Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

Art Curriculum Document

Intent for Art Curriculum

At Singlewell Primary School, our Art curriculum inspires children to be **curious**, exploring the world around them through creativity, imagination, and self-expression. We encourage pupils to ask questions, experiment with ideas, and develop confidence in communicating visually.

We nurture **ambition** by enabling every child to develop key artistic skills and apply them in a range of contexts, using different media, techniques, and materials. Through studying a diverse range of artists, designers, and craftspeople from different times and cultures, children gain an appreciation and understanding of art in its many forms, recognising its power to tell stories, express emotions, and celebrate identity.

Our learners show **resilience** as they refine their ideas, reflect on their work, and respond positively to challenges, understanding that creativity grows through practice and perseverance. We promote **equality** by ensuring that every child's voice, culture, and creativity are valued and represented. Art at Singlewell provides inclusive opportunities for all pupils to share and celebrate their individuality.

Above all, we create a **safe** and supportive environment where children feel free to take risks, make mistakes, and express themselves confidently through art. Through this rich and inspiring curriculum, we aim to develop thoughtful, creative, and confident young artists who see beauty and possibility in the world around them.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
EXPLORING & DEVELOPING IDEAS	I can record my ideas using a variety of materials, tools & techniques. I can create something from my imagination. I can talk about my artwork. **Vocabulary** I like this... I have made... I have used...	I can record and explore my ideas from first hand observation. I can respond positively to ideas and starting points. I can review what I have done and say what I think and feel about it. **Vocabulary** I like this because... I'm going to... It makes me feel...	I can explore ideas and collect visual information. I can identify what I might change in my current work or develop in my future work. I can ask and answer questions about the processes I have used. **Vocabulary** I will change this by... Next time I will... I will try to...	I can explore ideas for different purposes. I can compare methods and techniques used in my own work. I can use sketching and other resources to plan my artwork. **Vocabulary** I have noticed... I am going to use this for... I prefer...compared to...	I can explore ideas for different purposes and in a variety of ways. I can question and make thoughtful observations about starting points and respond positively to suggestions. I can adapt and refine ideas. **Vocabulary** I have tried to... My end goal is... I will adapt... by...	I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can develop and imaginatively extend ideas from starting points, throughout the curriculum. I can adapt my work according to my views and describe how I may develop it further. **Vocabulary** This piece of work makes me feel... because... I chose to start here because... This method works best... because...	I can comment on artwork with a fluent grasp of technical language (e.g. commenting on tone, mood etc). I can spot the potential of unexpected results as work progresses. I can collect information, sketches, resources, and present ideas imaginatively. **Vocabulary** I like the way ... (technical vocabulary) has been used to... This didn't work but... I am going to present my work by...
DRAWING & SKETCHING	I can hold my pencil and use it to draw with intent. I can experiment with mark making using a range of tools to draw (chalk, pens, crayons) I can begin to draw accurate pictures of people.	I can draw/sketch from observation and imagination using varied drawing materials. I can use pencils, pastels, chalks and felt tips to draw lines, shapes, and colours. I can show pattern and texture by adding dots and lines. I can think about light and dark with the pressure of my pencil. **Vocabulary** Wavy, thick, thin, straight, dot, dash, shade, light, dark	I can draw from observation or imagination for a sustained period. I can demonstrate a range of drawing techniques with different media e.g. pencil, charcoal, chalk. I can explore tone using a pencil and a variety of techniques: hatching, stippling, blending to create light and dark. I am developing an awareness of scale. **Vocabulary** Stippling, blending, tone, shading, hatching, scale	I can sketch to collect a variety of visual information from different sources. I can choose from a variety of drawing techniques to achieve variations in line, texture, tone, shape and pattern. I can experiment with different grades of pencil and demonstrate an emerging control when sketching. **Vocabulary** line, texture, tone, shape, pattern, technique, sketch, form, weight, pressure	I can make informed choices when sketching by choosing my media. I can alter and refine my drawings. I can explore relationships between line and tone, pattern and shape, line and texture. I can explore the direction of light and the impact of this on creating shadow. **Vocabulary** Shadow, media, pattern, texture, cross hatching, 3D	I can sketch and draw in a sustained and independent way from observation, experience and imagination. I can show that objects have surface texture when drawing. I can develop a sense of: movement, perspective, shadows and reflection in my drawings. **Vocabulary** Movement, perspective, reflection, surface texture	I can show a greater awareness of composition when sketching from observation (fore, middle, background) I can demonstrate a greater awareness of detail such as facial expression, folds on clothing and proportion. I can develop my own style of drawing by selecting the appropriate techniques. **Vocabulary** Expression, proportion, style, autonomy, composition, foreground, background

