

Our Art and Design Curriculum



Our Aim

Art and Design at Parkside will:

- Foster the child's creativity at an early stage through manipulation of different materials and tools, exploring in a playful and non-judgemental way. The children will then control and master these skills using familiar media (pencil, paint and collage) to design and create their own pieces of artwork. The children will be encouraged to challenge, deepen and be adventurous with their developing skills.
- Provide each child with a 'creative journey' sketchbook for them to record their thoughts, experimentation and designs. This will develop their critical thinking allowing the children to evaluate their skills.
- Provide the opportunity for the children to study the work of artists/designers from both Britain and around the world so the children can be exposed to different cultures, techniques and themes. Artists' work will always be used to ignite and influence the children's personal creativity. Each class in the school is named after an artist to enhance this.

When leaving Parkside all of the children will be able to use their creativity confidently in all areas of the curriculum and beyond.

Children from Year 1 to 6 will follow the expectations of the National Curriculum. Our KS1 and KS2 Art and Design curriculum covers all the areas.

In the Early Years Foundation Stage (EYFS), children in Nursery and Reception will follow the expectations of the EYFS Framework. The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

Art and Design learning is covered within the Specific area of Expressive Arts and Design and the Prime area of Physical Development.

Expressive Arts and Design is split into 2 areas: Creating with Materials and Being Imaginative and Expressive. Our EYFS Art and Design covers the area of Creating with Materials.

Physical Development is covered within the area of Fine Motor Skills.

Our Art and Design Curriculum Construction

At Parkside we fervently believe that Art and Design is a subject that lies at the heart of our school. Art, craft and design embody some of the highest forms of human creativity. As pupils progress at Parkside, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our national history, and contribute to our culture.

At Parkside, each class is named after an artist and teachers are encouraged to choose artists that are not traditional male painters but that encompass a wealth of diverse perspectives and techniques each year. We have had many inspiring up and coming artists chosen which has exposed the children to a rich panoply of artistic experience from a glassworker to an artist who makes designs by ironing tulle to a street artist. These artists also cover a broad range when looking at gender, age and ethnicity. We often reach out to the chosen artist and have had them visit the school to meet and personally inspire our children. We are also making lasting links with some of them and Benjamin Shine has had the Year 6 build named after him [The Shine Suite]. We have also made extended links with Phillip Treacy (a royal hat designer) and Nathan Sawaya (a Lego sculptor).

The driving force behind the construction of the curriculum is to foster the children's creativity at an early stage through manipulation of different materials and tools, exploring in a playful and non-judgemental way. The children will then control and master these skills using familiar media (pencil, paint and collage) to design and create their own pieces of artwork. The children will be encouraged to challenge, deepen and be adventurous with their developing skills. Using their experiences and imagination, our pupils make creative works that are aesthetically pleasing. We want our children to feel equipped and empowered to respond to a perceived need or problem within the context of the learning.

Our art and design overview is specific to Parkside. We feel that rigidly following a lot of the commercially published schemes of work can de-skill [and de-motivate] both teachers and co-ordinators and result in a formulaic approach that lacks sparkle and loses a sense of motivation and inspiration.

We have carefully considered the art and design topics in our overview and where feasible, used the context of our school and school community as the inspiration. For example, in year 2 the Great Fire of London (a history topic at Parkside) is used as an inspiring springboard for the children. Likewise, in year 5 the topic 'Comparing and Contrasting Landscapes' encourages the study of local environments such as Epping Forest and Walthamstow Wetlands.

We also ensure all of our topics have a wealth of purposeful links to diverse artists from the past and present. We have endeavoured to make connections to our locality such as with Waltham Forest icon William Morris and local artist Katrin Hall (whom we regularly collaborate with on mosaic murals across the school).

As always at Parkside, Art and Design provides opportunities to work collaboratively with children, artists and other organisations, which both inspires the children and gives them aspirations. Collaborative learning in Art and Design enables the children to articulate and enhance their thoughts about their own and others art work (both their peers or professional artists). It also helps them to expand their vocabulary which in turn, supports their Literacy skills. The children are encouraged to collaborate to create large-scale art pieces such as sculptures, tapestries and paintings. Working with professional artists not only supports children's skill development but also acts as CPD for teachers and support staff.

While only a requirement for KS2 in the National Curriculum, we provide all children from year 1 to 6 with their very own art sketchbook- My Creative Journey. We use the sketchbooks as catalyst for creativity and encourage the children to grow their thoughts and ideas about their learning. We feel the Creative Journey sketchbooks are non-limiting to our children's art and design journey and can be utilised in other subject areas such as science and geography.

