





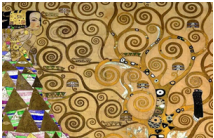





















CLARENDON PRIMARY CENTRE ART CURRICULUM					
<p>At Clarendon Primary Centre, we recognise that Expressive Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. Through a variety of carefully planned creative and practical activities, we aim to engage, motivate and inspire pupils to develop a love of art, design, drama and music, and to develop their skills to increase their self-confidence, creativity and sense of achievement. We encourage children to explore and develop their own ideas through practical activities and by looking at the work of a range of artists, designers and musicians to develop an appreciation and enjoyment, which enriches their lives and promote lifelong interests in the Arts. Our curriculum aims to reflect the rich and varied culture and society that we live in, as well as looking at the work of Artists and musicians from around the world. Pupils are encouraged to develop resilience when things go wrong and to try again. They practise and share their learning and skills with others and receive feedback to improve.</p> <p>Example Artists: Teachers may choose their own artists to work from to reflect the rich and varied culture, society and world we live in. Here are some suggestions:</p>					
Encountering	Foundation	Core	Development	Enrichment	Enhancement
1. Painting (explore using a variety of brushes, learning the language of colour and its effect) vocabulary - primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, brushstroke, acrylic paint, foreground, background, middle ground, mix					
Paints with whole arm movement, shifts hands, makes strokes	Paints with some wrist action, makes dots, lines, circular strokes Able to explore applying colour with a range of tools for enjoyment.	Paints with wrist action, paints shapes Uses different tools to make deliberate marks on a large and smaller scale	Developing awareness of different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist.	Questions and selects suitable equipment for the task e.g. size of paintbrush or paper needed. Experiments with the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.	Able to independently identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
An awareness of different colours Can identify some colours by name when asked and is beginning to use some colour names.	Selects from a range of colours with intent. Mixes colours from instruction and observes the new colours made. Can name most colours - red, blue grey, etc Pollock 	Adds white to alter tints and shades Knows the primary colours Aboriginal art e.g. Charlene Carrington 	Mixes the primary colours to make secondary colours Uses black or white to alter tints and shades Beginning to use more advanced vocabulary of colour, for example describing colours as light and dark Monet 	Mixes and matches colours to achieve a desired purpose Developing descriptive language around colours (bright, dull etc) Understand complimentary colours and what they do to other colours. Van Gogh  Turner 	Controls and experiments with particular qualities of tone, shades, hue and mood. Consider artists' use of colour and application of it. Considering colour for different purposes. Use colour to express moods and feelings. Able to describe colours as warm and cold
2. Textiles (look at and practise a variety of techniques e.g. weaving, dyeing and plaiting and stitching. Exploring which textiles are best to use and produce the best results. Also exploring ways to decorate and embellish their textiles to add details, colour and effect) vocabulary = textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik, dye, wax, crayons, ink, apply, set, stuffing, turn, thread a needle					
Can thread large beads on a stick and thread pipecleaners through a colander. Able to decorate textiles with glue and items	Can thread smaller beads onto a bead string. Attempts a lacing card with support Able to decorate textiles with glue and items to add colour and detail Able to talk about the feel of different fabrics - hard, soft, smooth etc.	Complete a lacing card independently Simple appliqué work attaching material shapes to fabric or paper Able to select appropriate materials giving simple reasons	Learn the pattern of weaving using paper or a loom. Create woven pieces of art using recycled/natural dyed materials. Make simple stitches on binca. Can decorate textiles with glue or stitching to add colour and detail	Create a pattern independently using simple stitches on binca. Add objects to the weaving - buttons, twigs, dried flowers. Explore colour in weaving and use a variety of techniques to create different textural effects Developing skills in stitching, cutting and joining Able to select materials giving reasons.	Use simple stitches to join fabric or create a patten on fabric independently. Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. Able to use key vocabulary to demonstrate knowledge and understandin e.g. colour, fabric, weave, patterm , shape, embellish, thread, needle etc
Supported to add colour to dye play dough, rice and observe the effects.	To use techniques such as dip dyeing to change the colour of materials Paul Klee 	Decorate textiles using a range of techniques including wax resist painting Experiment with natural produce to create dyes eg onion skins. Gustav Klimt 	Tie dye Traditional Guatemalan weaving 	Batik Bayeux Tapestry 	Use different techniques independently to colour fabric for the best effect.

