



## 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.

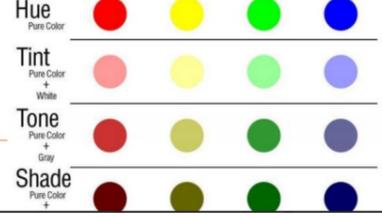
We create inspired learners who have developed the ability to explore their ideas and record their own experiences, being able to confidently articulate experiences using the correct artistic terminology. We provide the children with the knowledge and skills to enhance their artistic experiences.

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> Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p><b>Physical Development</b> Fine Motor Skills</p>	<p><b>Nursery</b> Mark making</p>	<p><b>Painting</b> Holding a paintbrush correctly</p> <p>Washing the brush before changing colour and squeezing water out of a paintbrush before using a new colour</p> <p>Use tools such as brushes, fingers, spatulas, toothbrushes, lolly sticks</p>	<p><b>Exploring and Developing Ideas</b> A - Begin to respond positively to ideas B - Begin to explore ideas C - Begin to describe differences and similarities D - Begin to try different materials and methods</p> <p><b>Painting</b> A - Experiment with different brushes B = Experiment with adding white and black to other colours</p>	<p>Painting is the action or skills of using paint either in a picture or decoration. An artist is a person who creates paintings or drawings as a job or hobby.</p>	Paint, brush, artist
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> Mark making <b>Reception</b> Experimenting with tools</p>	<p><b>Paint</b> Experiment with thin and thick brushes, creating different effects</p>	<p><b>Exploring and Developing Ideas</b> A - Respond positively to ideas B - Begin to explore ideas and collect information C - Describe differences and similarities D - Begin to try different materials and methods to improve</p> <p><b>Painting</b> A - Recognise and name the primary and secondary colours B - Experiment with different brushes (including brushstrokes) C - Begin to add white and black to alter tints and shades</p>	<p>Thin brushes create thin lines. Thicker brushes create thicker lines and can cover more of a surface.</p> 	Paint, brush, think, thick
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> Mark making <b>Reception</b> Experimenting with tools <b>Year 1</b> Effects from thin and thick brushes</p>	<p><b>Painting</b> Tints and tones</p>	<p><b>Exploring and Developing Ideas</b> A - Respond positively to ideas and starting points B - Explore ideas and collect information C - Describe differences and similarities and make links to their own work D - Try different materials and methods to improve</p> <p><b>Painting</b> A - Name the primary and secondary colours B - Mix primary colours to make secondary colours C - Experiment with different brushes (including brushstrokes) and other painting tools D - Confidently add white and black to alter tints and shades</p>	<p>A tint is a mixture of colour with white which increases lightness. Tone refers to the relative lightness or darkness of a colour.</p>	Paint, tint, tone, light, dark
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> Mark making <b>Reception</b> Experimenting with tools <b>Year 1</b> Effects from thin and thick brushes <b>Year 2</b> Tints and tones</p>	<p><b>Painting</b> Complimentary colours</p>	<p><b>Exploring and Developing Ideas</b> A - Use sketchbooks to record ideas B - Begin to explore ideas from first-hand observations C - Question and make observations about starting points D - Adapt ideas</p> <p><b>Painting</b> A - Mix colours effectively B - Begin to use varied brush techniques to create shapes, textures, patterns and lines C - Begin to create different textures with paint</p>	<p>Complementary colours are colours that are opposite to each other on the colour wheel. Complimentary colours are often referred to as opposite colours and even contrasting colours (they all mean the same thing). When complementary colours are placed next to each other, a very strong contrast is created.</p>	Paint, complimentary, opposite, contrasting
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> Mark making <b>Reception</b> Experimenting with tools <b>Year 1</b> Effects from thin and thick brushes <b>Year 2</b> Tints and tones <b>Year 3</b> Complimentary colours</p>	<p><b>Painting</b> Shade and hue</p>	<p><b>Exploring and Developing Ideas</b> A - Use sketchbooks to record and explore ideas B - Explore ideas from first-hand observations C - Question and make observations about starting points, and respond positively to suggestions D - Adapt and refine ideas</p> <p><b>Painting</b> A - Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary B - Use varied brush techniques to create shapes, textures, patterns</p>	<p>A shade is where an artist adds black to a colour to darken it. Hue is the origin of the colours we can see.</p> 	Paint, shade, tint, tone, hue

				and lines C - Create different textures with paint		
<b>YR 5</b>	<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> Mark making <b>Reception</b> Experimenting with tools <b>Year 1</b> Effects from thin and thick brushes <b>Year 2</b> Tints and tones <b>Year 3</b> Complimentary colours <b>Year 4</b> Shade and hue</p>	<p><b>Painting</b> Creating moods and emotions</p>	<p><b>Exploring and Developing Ideas</b> A - Begin to review and revisit ideas in their sketchbooks B - Begin to offer feedback using technical vocabulary C - Begin to think critically about their art and design work D - Begin to use digital technology as sources for developing ideas</p> <p><b>Painting</b> A - Create a colour palette B - Use a range of paint (acrylic, oil paints, water colours) C - Being to create different textures and effects with paint</p>	<p>When an artist uses colour in a painting they are trying to communicate emotion, mood or atmosphere. Red - danger, anger, love, passion Green - nature, money, growth, fresh, jealousy, sickness Yellow - happiness, warmth, cheer, laughter Orange - happiness, enthusiasm, energy, warmth Blue - sadness, loneliness, cold, calm, serenity, freshness Purple - royal, expensive, wealth, power, luxury White - purity, innocence, cleanliness, space, goodness, coolness Black - evil, darkness, fear, death, mystery, strength, elegance, mystery</p>	<p>Paint, mood, emotion</p>
<b>YR 6</b>	<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> Mark making <b>Reception</b> Experimenting with tools <b>Year 1</b> Effects from thin and thick brushes <b>Year 2</b> Tints and tones <b>Year 3</b> Complimentary colours <b>Year 4</b> Shade and hue <b>Year 5</b> Mood and emotion</p>	<p><b>Painting.</b> Creating art using composition such as paint, paper, photos adding in emotions, mood, tint, tone and shade</p>	<p><b>Exploring and Developing Ideas</b> A - Review and revisit ideas in their sketchbooks B - Offer feedback using technical vocabulary C - Think critically about their art and design work D - Use digital technology as sources for developing ideas</p> <p><b>Painting</b> A - Create a colour palette, demonstrating mixing techniques B - Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces C - Create different textures and effects with paint</p>	<p>Composition is the way in which different elements of art are combined or arranged.</p>	<p>Paint, complimentary, warm, cool, hue, composition, primary, secondary, tertiary</p>
<b>YR 6+</b>	<p><b>Understanding art is subjective.</b> <b>Have the confidence to be creative by developing their own art style.</b> <b>Understand that art shapes history and contributes to the culture and creativity of our world.</b> <b>Recognise and name great artists, craft makers and designers; understanding how they contribute to different cultures.</b></p>					