In the EYFS, children begin their art and design journey through Expressive Arts and Design. They produce projects, small pieces and even their own sketchbooks to present their ideas.

Optional homework ideas are offered to the parents/carers every term which allow children to build on their skills, as well as apply their current skills to their home project.

Expressive Arts and Design Curriculum Overview -EYFS

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	Theme: Miraculous Me! Drawing and Painting- Self- portraits Focus: Fine motor skills/ Experimenting with line and colour	Theme: Trusty Transport! Sculpture -2D bus designs/3D models of a bus Focus: Fine motor skills/ Experimenting with design, texture, form and function	Theme: Awesome Animals! Painting/ Printing/ Collage/ Textiles -Animal patterns/ prints Focus: Fine motor skills/ Experimenting with line, colour, pattern and shape/ Sharing my creations with my family and friends
Reception	Theme: Our Class Artist Drawing, painting or sculpture Focus: Developing fine motor skills/ Experimenting with colour, design, texture, form and function Sharing my creations with my family and friends	Theme: Minibeasts and Growing Drawing/ Photography/ Collage/ Printing- Observations of plants and animals in our local environment Focus: Refining fine motor skills/ Experimenting with line, shape, pattern and colour Sharing my creations and explaining how I made it	Theme: We are Explorers! Drawing/Painting/ Sculpture/ Textiles Equipment for explorers- binoculars, telescopes, mountain tents, Wellington boots and hats for the desert Focus: Expanding fine motor skills/ Experimenting with colour, design, texture, form and function Sharing my creations, explaining how I made it and what it is made of

Art and Design Curriculum Overview – Year 1 and 2

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	Theme: Our Class Artist Drawing, painting or sculpture Elements of art: Exploring colour, pattern, texture, line, shape, form and space	Theme: Nature (including the weather) Drawing, Sculpture, Collage and Textiles- Representing the nature around us in art (Using photography to generate ideas) Elements of art: Line, shape, pattern, colour and form	Theme: Unusual landscapes (including urban, the planets and the moon) Drawing, Painting and Printing- Designing a new unusual landscape Elements of art: Shape, pattern, colour, texture and space
2		Theme: The Great Fire of London Drawing, Painting, Sculpture and Collage- Buildings inspired by 1666 Elements of art: Line, shape, pattern, colour and form	Theme: Portraits from the past and present Drawing, Painting and Textiles- A fabric wall hanging/ Tapestry representing people from the past or present (Using photography to generate ideas) Elements of art: Line, shape and space

Art and Design Curriculum Overview – Year 3 and 4

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
3	Theme: Our Class Artist Drawing, painting or sculpture Elements of art: Exploring colour, pattern, texture, line, shape, form and space	Theme: People: Their emotions and their movements Drawing, Painting and Photography- Representing humans in artwork Elements of art: Line, shape, colour, form and space	Theme: Roman Creativity Drawing, Collage, Sculpture and Textiles- Pottery and statues (related to gods and deities) Elements of art: Line, shape, colour, pattern, form and texture
4		Theme: Egyptian Symbols Drawing, Painting and Textiles- Side profiles of Egyptian pharaohs/ Self-portraits in the style of Egyptian art (Using photography to generate ideas) Elements of art: Line, shape, colour, form and space	Theme: Camouflage (examples found in nature) Drawing, Painting, Printing and Collage- Incorporating animals (observing prints, fur and texture) into environments such as rainforests, woodland, deserts and oceans Elements of art: Line, shape, pattern, colour and form

Art and Design Curriculum Overview – Year 5 and 6

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
5	Theme: Our Class Artist Drawing, painting or sculpture Elements of art: Exploring colour, pattern, texture, line, shape, form and space	Theme: Comparing and Contrasting Landscapes Drawing, Collage and Painting- Creating artwork that uses observations of urban and natural environments (Using photography to generate ideas) Elements of art: Line, shape, colour, pattern, texture and space	Theme: London Landmarks Drawing, Sculpture and Textiles- Representing a famous London building in artwork Elements of art: Colour, pattern, texture, line, shape, form and space
6		Theme: Masks of the Maya Drawing and Sculpture-Designing masks inspired by the culture of the Maya Elements of art: Colour, pattern, texture, line, shape and form	Theme: Self and Identity (a representation of myself in art) Drawing, Painting and Photography- Developing artwork that expresses who you are Elements of art: Colour, pattern, line, shape, space and form