3. Printing (experiment with shape and pattern, look at repeated patterns and different materials to make texture. Use a variety of printing blocks and explore the effect making their own blocks has on shape and texture). Vocabulary - colour, shape, printmaking, printing, woodcut, relief printing, pattern, texture, inking rollers, shape, block printing ink, polystrene printing tiles.					
Use a variety of materials to make marks (sponges, blocks)	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take prints from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p> <p>Alexander Calder</p> 	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images with some added pencil or decorative detail</p> <p>Able to demonstrate a range of techniques e.g. rolling, pressing, stamping and rubbing</p> <p>Beginning to be able to create simple printing blocks for relief printing - string, card, etc</p> <p>Can copy an original print</p> <p>Islamic patterns</p> 	<p>Creates patterns/printings with growing independence.</p> <p>Use equipment and media correctly, with minimal prompting, to produce clean image.</p> <p>Use artistic language to describe tools, process, etc</p> <p>Able to make repeated patterns with increasing precision</p> <p>Andy Warhol</p> 	<p>Create order, symmetry and irregularity in printing.</p> <p>Able to make a plasticine stamp print block for printing a design.</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p>Prints with a growing range of objects, including manmade and natural printing tools</p> <p>Talk simply about own work and that of other artists.</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> <p>Be able to identify the printing processes used in Indian/African textiles.</p> <p>African fabric patterns</p> 	<p>Able to design and make printing blocks/tiles</p> <p>Can create and arrange accurate patterns</p> <p>Able to reflect on their choice of colour for prints</p> <p>Able to understand and demonstrate knowledge and understanding of print, using the vocabulary line, pattern, texture, colour, inking rollers, block printing, arrange etc.</p>
4. Drawing (using different materials e.g. pencil, wax, pastels, chalk, felt tips) vocabulary - portrait, self-portrait, line drawing, detail, landscape, cityscape, building pastels, line, bold, size, space, light, dark, tone, shadow, pattern, texture, form, shape, outline					
<p>Makes marks on paper with physical assistance / scribbles on paper</p> <p>Begin to use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk to make marks on different materials</p>	<p>Mark makes with emerging purpose using pencil and chalk.</p> <p>Observe and draw or trace simple shapes</p> <p>Explores different textures and can experiment when mark making with different tools and surfaces</p> <p>Joan Miro</p> 	<p>Able to draw a recognisable face with eyes, nose, ears and mouth</p> <p>Understand how to draw different lines - spirals, zigzags, wavy and how artists use these</p> <p>Begin to make observational drawings</p> <p>Colour in pictures with an awareness of colour</p> <p>Edward Tintanga</p> 	<p>Show an awareness of space when drawing and colours within the lines.</p> <p>Know how to draw with oil pastils and charcoal.</p> <p>Understand how sketch books are used.</p> <p>Georgia O'Keeffe</p> 	<p>Begin to select different materials for different effects when drawing eg cross hatching</p> <p>To make observational drawings with attention to detail</p> <p>Dapo Adeola (Illustrator)</p>  <p>Van Gogh</p> 	<p>Starting to use shading to show light and shadow effects</p> <p>Experiment with showing line, tone and texture with different hardness of pencils</p>
5. Collage (to explore creating collage with a variety of media) vocabulary - collage, squares, gaps, mosaic, features, cut, place, arrange, texture, shape, pattern, form.					

