p>Show children how to engrave.</p> <p>Enhance the clay area with animals, sticks, big and small balls.</p> <p>Refer to spatial reasoning within the mathematics planning. Honegger's Stages of Block Play.</p>	<p>Show weaving up and over on cardboard.</p> <p>Provide an opportunity for children to add to a given image using their collage skills.</p> <p>Expose children to textile artists. For example, Anni Albers or Nike Davies Okundaye.</p> <p>Model how to make rubbings.</p>

<b>Summer Milestones for EYFS</b>			
<b>Painting and Printing</b>	<b>Drawing</b>	<b>3D</b>	<b>Textiles and Collage</b>
<p>Choose one or more of the following:</p> <ul style="list-style-type: none"> <li>Expose children to a painting technique or artist. For example, Wassily Kandinsky, Andy Warhol, Faith Ringgold or Freda Collo etc.</li> <li>Invite in a grandparent/parent who is an artist.</li> <li>Visit an art gallery/museum (in person or virtually – demptyspace.com). Following the visit, set up a class art gallery/museum for parents to come in and see children's artwork.</li> </ul>	<p>Demonstrate observational drawing of various animals and plants (borrow artefacts from the museum).</p> <p>Show how varying perspectives will mean that observational drawings may look different. Where were we all sat?</p> <p>Children to draw a self-portrait. Provide mirrors.</p>	<p>Refer to spatial reasoning within the mathematics planning. Honegger's Stages of Block Play.</p> <p>Choose one or more of the following:</p> <ul style="list-style-type: none"> <li>Expose children to a sculptor. For example, Eva Ross Child, Barbara Hepworth, Henry Moore, Richard Long or Andy Goldsworthy.</li> <li>Invite in a grandparent/parent who is a sculptor.</li> <li>Visit an art gallery/museum (in person or virtually). Following the visit, set up a class art gallery/museum for parents to come in and see children's sculptures.</li> </ul>	<p>Show photographs that explain visual textile.</p> <p>Demonstrate how to sew.</p> <p>Model how to use loom bands and wool.</p> <p>Show how to use a camera. Children to take their own photographs to enable them to create their own picture collage with purpose and reason.</p>

Objectives that run across all/most topics/units/media are:

Year	Creativity	Generation of ideas	Evaluating	Compare and contrast	Significant people, artwork and movements.
1	Children can design and make art to express ideas through observation (looking closely), imagination (creating pictures from the mind) and from memory (remembering experiences from the past).	Children can communicate (using discussion and initial sketches as part of the artistic process) their ideas simply before creating artwork.	Children can say what they like about their own or others' work using simple artistic vocabulary to describe subject matter, use of colour and shape, techniques used and the feelings the artwork creates.	Children identify similarities and differences between two or more pieces of art based on the materials used, the subject matter and the use of colour, shape and line.	Children use words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.  Children can describe and explore the work of a significant artist.
2	Children can select the best materials and techniques to develop an idea.	Children can make simple sketches - a quickly produced or unfinished drawing - to explore and develop ideas.	Children can analyse and evaluate their own and others' work using artistic vocabulary to describe subject matter, colour, shape, form and texture.	Children can describe similarities and differences between artwork on a common theme; these include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.  Children can explain why a painting, piece of artwork, body of work or artist is important.
3	Children can use and combine a range of visual elements in artwork: colour, line, shape, form, pattern and tone.	Children can use preliminary sketches (quick drawings that can be used to inspire a final piece of artwork) in a sketchbook to communicate an idea or experiment with a technique.	Children can make suggestions for ways to adapt and improve a piece of artwork; suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Children can compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.  Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.  Children can work in the style of a significant artist, architect, culture or designer.

4	Children can develop techniques through experimentation with different materials to create different types of art using a variety of visual elements: line, tone, shape, pattern, colour and form.	Children can create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Children can give constructive feedback (highlighting strengths and weaknesses and providing information and instructions aimed at improving one or two aspects of the artwork) to others about ways to improve a piece of artwork.	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.  Children can compare and contrast artwork from different times and cultures.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.  Children can explain the significance of art, architecture or design from history and create work inspired by it.
5	Children can produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Children can review and revisit ideas and sketches to improve and develop ideas - to include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	Children can compare and comment on the ideas, methods and approaches in their own and others' work.	Children can describe and discuss how different artists and cultures have used a range of visual elements (line, light, shape, colour, pattern, tone, space and form) in their work.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.  Children can investigate and develop artwork using the characteristics of an artistic movement.
6	Children can create innovative art that has personal, historic or conceptual meaning - In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.	Children can gather, record and develop information from a range of sources to create a mood board (an arrangement of images, materials, text and pictures that can show ideas or concepts) or montage (a set of separate images that are related to each other and placed together to create a single image) to inform their thinking about a piece of art.	Children can adapt and refine artwork in light of constructive feedback (using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention) from their peers and self-reflection.	Children can compare and contrast artists' use of perspective (the representation of 3-D objects on a 2-D surface), abstraction (art that does not depict the world realistically), figurative and conceptual art (modern art that shows a strong connection to the real world, especially people).	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.  Children can explain the significance of different artworks from a range of times/ cultures, and use elements of these to create their own artworks.

