

**Intent:** At KTS we aim to provide an art and design curriculum that gives children experience of all media across all subject areas. Art skills progression is carefully sequenced to support children to build and develop in a creative journey from the EYFS to the end of KS2. Skilled teaching staff are able to support all learners to access the art curriculum through flexible and creative preparation where there may be barriers to learning. Art is celebrated throughout the school site through biannual hall art exhibitions and thoughtful corridor and classroom displays and competitions.



## Art at Kentish Town C of E - EYFS

### Key Learning

#### **EYFS—Acorns (nursery):**

Children will begin to use a variety of drawing tools, use drawing tools to tell a story, investigate different lines. Children should be encouraged to explore different textures, to make accurate drawings of people, and experiment with using primary colours.

Children will name colours and mix colours (not formally), learn the names of different painting tools, and use a wide range of tools to make marks on paper/ different surfaces.

Children will handle, manipulate and enjoy using materials, discuss sensory experiences. Children will make simple collage, know how to apply different glues, print and stamp with a range of objects and fingers onto paper and playdough, and handle , manipulate and enjoy using a range of materials (playdough, soil, junk, sand)

Be encouraged to comment whilst building and creating

With guidance, children will build, shape and model a simple structure.

### Enrichment:

- Biannual Hall Art Projects and Displays
- Trips to London museums and galleries for workshops and visits
- Outings to local parks, the zoo, Hampstead Heath, the farm, central London to sketch
- Royal Academy Schools Competition

### Key Vocabulary:

Names of materials and tools—paint, pen, pencil, brush, scissors, paper, card, clay

Names of colours

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## Art at Kentish Town C of E - EYFS

### Key Learning

#### **EYFS—Oak (reception):**

Children will use range of drawing tools and name them and discuss suitability for task, investigate line and texture on different surfaces, draw objects from life and notice shapes, and be encouraged to produce accurate drawings of people

Children will begin to learn how to mix primary colours, use main colour names and those of objects in environment, explain their own colour choices and preferences, and justify choices of materials

Children will select tools for different purposes and discuss choices, use tools correctly (brush grip)

Print with sponges or blocks making repeating patterns/ borders, and experiment with printing with found objects e.g. cork, Lego, toy car wheels, hands, feet. Children will know different ways to attach materials to artwork.

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### Key Vocabulary:

Names of materials and tools—paint, pen, pencil, brush, scissors, paper, card, clay, sculpture, pattern, repeating

Names of colours

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## Art at Kentish Town C of E - KS1

### Key Learning

**Year 1 (Ash):** Children should ...

Use a range of drawing and painting tools. They will learn the names of primary and secondary colours and how to mix them.

Begin to observe anatomy, faces and limbs.

When working with collage, be able to select and sort materials and produce their own collage papers.

Learn to monoprint and take rubbings from different textured surfaces.

In sculpture they will be able to manipulate rigid and malleable materials to represent familiar objects and add surface decoration.

Learn about artists and makers from a wide range of cultures and backgrounds and be confident to express their personal preferences and give reasons for their views. Begin to be able to sensitively appraise each other's work and identify successful elements or give suggestions for improvement.

### Enrichment:

- Biannual Hall Art Projects and Displays
- Trips to London museums and galleries for workshops and visits
- Outings to local parks, the zoo, Hampstead Heath, the farm, central London to sketch
- Royal Academy Schools Competition

### Key Vocabulary:

Artist, draw, line, shape, tone, primary, secondary, warm, cool, thickness, effect, shape, surface, texture, cut, tear, image, monoprint, block, ink, rubbings, mould, sphere, cylinder

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## Art at Kentish Town C of E - KS1

### Key Learning

**Year 2 (Willow):** Children should ...

Draw as a way of recording experiences and feelings and sketch to make quick records. They will begin to discuss the use of light and shadow. In painting they will learn to make tones using black and white.

Investigate, experiment, mix and apply colour for a purpose to represent real life, ideas and to convey mood. Collage activities include selecting, sorting and modifying by cutting, tearing with care before adding other marks and colours to represent an idea.

Whilst learning about printing, explore and create patterns and textures with an extended range of found materials e.g. sponges, leaves . Discover how to repeat a pattern randomly placed or tiled in a grid with a range of blocks

Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining with care .

Learn about artists and makers from a wide range of cultures and backgrounds and be confident to express their personal preferences and give reasons for their views. They will begin to be able to sensitively appraise each other's work and identify successful elements or give suggestions for improvement.

### Enrichment:

- Biannual Hall Art Projects and Displays
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### Key Vocabulary:

Draw, sketch, light, shadow, tone, texture, smooth, rough, tile, join, shape, sgraffito, pinch pot, coil pot

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Art at  
Kentish Town C of E - KS1

**End of KS1 outcomes:**

- Pupils will be able to use a range of materials creatively to make a range of artwork
- Pupils will be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Pupils will be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Pupils will be able to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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Art at  
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### Key Learning

**Year 3 (Cedar):** Children should ...

Experiment with the potential of various pencils, make close observational drawing from natural and man-made objects, begin to draw both the positive and negative shapes, make initial sketches as a preparation for painting, and make accurate drawings of people, particularly faces.