<p>Handling, manipulating and enjoying using materials.</p> <p>Creates simple collages, using paper, pasta, beans and larger tactile items with some assistance (more as a process than to create a desired effect)</p> <p>Selects, sorts, tears and glues items</p>	<p>Build on skills of using various materials to make collages -using some smaller items.</p> <p>Beginning to select materials for a desired effect i.e. choosing a furry material to collage for a bear</p> <p>Explore texture</p> <p>Begins to sort according to specific qualities, e. g. shiny, smooth</p> <p>Mondrian</p> 	<p>Develop skills of overlapping to create effects.</p> <p>Use various collage materials to make a specific pictures arranging materials for effect and beginning to refine their work</p> <p>Demonstrate different processes e.g. scrunching, twisting, creasing.</p> <p>Matisse</p> 	<p>Able to select colours and materials to create a desired effect</p> <p>Learning and practising techniques such as tessellation, mosaic and montage to create different effects</p> <p>Beginning to use key vocabulary to demonstrate knowledge and understanding such as texture, shape, form, pattern and mosaic</p> <p>Alma Woodsy Thomas</p> 	<p>Able to independently use different techniques to create a collage</p> <p>Able to add collage to painted or printed backgrounds</p> <p>Kandinsky</p> 	<p>Can independently create and arrange accurate patterns to achieve a desired effect</p> <p>Can independenly select and combine different media with purpose to create effect, explaining their choices</p> <p>Able to plan and design a collage, demonstrating knowledge and understanding of key vocabulary including shape, form, arrange, fix</p>
6. Sculpture (using a variety of materials for sculpting and experimenting with joining and construction) vocabulary - sculpture, statue, model, work, 3D, sculptor, carving, shapes, materials, pyramid, abstract, geometric, rectangular, concrete, 2D form, shadow, light, edging, trimmings)					
<p>Able to handle, feel and manipulate materials.</p> <p>Can pull apart and reconstruct objects.</p> <p>Can apply simple decoration.</p>	<p>Use both hands and tools to build.</p> <p>With instruction, develop a variety of techniques e.g. rolling, cutting, pinching with play dough</p> <p>Able to shape and model from observation and imagination.</p> <p>Able to fold paper into 3D shapes.</p> <p>Construct to represent personal ideas.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Begin to use a varetly of natural, recycled and manufactured materials for sculpting, e.g. clay, straw, card, boxes, etc</p> <p>Jean Tinguely</p> 	<p>Simple language created through discussion of feel, size, look, smell etc.</p> <p>Awareness of natural and man made forms and environments.</p> <p>Use a variety of techniques when working with clay (rolling, cutting, pinching, etc)</p> <p>Use some decorative techniques: impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Use a variety of natural, recycled and manufactured materials for modelling/sculpting</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Andrew Goldsworthy</p> 	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Have an understanding of different adhesives and how to use these for construction.</p> <p>Begin to have some thought towards size.</p> <p>Begin to make simple thoughts about own work and that of other sculptors</p> <p>Louise Bourgeois</p> 	<p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and practise joining techniques</p> <p>Add materials to the sculpture to create detail</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p> <p>Dale Chihuly</p> 	<p>Plan and design a sculpture</p> <p>Shape, form, model and join with confidence, developing cutting and joining skills e.g. using wire, coils, slabs and slips</p> <p>Produce more intricate patterns and textures using tools and materials to carve, add shape, add texture and pattern</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used and use materials other than clay to create 3D sculptures</p> <p>Discuss own work and that of other sculptors in detail.</p>
7. Artists (learn from the works of famous artists, studying their techniques and processes, commenting on their work)					
<p>Exposure to works from a variety of artists</p>	<p>Using simple terms, describe the work of famous, notable artists and designers</p> <p>Express simple opinions about the work of famous, notable artists</p>	<p>Use inspiration from famous, notable artists to create their own work and make simple comparisons</p> <p>Be able to compare the different artworks of the focussed artists.</p>	<p>Use inspiration from famous artists to replicate a piece of work</p>	<p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p>	<p>Give detailed observations about notable artists' , artisans' and designers' work</p> <p>Offer facts about notable artists' , artisans' and designers' lives</p>