

Camestone Curriculum Intent

Exploring Learning Together

We are ambitious for all pupils to acquire the skills, knowledge and characteristics to be well prepared for the next steps in their learning journey.

Camestone Curriculum Aims

Pupils read purposefully to gain information to support their subject learning. Where appropriate, quality texts in English are linked to subjects to connect new and existing knowledge.

Oracy is developed through speaking and listening opportunities. Pupils become articulate, critical thinkers, able to debate and reason.

Pupils develop Camestone values including creativity, motivation and positivity through broad subject provision. Subject teaching enables pupils to develop independence, teamwork and their personal and cultural identity.

Art and Design

Art is taught as a discrete subject, linked to other subjects through a thematic approach.

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Area of Learning from EYFS Framework	Examples
Communication and Language Physical Development Gross and fine motor skills Expressive Arts and Design	Vocabulary Describing Asking questions Developing strength and coordination to use different tools safely and competently.

<p>Creating with Materials Being Imaginative</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
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Art: Key Stage 1				
	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	<i>use a range of materials creatively to design and make products</i>	<i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
Y1	<p>know how to shape and join clay</p> <p>know how to cut, shape, arrange and join paper, card and found materials</p> <p>know how to use IT to create a picture</p> <p>use mixed media to create pictures</p>	<p>know how to show how people feel in paintings and drawings.</p> <p>know how to place features on a face</p> <p>know how to use pencils to create lines of different thickness in drawings.</p> <p>hatch, stipple and shade top</p> <p>create simple effects</p>	<p>know how to create moods in art work using paints, oil pastels and pencils</p> <p>know the names of the primary and secondary colours.</p> <p>know how to mix secondary colours and brown with paint</p> <p>know how to use simple tools and effects within an IT paint package</p>	<p>describe what can be seen and give an opinion about the work of an artist</p> <p>ask questions about a piece of art</p>

Artists/ themes	Georgia O'Keefe, Andy Goldsworthy, Guiseppe Archimboldo, Fire of London, Fireworks, Self-Portraits, Four Seasons, clay animals
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Y2	<p>know how to cut, shape and join materials to create a 3D product</p> <p>create effects with mixed media</p>	<p>know how to use charcoal, pencil and pastel to create different effects, including lines of different thickness</p> <p>know how to use hatching, cross hatching, stippling and shading to create effects in art</p>	<p>know how to create tints with paint by adding white and know how to create tones with paint by adding black</p> <p>use techniques such as pointillism</p> <p>use a range of media, including chalks, paints and oil pastels to create moods</p> <p>know how to use different tools and effects within an IT paint package (in Computing)</p>	<p>suggest how artists have used colour, pattern and shape</p> <p>know how to create a piece of art in response to the work of another artist</p>
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Artists/ themes	3D creation (Animals in Art), Paul Klee (castles), George Seurat - animals (pointillism)
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Art: Key Stage 2			
	Using 'Sketchbooks'	Drawing, painting and sculpture	Study of great artists
	<ul style="list-style-type: none"> record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> great artists, architects and designers in history
Year 3	<ul style="list-style-type: none"> know how to use sketches to contribute to a final piece of art 	<ul style="list-style-type: none"> know how to show facial expressions in art. know how to use different grades of pencil and other media to shade and to show different tones and textures by hatching, cross hatching, stippling and shading 	<ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists recognise art is from different cultures

		<ul style="list-style-type: none"> • know how to create different tones of colour using paint and other media • know how to use a range of brushes to create different effects in painting • know how to sculpt clay 	<ul style="list-style-type: none"> • recognise art is from different historical periods
Artists/ Themes	Mayan masks (art from different cultures and periods), Anglo-Saxon Jewellery (clay), Viking Boats (sketching and painting), Banksy and Picasso (artists, faces, figures), Volcanoes (painting), trees (sketching and painting).		
Year 4	<ul style="list-style-type: none"> • Use sketching to help create body shapes and movement • use sketching to experiment with different texture and tone 	<ul style="list-style-type: none"> • know how to show body shapes and movement in sketches, drawings and paintings • know how to use marks and lines to show texture in art. • know how to use line, tone, shape and colour to represent figures and forms in movement • know how to print using different media, materials and layers • know how to sculpt clay and other moldable materials. • create 3D art using mixed media • know how to create digital images using a range of tools and effects 	<ul style="list-style-type: none"> • experiment with the styles used by other artists. • explain some of the features of art from historical periods and cultures. • know how different artists developed their specific techniques
Artists/ Themes	Ancient Egyptian Art, canopic jars (clay), hieroglyphics (printing), Roman Mosaics (historical period), Roman sculpture linked to body form, Molas Art (rainforest tribes), Rousseau.		
Year 5	<ul style="list-style-type: none"> • experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling • experiment with media to create emotion in art 	<ul style="list-style-type: none"> • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to sculpt clay and other mouldable materials • know how to create an accurate print design following given criteria. • use a wide range of digital tools to create art • use mixed media to create 2D and 3D art 	<ul style="list-style-type: none"> • research the work of an artist and use their work to replicate a style
Artists/ Themes	Cave Paintings (pastels, printing), Henri Moore sculpture (mod-roc), clay Tudor rose, Tudor monarch portraits (mixed media), Blitz (silhouettes), compare artists treatment of seascapes (watercolours, mood), Piet Mondrian abstract art (digital tools).		

Year 6	<ul style="list-style-type: none"> • explain why different tools have been used to create art • explain why chosen specific techniques have been used • know how to use feedback to make amendments and improvement to art 	<ul style="list-style-type: none"> • use a full range of pencils, charcoal or pastels when creating a piece of observational art • select and use a range of materials, media and techniques to create 2D and 3D art • know which media to use to create maximum impact • know how to use a range of e-resources to create art 	<ul style="list-style-type: none"> • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve • understand why art can be very abstract and suggest what message the artist is trying to convey
Artists/ Themes	Abstract art - Escher, Pop Art - Andy Warhol and Roy Lichenstein, William Morris, Pre-Raphaelite Painting (period study), decoupage, sketching - fossils and beaks, portrait - Queen Victoria, 3D art - masks and paper mache Greek urns, e-resources - mosaics		