



## Yaxham Church of England VA Primary School

### Art Curriculum Plan

At Yaxham we want our children to learn through a creative curriculum to build confident, resilient and open-minded individuals who think imaginatively across the curriculum and in their own lives. We want our children to feel a sense of curiosity when learning and exploring through art, never underestimating how integral creativity is. All learning is enhanced and brought alive through creativity and freedom of expression.

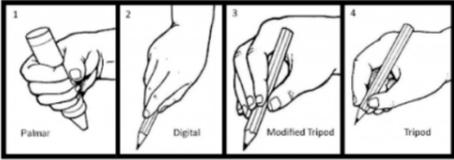
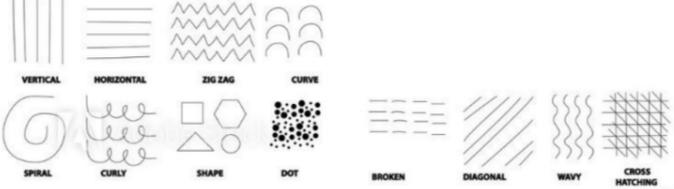
We create inspired learners who have developed the ability to explore their ideas and record their own experiences, being able to confidently articulate experiences using the correct artistic terminology. We provide the children with the knowledge and skills to enhance their artistic experiences.

We assess the achievement of our aims through attainment, improved standards, attitudes to learning and tailored assessment.

*Through loving God and loving others,  
we flourish, learn & grow.*



To further enhance our art curriculum, the school will have an annual Art Day with a whole school focus on the following artists:  
 2020/2021: Claude Monet      2021/2022: Andy Warhol      2022/2023: Pablo Picasso      2023/2024: Jackson Pollock      2024/2025: Antoni Gaudi      2025/2026: Henry Moore