Artists that can be referenced in each term

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	Theme: Miraculous Me! Artist links: Vincent Van Gogh Frida Kahlo Chuck Close	Theme: Trusty Transport! Artist links: Thomas Heatherwick (London bus designer) Camille Walala, Mike Jeffries	Theme: Awesome Animals! Artist links: Henri Rousseau Judith McKay Rolf Saint-Agnes, Jackson Pollock
Reception	Theme: Our Class Artist	Theme: Minibeasts and Growing Artist links: Beatrix Potter (illustrator) Roaslind Monks, Georgia O'Keefe	Theme: We are Explorers Artist links: Hunter designers -Wellington boots Barbour designers (outdoor hats) Philip Treacy (milliner/hat designer)
1		Theme: Nature (including the weather) Artist links: Henri Matisse Irma Stern, William Morris, Vincent van Gogh Henri Rousseau, Hurvin Anderson	Theme: Unusual landscapes Artist links: Salvador Dali Alma Thomas Peter Max, Salvador Dali, Ron Brown, Tracey Rowan
2		Theme: The Great Fire of London Artist links: Sir Christopher Wren (architect) Antoni Gaudi (architect) Bunny Christie (theatre set designer) Daniela Gullotta, Ruth Allen, John Measures, Thomas Girtin Yves Klein, Lieve Verschuier, David Best, Jan Griffie, Es Devlin	Theme: Portraits from the past and present Artist links: Rembrandt Pablo Picasso, Yayoi Kusama Bisa Bulter, Benjamin Shine Frida Kahlo, Julian Opie Marcus Gheeraerts the Younger, Hans Holbein, Hans Eworth

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
3	Theme: Our Class Artist	Theme: People: Their emotions and their movements Artist links: Keith Haring Quentin Blake (illustrator) Roy Lichtenstein, Romero Britto Leonardo Da Vinci, Edvard Munch Lubaina Himid, David Hockney, Paula Rego	Theme: Roman Creativity Artist links: Katrin Hall (our mosaic artist) Barbara Hepworth (sculptor) Henry Moore (sculptor) Grayson Perry (sculptor), Michelangelo (architect) Tony Marsh, Barbara Hepworth, Paul Cummins, Tom Piper, Andile Dyalvane, Marcus Vitruvius Pollio, Apollodorus of Damascus
4		Theme: Egyptian Symbols Artist links: Gustav Klimt Wassily Kandinsky, Ammar Abo Bakr, Aya Tarek, Youssef Maghraby, Mina Nasr, Nada Elkalaawy	Theme: Camouflage (examples found in nature) Artists links: Andy Warhol Georges Seurat Romero Britto, Tarsila do Amaral, Beatriz Milhazes.
5		Theme: Comparing and Contrasting Landscapes Artist links: Claude Monet JMW Turner, John Constable, LS Lowry Frank Lloyd Wright, James Hoban, William F Lamb, Stephen Wiltshire	Theme: London Landmarks Artist links: William Morris, JMW Turner, Andre Derain, Claude Monet, Lobo, Thierry Noir, Olga Koval, Nigel Farnworth, Grayson Perry, Katrin Hall (our mosaic artist)
6		Theme: Masks of the Maya Artist links: Juan Sisay, Andres Curruchich, Efrain Recinos	Theme: Self and Identity (a representation of myself in art) Artist links: Frida Kahlo, Andy Warhol, Pablo Picasso, Jung Lee, Kehinde Wiley, James Rosenquist, Katrin Hall (our mosaic artist)

