



Art Overview

GOLCAR JUNIOR, INFANT AND NURSERY

Intent Statement

Why is it important to teach Art?

Art creates an opportunity for children to communicate without using words. It allows experimentation with different media and an increasing awareness of different kinds of art and design. It encourages children of all abilities to develop and share their ideas, experiences and imagination and allows them to express themselves in a safe and stimulating environment.

What does Art look like at Golcar JIN?

At Golcar JIN we give children opportunities, from EYFS to Year 6, to develop their curiosity and confidence in their own abilities so that they can create without boundaries. We aspire to promote self-esteem, risk taking and to not be afraid to make mistakes. Children are encouraged to be able to communicate their own experiences and emotions through their artwork. In order to do this, we explore different artists and a range of materials and techniques. Sketchbooks are used as a working document to record ideas and observations. The children are taught to develop the skills to choose their own media appropriate to the task and to be able to explain, evaluate and improve on their choices.

How do we promote learning in Art?

- Showcases of children's work
- Cross-curricular links to subjects and topics showing how art is relevant in society
- Art projects based on other countries and cultures as part of our Window to the World

How our art curriculum meets our communities needs

As a school we have chosen to follow the Kapow scheme of work. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

The scheme supports pupils to meet the National Curriculum end of key stage attainment targets and is ensuring progression of skills.

Adjustments have been made to when some of the units are taught (change to year group / term) to better fit with the history topics being taught. Where changes have been made, we have ensured each year group is still covering the four strands: drawing, painting and mixed media, sculpture and 3D, craft and design.

Art Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Early Years	Drawing Marvellous Marks	Autumn craft Autumn wreath Winter craft Threaded snowflakes Christmas craft Salt dough decorations	Paint and mixed media Paint My World Sculpture and 3D Creation Station	Sun catchers Easter Threading	Craft and design Let's Get Crafty	Summer craft Salt painting
Year 1	Painting and mixed media Colour splash		Make Your Mark – Paper Sculpture and Natural Sculpture – Andy Goldsworthy		Craft and design – Woven Wonders	
Year 2	Painting and mixed media Life in colour		Craft and design Map it out		Sculpture and 3D Clay houses Craft and Design Map It Out	

	Autumn Term		Spring Term	Summer Term
Year 3	Drawing Developing drawing skills	Painting and mixed media Prehistoric painting	Sculpture and 3D Abstract shape and space Take One Picture project	Craft and design Fabric of nature
Year 4	Drawing Exploring tone, texture and proportion	Craft and design Ancient Egyptian scrolls	Painting and mixed media Light and dark	Sculpture and 3D Mega materials Take One Picture project
Year 5	Drawing Depth, emotion and movement	Painting and mixed media Portraits	Sculpture and 3D Interactive installation Take One Picture project	Craft and design Architecture
Year 6	Drawing Expressing ideas	Painting and mixed media Artist study	Sculpture and 3D Making memories	Craft and design Photo opportunity Take One Picture project

Golcar Goals – EYFS

Know the names of a wide range of colours.

Understand that colours can be mixed to make new colours.

Name simple shapes in art.

Know that lines can be curved or straight and described in simple terms such as: 'wiggly', 'straight', 'round'.

Make patterns with objects/colours/drawn marks and be able to describe it.

Use simple terms to describe what something feels like (eg. bumpy).

Know that modelling materials can be shaped using hands or tools.

Know that there are different shades of the same colour and identify colours as 'light' or 'dark'.

Golcar Goals – Year 1

Remember that the primary colours are red, yellow and blue.

Know how to mix them to create secondary colours.

Create three dimensional art and know that this is called sculpture.

Recognise a range of 2D shapes and be able to draw these

Use drawing tools in a variety of ways to create different lines.

Understand that pattern is a design in which shapes, colours or lines are repeated.

Use different drawing tools to make different marks.

Understand that texture means 'what something feels like.'

Understand that there are different shades (or 'hues') of the same colour.

Know that an artist is someone who creates and that artists choose materials that suit what they want to make.

Golcar Goals – Year 2

Create hues of secondary colours with different amounts of paint and water.

Mix, apply and refine colour mixing for purpose.

Create compositions, understanding that this means how things are arranged on a page.

Continue to extend their practical ability to create 3D sculptural forms.

Create patterns of their own.

Shape collage materials to make shapes in an image.

Use lines to fill shapes, make outlines and add detail or pattern.

Identify natural and man-made patterns.

Use drawing techniques such as hatching, scribbling, stippling, and blending.

Select and use appropriate tools and materials to create textures.

Recognise that illustrators use drawn lines to show how characters feel.

Recognise that people make art to help others understand something.

Golcar Goals – Year 3

Create contrast by using light and dark colours next to each other.