|      | National Curriculum Objectives  | Prior Learning  | Substantive Concepts  | Skills  | Knowledge  | Key Vocabulary  |
|------|---|---|---|---|--|---|
| R    | <p><b>Expressive Arts and Design</b></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p><b>Physical Development</b></p> <p>Fine Motor Skills</p>   | <p><b>Nursery</b></p> <p>Mark making</p>  | <p><b>Drawing</b></p> <p>Holding a pencil correctly</p> <p>Creating marks, lines and curves</p> <p>Know that drawing tools create marks</p> <p>Name drawing tools including chalk, charcoal and pencils</p> <p>Can explain where chalk and pencils come from</p>      | <p><b>Exploring and Developing Ideas</b></p> <p>A - Begin to respond positively to ideas<br/>                     B - Begin to explore ideas<br/>                     C - Begin to describe differences and similarities<br/>                     D - Begin to try different materials and methods</p> <p><b>Drawing</b></p> <p>A - Experiment with drawing lines<br/>                     B - Begin to experiment with dots<br/>                     C - Experiment with different materials</p>   | <p>Drawing tools create marks.<br/>                     Pressing down hard/light creates pressure.<br/>                     Pressure creates different marks (thick/thin/long/short).<br/>                     A line is straight and the curve isn't.</p>    | <p>Mark make, pattern, line, drawing, pencil, crayon, felt tip, chalk</p>   |
| YR 1 | <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</p> <p>Use a range of materials creatively to design and make products</p>   | <p><b>Nursery</b></p> <p>Mark making</p> <p><b>Reception</b></p> <p>Drawing</p>   | <p><b>Drawing</b></p> <p>Use a variety of drawing tools to invent new lines, marks and shapes</p> <p>Know that lines and shapes are used by artists in a range of different ways to create final pieces</p>   | <p><b>Exploring and Developing Ideas</b></p> <p>A - Respond positively to ideas<br/>                     B - Begin to explore ideas and collect information<br/>                     C - Describe differences and similarities<br/>                     D - Begin to try different materials and methods to improve</p> <p><b>Drawing</b></p> <p>A - Begin to draw lines of varying thickness<br/>                     B - Use dots and lines to demonstrate pattern<br/>                     C - Begin to use different materials to draw, for example pastels, chalk, felt tips</p>   | <p>A drawing is a picture or diagram made with a pencil, pen or crayon.<br/>                     A line is the connection between 2 points. It can vary in length, size and direction.<br/>                     The outline of something is called the shape.</p>   | <p>Drawing, line, shape, outline, connection</p>                            |
| YR 2 | <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination</p> <p>Use a range of materials creatively to design and make products</p>   | <p><b>Nursery</b></p> <p>Mark making</p> <p><b>Reception</b></p> <p>Drawing</p> <p><b>Year 1</b></p> <p>Line</p>  | <p><b>Drawing</b></p> <p>Experimenting with grades of pencils in drawing</p> <p>Identify and create a landscape</p> <p>Identify a foreground and background in a landscape</p> <p>Know how to use and look after oil pastels</p>                                      | <p><b>Exploring and Developing Ideas</b></p> <p>A - Respond positively to ideas and starting points<br/>                     B - Explore ideas and collect information<br/>                     C - Describe differences and similarities and make links to their own work<br/>                     D - Try different materials and methods to improve</p> <p><b>Drawing</b></p> <p>A - Draw lines of varying thickness<br/>                     B - Use dots and lines to demonstrate pattern and texture<br/>                     C - Confidently use different materials to draw, for example pastels, chalk, felt tips</p>  | <p>A landscape represents a view of natural scenery.<br/>                     The background is the parts of a scene that are behind the main subject.<br/>                     The horizon is the line where the earth or sea meets the sky.<br/>                     The middle ground is the middle distance of a painting or photograph.<br/>                     The foreground are things placed in front of the picture.<br/>                     Blending is the gradual transition of softening lines with 2 colours.</p>   | <p>Landscape, background, horizon, foreground, middle ground, blending</p>  |
| YR 3 | <p>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)</p> | <p><b>Nursery</b></p> <p>Mark making</p> <p><b>Reception</b></p> <p>Drawing</p> <p><b>Year 1</b></p> <p>Line</p> <p><b>Year 2</b></p> <p>Landscapes</p>   | <p><b>Drawing</b></p> <p>Know different pencil grades and can select these for purpose</p> <p>Know how to use hatching and cross hatching to show tone and texture in drawings</p> <p>Identify areas of shadow and light and blend tones to create soft gradients</p> | <p><b>Exploring and Developing Ideas</b></p> <p>A - Use sketchbooks to record ideas<br/>                     B - Begin to explore ideas from first-hand observations<br/>                     C - Question and make observations about starting points<br/>                     D - Adapt ideas</p> <p><b>Drawing</b></p> <p>A - Experiment with showing line, tone and texture with some different hardness of pencils<br/>                     B - Use shading to show light and shadow effects<br/>                     C - Begin to use different materials to draw, e.g. pastels, chalk, felt tips</p>   | <p>H pencils are hard and will produce light marks.<br/>                     B pencils are soft and will produce darker tones.<br/>                     Erasers expose lighter tones to show texture in artwork.<br/>                     Hatching and cross hatching is a technique used by artists who use mediums that do not allow blending.<br/>                     Texture refers to the visual 'feel' of a piece.<br/>                     Reflection is when light bounces off an object.<br/>                     Shade is the darkening or colouring of a picture with parallel lines or a block of colour.</p>           | <p>Hatching, cross hatching, texture, reflection, shade, gradient, tone</p> |
| YR 4 | <p>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)</p> | <p><b>Nursery</b></p> <p>Mark making</p> <p><b>Reception</b></p> <p>Drawing</p> <p><b>Year 1</b></p> <p>Line</p> <p><b>Year 2</b></p> <p>Landscapes</p> <p><b>Year 3</b></p> <p>Hatching and cross hatching</p> | <p><b>Drawing</b></p> <p>Explore blending lines to create different shades and tones</p> <p>Explore how light and shadow is captured in the correct areas with knowledge and light source</p> <p>Apply shades and tones</p>   | <p><b>Exploring and Developing Ideas</b></p> <p>A - Use sketchbooks to record and explore ideas<br/>                     B - Explore ideas from first-hand observations<br/>                     C - Question and make observations about starting points, and respond positively to suggestions<br/>                     D - Adapt and refine ideas</p> <p><b>Drawing</b></p> <p>A - Experiment with showing line, tone and texture with a wider range of different hardness of pencils<br/>                     B - Use shading to show light and shadow effects and show an awareness of space when drawing<br/>                     C - Confidently use different materials to draw, e.g. pastels, chalk, felt tips</p> | <p>Texture refers to the visual 'feel' of a piece.<br/>                     Reflection is when light bounces off an object.<br/>                     Shade is the darkening or colouring of a picture with parallel lines or a block of colour.<br/>                     Tone shows lightness and darkness of colour.<br/>                     Tones are created by the way light falls on a 3D object. The parts of an object on which the light is strongest are called highlights and the darker areas are called shadows.<br/>                     Graduating tones is continuous shading from light to dark and vice versa.</p> | <p>Drawing, shade, texture, tone, graduating tone, shading</p>              |