Art and Design- Progression Through Techniques

Drawing	Painting	3D work	Collage	Printing	Photography	Textiles
Enjoys making marks, signs and symbols on a variety of types of paper	Explores making marks on a variety of papers	Handles, feels and manipulates rigid and malleable materials	Handles different materials from the class "bit box"	Random experimental printing with hands, feet, found materials	Becomes aware of photography as an art form	Handles and manipulates materials such as threads, cottons, wool, raffia, grass
Is spontaneously expressive, using marks, lines and curves	Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Pulls apart and reconstructs basic shapes	Selects and sorts, cuts, tears, stitches and discusses	Uses one colour of paint or ink on a block	Collects photographs for a theme	Is aware of colour, texture and shape
Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Becomes aware of form, feel, texture, pattern and weight	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Is aware that there are famous or specialist photographers	Sorts, collects, discusses and pulls apart cloths and threads
Explores tone using different grades of pencil, pastel and chalk	Experiments with and enjoys colour	Experiments with basic tools on rigid and plastic materials	Engages in more complex activities, e.g. cutting and sewing a variety of materials	Extends repeating patterns - overlapping, using two contrasting colours etc	Develops an awareness of scale, perspective, movement and colour in photography	Stitches and cuts threads and fibres
Uses line and tone to represent things seen, remembered or observed	Creates pattern using different tools and colours	Compares and recreates form and shape to natural and made environments	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Develops an awareness of mood, emotions and feelings in photography	Simple weaving with strong wool through a stiff card loom
Explores shading, using different media	Uses colour and marks to express mood	Creates texture using rigid and plastic materials and a variety of tools	Develops skills of overlapping and overlaying	Explores images through monoprinting on a variety of papers	Alters images through collage, jigsaws, positive and negative shapes	Weaves paper, progressing from one to two colours
Draws familiar things from different viewpoints	Represents things observed, remembered or imagined, using colour/tools	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials	Develops awareness of contrasts in texture and colour	Explores images and recreates texture using wallpaper, string, polystyrene etc	Experiences a variety of lenses - cameras, telescopes, binoculars	Able to discriminate between materials
Uses line, tone and shade to represent things seen, remembered or imagined	Introduces different types of brushes for specific purposes	Recreates 2D images in a 3D piece (eg the houses of the three little pigs)	Experiments with creating mood, feeling, movement and areas of interest	Explores colour mixing through printing, using two colours and a variety of materials	Is aware of the use of lenses and their effects on images	Prints on fabrics
Is happy to experiment with line, tone and shade	Explores the effect on paint of adding water, glue, sand, sawdust	Shows an awareness of texture, form and shape by recreating an image in 3D form	Interprets stories, music, poems and other stimuli	Uses printing to represent the natural environment	Experiences the effect of light and magnification on transparencies	Simple stitching - uses a long needle to make straight stitches
Uses a range of materials to produce line, tone and shade	Introduces primary and secondary colours with the addition of black and white and other hues	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work	Uses the natural environment or townscapes as a stimulus	Compares own image and pattern making with that of well-known artists (William Morris)	Explores creative slide-making using felt pens, feathers, gauzes and food dyes	Uses contrasting colours in stitching and weaving

Drawing	Painting	3D work	Collage	Printing	Photography	Textiles
	Uses different methods, colour and a variety of tools and techniques to express mood	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation	Embellishes, using a variety of techniques, including drawing, painting and printing	Recreates images through relief printing using card	Makes a flick book to give the impression of movement	Develops an awareness of the natural environment through colour matching
	Investigates symbols, shapes, form and composition	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures	Develops experience in embellishing, using more advanced stitching and appliqué techniques	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Understands that camcorders and videos are forms of photography and the principles of how they work	Uses plaiting, pinning, stapling, stitching and sewing techniques
	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Applies knowledge of different techniques as a form of expression	Recreates a scene remembered, observed or imagined, through collage printing	Creates simple images on photographic paper by placing shapes and materials on paper and fixing	Stitching - using various needles to produce more complex patterns
	Explores the effect of light and colour, texture and tone on natural and man-made objects		Designs an artefact, using knowledge of techniques, for a specific outcome	Designs prints for fabrics, book covers and wallpaper	Explores negative and positive	Cuts and stitches patterns
				Carries out screen printing	Build a pinhole camera and uses it to explore close-up and distant images, ghost images, movement	Experiments with soft sculpture; cuts and joins patterns, embellishing the components
				Experiments with approaches used by other artists	Superimposes using a combination of techniques and photographs	Designs shapes, tie-dyes, batiks and prints for a specific outcome
					Is aware of all basic principles and processes of photography, together with its limitations	

Fine Motor Skills Progression- EYFS

	Nursery	Reception
Knowledge and Skills	• Use one-handed tools such as paintbrushes, pencils and scissors • Make snips in paper using scissors • Snips paper moving scissors forwards • Begins to cut in a line holding the paper with their non-dominant hand • Show a preference for a dominant hand • Progress towards holding a pencil with a modified tripod grip to show increasing control	• Use the tripod grip to hold a pencil for writing • Show growing competence using a range of tools safely and confidently: • Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines • Paintbrushes – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines • Demonstrate increasing accuracy and care when drawing to create identifiable representations
Vocabulary	snip, cut, turn, grip, tool, move, choose, hold	Control, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, concentrate