## Knowledge

### Working Artistically



As the pupils progress through the curriculum they accumulate and connect both the substantive (facts) and disciplinary (art specific) knowledge.




Art is delivered through a series of modules spaced throughout the year with opportunities to revisit key concepts and disciplinary skills. This enables the children to embed learning in line with our pedagogical approach.

Each two year period will cover:	Drawing	Painting	Paper and fabric (texture)	Malleable materials	Printing
----------------------------------	---------	----------	----------------------------	---------------------	----------


### Key Vocabulary








Our art curriculum is vocabulary-rich ensuring that the children gain a deep understanding of key artistic vocabulary and terminology (tier 3 vocabulary). The MAT has agreed the following vocabulary should be learnt by the end each two year period- Y2/Y4/Y6 to allow for schools with mixed year or two year rolling programmes.

<b>Art Vocabulary for Years 1 and 2</b>				
<b>Drawing</b>	<b>Painting</b>	<b>Paper and fabric (texture)</b>	<b>Malleable materials</b>	<b>Printing</b>
Landscape	The primary colours.	Collage	Malleable materials	Print
Pattern	Paintbrush 	Rubbing	Clay	Block print
Line	Sponge 	Weaving	Plasticine	Carve

Shape	 Stamper	Weight	Salt dough	Engraved
Zigzag	 Spatula	Texture	Texture	Transfer
Wavy	 Comb	Media	Pattern	Symmetry
Curved	Natural objects eg. leaves	Medium	Imprint	Arrange
Thick	Tone	Frottage	Squeezing	Overlap
Thin	Wash	<b>Types of paper</b>	Pinching	Repeat
Texture	The secondary colours	Tissue paper	Modelling	Regular
Hard and soft pencils	Tint	Sugar paper	Smoothing	Irregular
Shadow		Crepe paper	Coils	Roller
Light		Wrapping paper	Slab	Ink
Dark		Wall paper	Construct	Relief print
Ink			Carve	
Form				
Space				
Charcoal				

Art Vocabulary for Years 3 and 4				
Drawing	Painting	Paper and Fabric	Malleable Materials	Printing
Hatching	Complementary colours	Warp	Sculpting	Mono-printing
Cross-hatching	Warm colours	Weft	Modroc	Engraving
Scumbling	Cool colours	Loom weaving	Rigid materials	Etching
Stippling	Dotting	Natural	Carving	Screen printing
Shading	Scratching	Woven pictures	Slip	Tessellation
Tone	Splashing	Woven patterns	Scoring	Masking
Positive and negative shapes	Scale		Adhesive	
Scale	Proportion			
Proportion	Shade			

Art Vocabulary for Years 5 and 6				
Drawing	Painting	Paper and Fabric	Malleable Materials	Printing
Ink wash	Abstract pattern	Casting	Relief sculpture	Printmakers
Tonal perspective	Hue	Decoupage	High relief sculpture	Relief printing
Hue	Observational	Origami	Low relief sculpture or bas-relief sculptures	Collograph
Pastels	<b>How different artistic movements use colour in a distinctive way</b>	Marbling	A 3-D form	
Mood	Expressionist artists	Pins 	Clay tools	

Contour lines	Impressionist artists	Buttons 		
One-point perspective	Fauvist artists	Press studs 		
Two-point perspective	Naturalist artists	Velcro 		
Three-point perspective		Running 		
		Back stitch 		
		Blanket stitch 		
		Cross stitch 		

## **Learning Organisers**

See - 'Kaleidoscope MAT Art Curriculum Learning Organiser'

Learning Organisers are used:

- to convey the core knowledge in one place
- as a reference/starting point for staff (some schools may adapt the layout but key concepts and vocabulary must be learnt)
- to support questioning and retrieval
- in books to support participation of pupils
- to highlight key tier 3 subject specific vocabulary
- to support parents understanding of what their children are learning (for some topics)

## **Implementation**

Our Art curriculum is taught in each year group in modules that enable pupils to study in depth key artistic understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with trips and /or visitors.

## **Impact**

The impact of our curriculum is measured informally through quizzes, discussions and observations of pupils. It is measured more formally through teacher assessment against the Key Milestones.

## **Key Milestones**

See 'Kaleidoscope MAT Art Key Milestones.'

Kaleidoscope has produced Key Milestones for each pair of years (Y2,Y4 and Y6) so that staff are clear whether pupils are performing at the expected standard. The key vocabulary is clearly identified in the Learning Organisers.

Subject leaders will:

- conduct work scrutiny looking for an increasing understanding of artistic skills and knowledge.
- conduct pupil conferences where pupils will be measured against the key milestones and will use artistic vocabulary, talk about artistic concepts or movements and skills and explain how learning builds on previous knowledge.