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|---------------------|---|--|---|--|---|--|
| <p><b>YR 5</b></p>  | <p>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)</p>   | <p><b>Nursery</b><br/>Mark making<br/><b>Reception</b><br/>Drawing<br/><b>Year 1</b><br/>Line<br/><b>Year 2</b><br/>Landscapes<br/><b>Year 3</b><br/>Hatching and cross hatching<br/><b>Year 4</b><br/>Shadows and reflections</p>   | <p><b>Drawing</b><br/>Show contrast and tone</p> <p>Explore different properties (eg 3D)</p> <p>Selects appropriate drawing materials</p> <p>Using a range of mediums on a range of backgrounds</p> | <p><b>Exploring and Developing Ideas</b><br/>A - Begin to review and revisit ideas in their sketchbooks<br/>B - Begin to offer feedback using technical vocabulary<br/>C - Begin to think critically about their art and design work<br/>D - Begin to use digital technology as sources for developing ideas</p> <p><b>Drawing</b><br/>A - Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching<br/>B - Begin to depict movement and perspective in drawings<br/>C - Use a variety of tools and select the most appropriate</p> | <p>An architect is a person trained in building design who develops the concepts for structures.<br/>A design is an outline, sketch or plan.<br/>Drawing properties help identify a drawing, for example location and size.</p> | <p>Architect, architecture, design, designer, contrast, tone</p> |
| <p><b>YR 6</b></p>  | <p>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)</p>   | <p><b>Nursery</b><br/>Mark making<br/><b>Reception</b><br/>Drawing<br/><b>Year 1</b><br/>Line<br/><b>Year 2</b><br/>Landscapes<br/><b>Year 3</b><br/>Hatching and cross hatching<br/><b>Year 4</b><br/>Shadows and reflections<br/><b>Year 5</b><br/>Architectural drawing</p> | <p><b>Drawing</b><br/>Use shading to show shadow and reflections</p> <p>Understand proportions of faces and how to use the grid method to draw accurately</p>                                       | <p><b>Exploring and Developing Ideas</b><br/>A - Review and revisit ideas in their sketchbooks<br/>B - Offer feedback using technical vocabulary<br/>C - Think critically about their art and design work<br/>D - Use digital technology as sources for developing ideas</p> <p><b>Drawing</b><br/>A - Confidently use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching<br/>B - Depict movement and perspective in drawings<br/>C - Use a variety of tools and confidently select the most appropriate</p>                      | <p>Shade is the darkening or colouring of a picture with parallel lines or a block of colour.<br/>Proportion is a part of a whole.<br/>Scale refers to the size of an object (a whole) in relation to another object.</p>       | <p>Shade, proportion, scale, shadow, reflection, grid method</p> |
| <p><b>YR 6+</b></p> | <p><b>Understanding art is subjective.</b><br/><b>Have the confidence to be creative by developing their own art style.</b><br/><b>Understand that art shapes history and contributes to the culture and creativity of our world.</b><br/><b>Recognise and name great artists, craft makers and designers; understanding how they contribute to different cultures.</b></p> |  |   |  |   |  |