Art (Skills) Vocabulary Progression Grid

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Drawing	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression	observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, Background
Painting	Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills	Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster	Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination

Sculpture	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor	Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile	Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures
Collage	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges	tearing, overlapping, layering, information building, visual vocabulary	painted, printed, drawn background media techniques

Textiles	Practise, threading skills, basic running stitches, understand, join, fabric, decorate	Match, sort, fabrics, threads knotting, fraying, fringing, pulling threads, twisting, platting	printing, dyeing, weaving, stitching, textural effects stitching, cutting, joining	Structures, different grades of threads and needles, batik techniques, effects
Printing	Experiment, printing, media, understand, techniques	corks, pen barrels, sponge Rollers, printing pallets, stencils	Impressed/ relief method repeating patterns, overlays	Simplifying, a range of media

Art (Evaluation and Analysis) Vocabulary Progression Grid

EYFS

Composition	Colour	Texture	Mood	Line	Shape	Tone
Big Small Near Far Lots of Not many/much	Bright Light Dark Colourful Colour names including beginning to name turquoise/teal/magenta etc See-through	bumpy rough soft spongy pointy sharp messy neat	Happy Sad exciting funny scary	scribble thin thick straight bendy dotted spirals wavy	Circle (circular) Square triangle rough sharp round pointed	Light dark bright

KS1

Composition	Colour	Texture	Mood	Line	Shape	Tone
symmetrical	bright	uneven	cheerful	angular	geometric	Light
asymmetrical	pure	bumpy	joyful	broken	organic	dark
calm	vivid	rough	vibrant	confident	angular	deep
still	strong	jagged	lively	faint	body	heavy
complex	dramatic	gritty	positive	flowing	form	strong
peaceful	vibrant	grainy	sad	fluent	model	pale
irregular	intense	smooth	moody	free	mould	faded
balance	powerful	plain	gloomy	hesitant	precise	bright
geometric	primary	soft	miserable	scribble	rough	contrast
place	secondary	glossy	negative	woolly	sculpt	smooth
distant	dull	cross-hatching	soothing	rhythm	sharp	value
near	delicate	fine	calming	fine	jagged	lightness
scale	gloomy	flat	restful	thick	man-made	darkness
size	faded	brushstroke	peaceful	heavy	rounded	
space	gentle	dull	gentle	solid	curved	
proportion	blend	delicate	mysterious	sketched	natural	
foreground	cold & warm		delicate		irregular &	
middle	deep		disturbing		regular	
ground	neutral		exciting		overlapping	
background	mixed		expressive		floating	
scale	tint		fresh		perspective	
angle	tone		humorous		enlarge	
repeat	opaque				aerial view	
	complementary				pointed	
	transparent				3D	
	shade				2D	
	value					
	translucent					

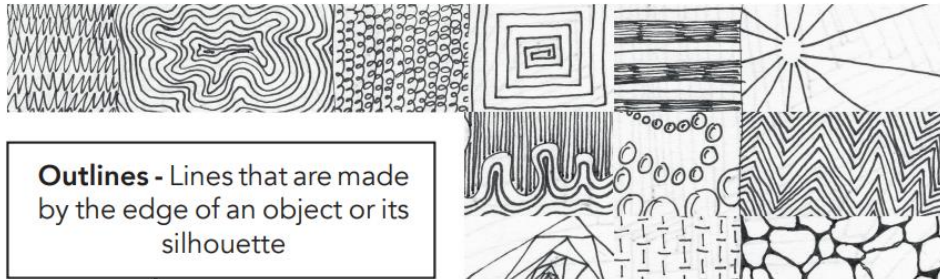
KS2

Composition	Colour	Texture	Mood	Line	Shape	Tone
symmetrical	bright	uneven	cheerful	angular	geometric	light
asymmetrical	pure	bumpy	joyful	broken	organic	dark
calm	vivid	rough	vibrant	confident	angular	mid-tone
still	strong	jagged	lively	faint	body	deep
complex	dramatic	coarse	positive	flowing	figure	heavy
peaceful	vibrant	gritty	sad	fluent	conical	rich
precise	intense	grainy	moody	free	form	strong
irregular	powerful	smooth	gloomy	hesitant	model	pale
off-center	primary	plain	miserable	scribble	mould	faded
lively	secondary	soft	negative	sweeping	precise	bright
energetic	tertiary	glossy	soothing	woolly	rough	contrast
balance	intermediate	silky	calming	rhythm	sculpt	crisp
active	dull	cross-hatching	restful	fine	sharp	fair
geometric	delicate	fine	peaceful	thick	uniform	harsh
blurred	gloomy	flat	gentle	heavy	jagged	smooth
confused	faded	brushstroke	sinister	solid	man-made	value
harmony	gentle	glaze	mysterious	sketched	rounded	emotion
distant	blend	dull	alive		curved	range
near	clash	delicate	delicate		natural	shade
perspective	cold & warm		disturbing		irregular &	
plane	deep		exciting		regular	
proportion	neutral		expressive		overlapping	
foreground	mixed		fresh		floating	
middle ground	tint		humorous		perspective	
background	tone		imposing		enlarge	
scale	opaque		nostalgic		aerial view	
viewfinder	complementary				pointed	
angle	transparent				3D	
repetition	shade				2D	
variation	value				asymmetrical	
	translucent					