PAINTING	I can hold a paintbrush correctly. I can experiment and explore what happens when colours are mixed. I can experiment with different paint strokes. I can experiment painting with a range of materials. **Vocabulary** paint, brush, colour, mix, light, dark, bright, dull, wet, dry, smooth	I can mix primary colours to make secondary colours. I can use a variety of tools and techniques including a range of different brush sizes and types. I can make and select the correct colour for a purpose. **Vocabulary** primary colours, secondary colours, mix, blend, wash, stroke	I can mix a range of secondary colour to make a colour wheel. I can add white to colours to make tints and black to make tones. I can experiment with tools and techniques including layering, mixing, scraping etc. **Vocabulary** warm colours, cool colours, tint (add white), shade (add black)	I can experiment with different effects and techniques including blocking in colour, washes and thicken paint. I can use technical vocabulary to describe colour (primary, secondary, tints, tones). I can use colours to create mood and give reasons for my choice. **Vocabulary** tone, shade, blending, layering, underpainting, texture, block colour	I can plan work by sketching lightly first. I can plan and create different effects and textures with paint according to what is needed for the artwork. I can use light and dark in a painting. I can explain that different paint types (acrylic, water colours) create different effects. I can explore scale and position. **Vocabulary** hue, intensity, opaque, translucent, complementary colours	I can produce accurate and light sketches before painting. I can create atmosphere and movement in paintings through texture. I can mix colour, tints and tones with confidence, to achieve a desired effect. I can draw upon other artists' style of painting on my own art work. **Vocabulary** colour palette, colour harmony, atmosphere, mood, expression, impression	I can mix and match colours to create atmosphere and light effects I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. I can use a range of vocabulary to explain my technical choices in terms of mood. I can develop a personal style of painting drawing upon ideas of other artists. **Vocabulary** expressive colour, saturation, composition, focal point
COLLAGE	I can cut, glue and trim materials. I can glue a selection of materials to a background. I can handle, manipulate and enjoy using a variety of materials. **Vocabulary** cut, stick, tear, fabric, paper, weave, soft, rough, shiny, bumpy	I can cut materials to create desired shapes. I can sort and arrange materials. I can use different techniques involved in collage eg. Layering, scrunching, flattening, tearing. **Vocabulary** weave, thread, stitch, glue, scrunch, layer	I can cut materials to create a composition. I can choose materials for a specific purpose based on their properties. I can overlay and overlap to create effects. **Vocabulary** Overlap, arrange, layer, texture, pattern	I can create a collaged composition from my own imagination. I can select appropriate materials, giving reasons. I can follow a collaging technique eg. mosaic. **Vocabulary** Mixed media, embellish, mosaic, collage, effect, texture	I can create a collaged composition inspired by an artwork. I can select colours and textures to create effect, giving reasons for my choices. I can use collaging to create a print. **Vocabulary** Applique, scrunching, flattening, smoothing, layering, texture, inspiration	I can create a collage following my own style using a specific technique. I can select the appropriate collaging skills for the desired outcome. I can combine digitial images with other media in collage. **Vocabulary** complex stitching, fabric manipulation, pattern repeatition, , digital composition	I can create collages by combining collaging skills with artisitic techniques eg. Pencil, paint, print. I can select materials to combine for their visual and tactile qualities. I can refine my collaging skill as I go to ensure overall precision. **Vocabulary** Precision, textile manipulation, textile design, tactile, technique

SCULPTURE	I can manipulate malleable materials. I can use my hands and tools to mould and roll materials. I can construct basic free formed sculptured using recycled and natural materials. **Vocabulary** build, shape, join, roll, squeeze, twist, stretch, hard, soft, rough, smooth	I can use malleable materials for a specific purpose. I can shape, form, construct and model using a range of tools. I can construct a sculpture following a plan using recycled materials. **Vocabulary** form, model, assemble, build, construct, recycle	I know how to shape, form, construct and model from my imagination. I can manipulate clay to creat simple forms. I can join clay parts together using a smoothing technique. I can use natural materials to create temporary sculptures. **Vocabulary** Clay, smooth, join, model, attach, fix, carve	I can plan, design and make models from observation or imagination. I can develop my clay skills by manipulating slabs, coils and using slip. I can use papier-mache to create an Egyptian mask. **Vocabulary** structure, construct, framework, mould, slip, strengthen, stable	I can shape, form model and construct from observations and my imagination. I can improve my models by adding details to create interesting effects. I can model a wire frame to create a sculpture and cover with mod-roc to create a smooth textured finish. **Vocabulary** Effects, sturdy, balance, free-standing, mould, manoeuvre, structure	I can plan and make a sculpture through drawing and other preparatory work, selecting the appropriate tools for the task. I can use a range of materials to create sculptures (clay, modroc, papier-mache/recyclable materials) I can sleect the correct tools to create additional effects: shape/ texture/ pattern to improve the finished article. **Vocabulary** Scale model, refine, manipulate, surface quality, finished article	I can shape, form, model, and construct from observation and imagination, exploring details for a finished effect. I can experiment with form – using methods already learned with work informed by the study of a sculptor or craft maker. I can demonstrate a range of skills taught when working with clay e.g. knowing how to join, work and hatch etc. **Vocabulary** Hatch, etch, joinery, carving, modelling
WORK OF ARTISTS	I can talk about the work of artists that have been shared with me. I can talk about the work of illustrators in books that I have read, saying why I like their work.	I can name a famous artist and talk ab out their work. I can talk about how an artist has inspired me and use their style in my work. I can recognise pieces of art by a famous artist and talk about their style.	I can name a few artists and begin to recognise what is distinctive about their style. I can experiment in my own work, applying similar techniques to famous artists.	I can begin to replicate the techniques of an artist/designer studied. I can show some evidence of the artists who have influenced me through the work I produce.	I can make strong links that are obvious in the pieces produced. I can achieve success by applying the techniques and style of individual artists being replicated.	I can demonstrate how the work of Artists was influential in society and to other Artists e.g. abstract art - Pop Art – Andy Warhol, Roy Lichenstein, Keith Haring. I can create pieces influenced by the styles of a range of Artists. Space – Peter Max, Alexander Calder. South America – Frida Kahlo	I can identify Artists who have worked in a similar way to my own work. I can talk about a range of modern and classic artists throughout history. I can talk about architecture and designers throughout history and their influence on Britain today.