Explore colour mixing and make colour wheels, introduce different types of brushes/ techniques to apply colour using dotting, scratching and splashing, and understand how artists use warm and cool colours to express a mood in a work. Represent things observed, remembered, imagined using colour and selecting appropriate paint and brushes/ tools. Use types of brushes for specific purposes, explore the effect on paint of adding water, glue, sand, sawdust and then use this in a painting, improve skills of overlapping and overlaying, and cut multiple shapes with scissors and arrange and stick for a purpose

Experiment with creating mood, feeling, movement, and areas of interest using different media (beads, seeds, sand), and interpret stories, music, poems, and other stimuli and represent these using mixed media elements (including photography.)

Explore lines, marks and tones through monoprinting onto a variety of papers to create an image images and recreate texture in a collograph print, and create textured surfaces using rigid and plastic materials and a variety of tools.

Construct a structure in linear of soft media before covering the surface to make a form (armature), and design and make a 3D form as a maquette for a larger imagined piece and consider form and function (Henry Moore Hampstead Heath, Stonehenge)

Learn about artists and makers from a wide range of cultures and backgrounds and be confident to express their personal preferences and give reasons for their views. They will begin to be able to sensitively appraise each other's work and identify successful elements or give suggestions for improvement.

### Enrichment:

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### Key Vocabulary:

Hard and soft (2B, 4B , 2H etc. in relation to pencils) warm / cool colours, colour wheel

Overlap, overlay

Lines, marks, tones, monoprinting, collograph print

Armature, maquette, rigid plastic

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Art at  
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### Key Learning

**Year 4 (Sycamore):** Children should ...

Identify and draw the effect of light, look at scale and proportion, and make accurate drawings of whole people including proportion and placement, working on a variety of scales, and make computer generated drawings

Mix and use primary and secondary colours with the addition of black and white and other hues, and create a painting from designs and research to communicate an idea or emotion.

Use a natural or town environment as a stimulus for a mixed media work (collage) to convey meaning.

Make a representational textured image from found textures rubbing etc. (in school environment or a trip.)

Design a complex pattern made up from two or more motifs and print a tiled version, and compare their own design and pattern making with that of well known designers or familiar patterns

Cut a simple stencil and use this for making printed shapes, identify and assemble found materials to make a new form, and develop this form by carefully covering with Modroc or papier mache.

Scale a design up to a larger scale and work as part of a group to create a human scale structure or form, and build in clay a functional form using two/three building techniques and some surface decoration.

Learn about artists and makers from a wide range of cultures and backgrounds and be confident to express their personal preferences and give reasons for their views. They will begin to be able to sensitively appraise each other's work and identify successful elements or give suggestions for improvement.

### Enrichment:

- Biannual Hall Art Projects and Displays
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- Outings to local parks, the zoo, Hampstead Heath, the farm, central London to sketch
- Royal Academy Schools Competition
- Show Racism the Red Card competition

### Key Vocabulary:

scale, proportion

mixed media, texture

motif, tiled, stencil

Modroc, papier mache, 'found material'

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Art at  
Kentish Town C of E - KS2

### Key Learning

**Year 5 (Chestnut):** Children should ...

Observe the effect of light on objects and people from different directions, interpret the texture of objects, produce increasingly accurate drawings of people from life, and begin to understand and portray perspective.

Explore the use of texture in colour, revise hue, tint, tone, shades and mood, and Investigate using colour for different purposes.

Create different effects by using a variety of tools and techniques such as dots, scratches and splashes and applying paint in layers (Frank Bowling.)

Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion, and plan/ paint symbols, forms, shapes and composition when exploring the work of other artists/ cultures to inform their painting.

Select and use cutting tools and appropriate adhesives with care to achieve a specific outcome. Embellish (decoupage) a surface using a variety of techniques, including, drawing, painting, and printing and varnish, and make connections between own work and patterns in their local environment e.g. curtains, wallpaper, and recreate images through relief printing using card and tools to control line, texture, shape and tone

Explore colour mixing through printing using two coloured inks, a roller or stencil or press printing/ polyblocks

Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, and colour, and study 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.

Learn about artists and makers from a wide range of cultures and backgrounds and be confident to express their personal preferences and give reasons for their views. They will begin to be able to sensitively appraise each other's work and identify successful elements or give suggestions for improvement.

### Enrichment:

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### Key Vocabulary:

light source, texture, perspective  
hue, tint, tone, shade, mood, composition  
decoupage, varnish  
relief printing  
genre, culture, stimulus



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Art at  
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### Key Learning

**Year 6 (Beech):** Children should ...

Explore the effect of light on objects from different directions and interpret the texture of a surface.

Produce increasingly accurate drawings of people from life.

Continue to explore the concept of perspective.

Explore the use of texture in colour and use colour to express feeling.

Show the effect of light and colour, texture and tone on natural and manmade objects.

Use studies gathered from observation (of real life) to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction.

Select and use found and collected materials with art media and adhesives to assemble and represent a surface or thing e.g. water

Design prints for fabrics, book covers, bags, wrapping paper using soft lino printing. Appreciate that a carved image can be used multiple times

In 3D art, make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.

Apply knowledge of different techniques to express scale or a concept.

Learn about artists and makers from a wide range of cultures and backgrounds and be confident to express their personal preferences and give reasons for their views. They will begin to be able to sensitively appraise each other's work and identify successful elements or give suggestions for improvement.

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### Key Vocabulary:

texture, natural, manmade, interaction

lino tools, lino, carve

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**End of KS2 outcomes:**

- Pupils will be able to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils will be able to create sketch books to record their observations and use them to review and revisit ideas
- Pupils will be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- They will be able to talk about great artists, architects and designers in history.