The Elements of Art

LINE

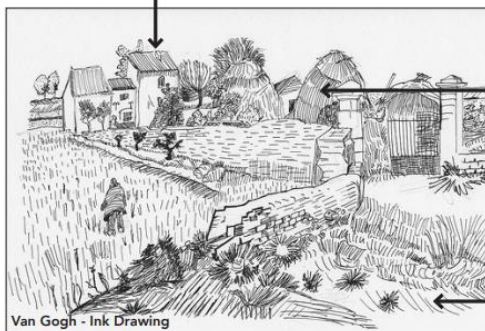
A line is a **mark** which has a **direction, width, and length**. Lines are used to **outline** objects and can take many forms: **straight, curved, broken, continuous, thick and thin**.



Outlines - Lines that are made by the edge of an object or its silhouette

Sketch Lines

Lines that capture the appearance of an object or impression of a place.



Van Gogh - Ink Drawing

Contour Lines - Lines that describe the shape of an object and the interior detail.

Expressive Lines - Lines that are energetic and catches the movement and gestures of an active figure.



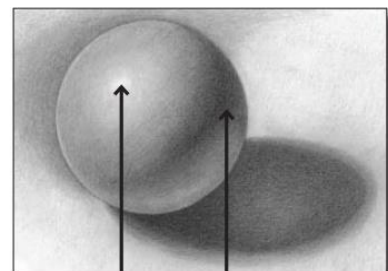
TONE

Tone refers to the **lightness** or **darkness** of something. Tones are created by the way light falls on a 3Dimensional object. Applying tone can make a piece of art look **3Dimensional** and **realistic**.



M.C. Escher - "Drawing Hands"

Contrast - The amount of **difference** between **light** and **dark tones**. The strongest light areas are called **highlights** and the darker areas are called **shadows**. These tones should also be combined with **mid tones**.



highlights

shadows

Shading Techniques

These are used to capture **different tones** in a drawing. They help to capture an **illusion of form** in a **2D artwork**.



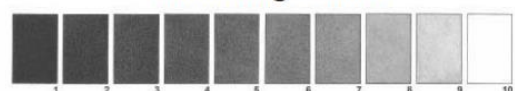
Stippling

Hatching

Cross-hatching

Circulism

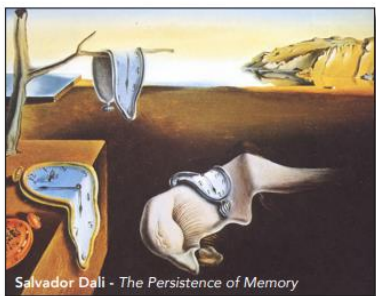
Tonal Range Chart



shadows → mid-tones → highlights

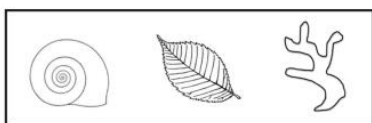
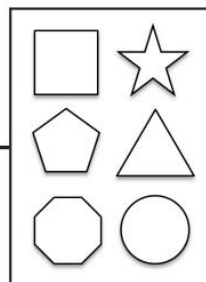
SHAPE

A shape is an area that is **defined** by its **edges**. You can have **geometric** shapes and **organic** shapes. A **positive shape** is the physical form and a **negative shape** is the spaces between.



Geometric Shapes

These are shapes that can be defined by a **set of points, vertices** and **lines** that connect in a closed chain.



Organic Shapes

These are shapes that are **natural** shapes and can be symmetrical and asymmetrical.



Positive and Negative Shapes

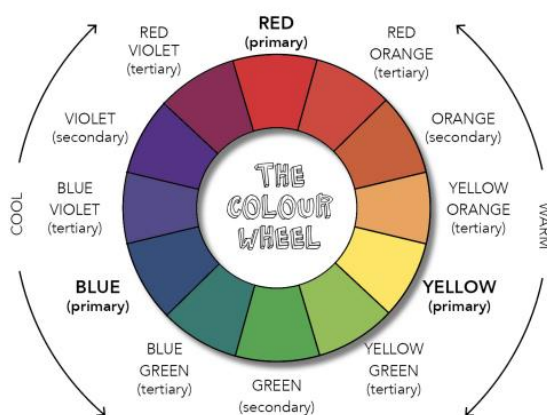
Positive shapes occupy positive space. The area around positive shapes, the background, is negative space. A composition is the **interplay** between **solid** and **space**.

COLOUR

Colour is produced by **light reflecting** off of objects. There are three properties of colour: **hue** (colour name), **intensity** (how bright/dull it is) and **value** (how light/dark it is).

Primary Colours

The 3 primary colours are **red, blue** and **yellow**. These colours are the base colours that make up all other colours.

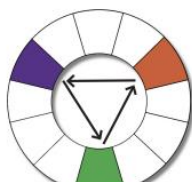


Secondary Colours

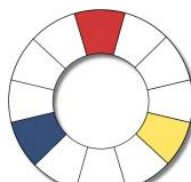
Created by mixing equal amounts of **two primary** colours: orange, green and violet.

Tertiary Colours

Created by mixing **secondary** and **primary** colours together: red-violet, blue-green.



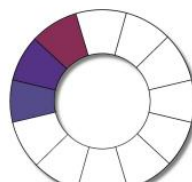
Triad



Primary



Complementary



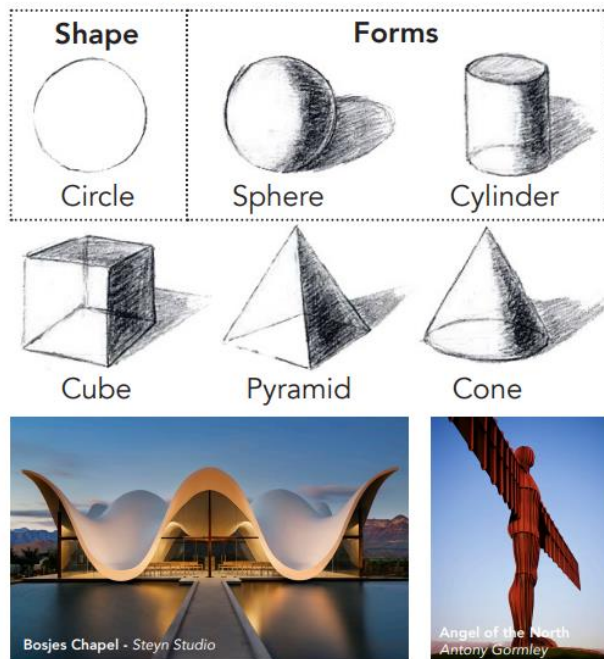
Analogous



Monochromatic

FORM

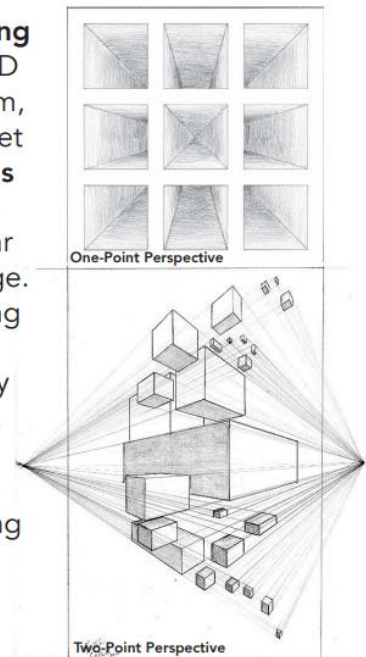
Form relates to the physical **volume** of a shape and the space that it occupies. It generally refers to **sculpture**, **3D design** and **architecture** but may also relate to the illusion of 3D on a 2D surface.



Perspective Drawing

When drawing a 2D illusion of a 3D form, it is important to get all the **proportions** correct to allow the form to appear **realistic** on the page. Perspective drawing is a great way to accomplish this by using **guidelines**.

The two types of perspective drawing are:
One-point and **Two-point**.



PATTERN

A pattern is constructed by **repeating** or **echoing** the elements of an artwork to communicate a sense of **balance**, **harmony**, **contrast**, **rhythm** and **movement**. There are two basic types of pattern in art, **natural** and **man-made**.

Natural Patterns

Pattern in art is often based on the inspiration we get from observing the natural patterns that **occur in nature**. We can see these in the shape of a **leaf** and the **branches** of a tree.



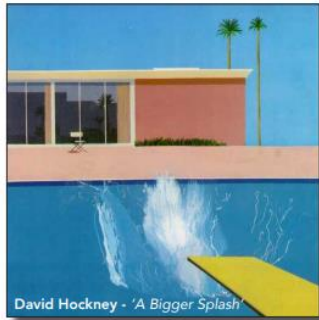
Man-Made Patterns

Man-made patterns are used for both **structural** and **decorative** purposes in art. These types of patterns can be formed using the other visual element: shape, colour, tone and texture.



TEXTURE

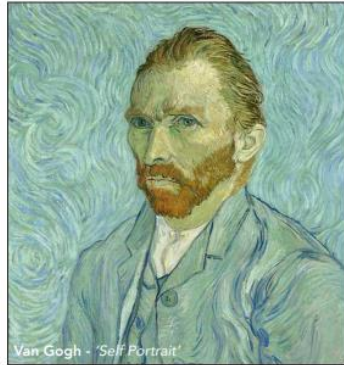
Texture defines the **surface quality** of artwork - the **roughness** or **smoothness** of the material from which it is made. We experience texture in two ways: **optically** (through sight) and **physically** (through touch).



David Hockney - 'A Bigger Splash'

Optical Texture

An artist may use a painting technique to create the **illusion** of **texture** and **realism**. Here the ephemeral of texture is the frozen 'splash'.



Van Gogh - 'Self Portrait'

Texture is the **surface quality** or '**feel**' of an object.



Think about how various materials can help show texture through techniques such as **layering** and **composition**...



Spiritual, Moral, Social and Cultural Development in Art and Design and Expressive Arts and Design

Spiritual development

Art and Design plays a fundamental part in the spiritual development of the children of Parkside. Each class is named after an artist and the children are encouraged to fully explore their emotional and creative response to 'their' artist. The children value finding out about 'their' artist as much as they enjoy analysing and reflecting on the art work.

The children use their imagination to create their own unique responses to 'their' artist's style. Additionally, the art curriculum is an ideal vehicle for our pupils to explore their creativity and to express their personality through the various mediums of art.

Moral development

The children are inspired to search art work for underlying meanings and messages and to reflect on these. An understanding of artist's lives, passions and struggles can be interpreted through close observation of the work studied.

Social development

The children value seeing the creative interpretation, displayed around the school, of the various class artists. It gives another layer of social cohesion to the Parkside community. The school has also reached out to some of the chosen artists and we are in the process of developing strong links with the art community.

We have local artists visiting the school regularly who undertake whole school projects which again strengthens our collaborative ethos. Panels showing the history of Waltham Forest are displayed outside the school thus becoming a focus point for the local community.

Cultural development

Teachers are encouraged to make an ambitious and bold choice for their class artist [although favouring more traditional artists is acceptable – particularly for teachers who are new to Parkside].

In the recent past we have had artists such as Pablo Carreno [Cuba], Yayoi Kusama [Japan], Pete Harrison [a digital artist], Jane Perkins [an artist using recycled materials], Katsura Hoshino [a Japanese Manga artist, Dale Chihuly [a glass sculptor] and Benjamin Shine [a fabric artist and designer who our Year 6 block is named for] to name but a few.

By the time Parksiders leave the school they have been immersed in many genres of artistic creation, artists from many different cultures and countries and artists from many different time spans.

Essential Characteristics Endpoint of a Learner in Expressive Arts and Design- EYFS

By the end of Reception every child will be able to:

- Understand how using a pencil correctly can help them to communicate effectively with others.
- Enjoy drawing and use it as a way to express themselves and their thoughts.
- Understand the primary colours and look at artist's work to discuss.
- Develop their colour-mixing techniques to enable them to match the colours they see and want to represent.
- Work together to develop and realise their creative ideas.
- Work with a range of materials to construct with.
- Use different techniques for joining materials.
- Discuss problems and how they might be solved as they arise.
- Use a range of tools with care and precision.
- Talk with interest about what they have created.

Essential Characteristics Endpoint of a Learner in Art and Design

The intent of the Art & Design curriculum at Parkside Primary School is to provide every pupil with:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.