Increase awareness and understanding of mixing colour and recognise that paint colours can be mixed using natural substances.

Recognise that three dimensional forms are either organic or geometric and that organic forms can be abstract.

Identify and draw shapes within images and objects.

Create different types of lines using different tools or the same tool in different ways.

Have a knowledge and understanding of pattern.

Construct a variety of patterns.

Understand that 'tone' in art means 'light and dark' and have skill and control when applying it.

Use basic shading rules.

Analyse and describe texture within artists' work.

From direct observation, apply and use geometry and tonal shading when drawing.

Use a range of drawing media.

Increase skill and control when painting.

Understand that art from the past can give us clues about what it was like to live at that time.

Golcar Goals – Year 4

Create shades and tints and use effectively within their work.

Create a 3D effect by using lighter and darker tints and shades of colour.

Create simple 3D forms by layering, folding and rolling materials.

Form more complex shapes and patterns using basic shapes.

Analyse and describe how artists use line in their work.

Use lighter, darker, thicker or thinner lines to add expression or movement to a drawing.

Create original designs for patterns.

Create a motif and recognise that a motif can be arranged in different ways to make varied patterns.

Use texture more purposefully to achieve a specific effect or to replicate a natural surface.

Use tone to create contrast.

Draw still life from observation.

Increase skill and control when painting.

Understand that artists make choices about what, how and where they create art.

Art is influenced by the time and place it was made, and this affects how people interpret it.

Golcar Goals – Year 5

Use colour to create an atmosphere or to represent feelings.

Use pattern to add expressive detail to art works.

Control brush strokes and apply tints and shades when painting.

Experiment with the size and scale of three-dimensional artwork to change the effect of the piece.

Create texture on different materials.

Increase skill and control when painting.

Analyse and evaluate artists' use of shape.

Analyse artists' use of tone.

Understand that artists are influenced by what is going on around them.

Use shape to place key elements in a composition.

Have an increasing sophistication when using tone in drawing.

Artists can choose their medium to create a particular effect on the viewer.

Extend understanding of line use, including how artists use them to control what the viewer looks at within a composition.

Further develop drawing from observation.

Artists can combine materials; for example, digital imagery, with paint or print.

Golcar Goals – Year 6

Express feelings and emotions through colour.

Create 'monochromatic' artwork using tints and shades of just one colour.

Understand how artists manipulate materials to create texture.

Fluently sketch key shapes of objects when drawing, recognising how shape and space can support creating effective composition.

Deepen knowledge and use of line.

Recognise how it is used beyond drawing and can be applied to other art forms.

Create sophisticated artwork using their own knowledge of pattern.

Study and apply the techniques of other artists.

Further increase awareness of using tone.

Apply new techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.

Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

EYFS Key Vocabulary

Art & design vocabulary



EYFS (Reception)

Drawing: [Marvellous marks](#)

Artist, Bumpy, Chalk, Circle, Colours, Curved, Felt tips, Hard, Line, Long, Marks, Observational, Observe, Oil pastel, Paint, Pattern, Pencils, Picture, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag

Painting and mixed media: [Paint my world](#)

Collage, Cut, Dab, Dot, Flick, Glide, Landscape, Mix, Pattern, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Stroke, Sweep, Swirl, Swish, Tear, Temporary, Texture, Transient, Wet, Wipe

Sculpture and 3D: [Creation station](#)

3D art, Bend, Clay, Chop, Collage, Cut, Design, Evaluate, Flatten, Join, Landscape, Model, Pinch, Plan, Reflect, Roll, Sculpture, Silky, Slice, Slimy, Slippery, Smooth, Soft, Squash, Squelchy, Sticky, Stretch, Twist, Wet

Craft and design: [Let's get crafty!](#)

Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag

fold
bend
crease
roll
wrap
strip
cut
create design
plan template
rip
scrunch stick
tear

Year 1 Key Vocabulary

Art & design vocabulary

Year 1



Drawing: [Make your mark](#)

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk

Painting and mixed media: [Colour splash](#)

Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

Sculpture and 3D: [Paper play](#)

Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine

Craft and design: [Woven wonders](#)

Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom

Year 2 Key Vocabulary

Art & design vocabulary

Year 2



Drawing: [Tell a story](#)

Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina

Painting and mixed media: [Life in colour](#)

Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface

Sculpture and 3D: [Clay houses](#)

Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing

Craft and design: [Map it out](#)

Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate

Year 3 Key Vocabulary

Art & design vocabulary

Year 3



Drawing: [Growing artists](#)

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

Painting and mixed media: [Prehistoric painting](#)

Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone

Sculpture and 3D: [Abstract shape and space](#)

Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space

Craft and design: [Ancient Egyptian scrolls](#)

Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

Year 4 Key Vocabulary

Art & design vocabulary

Year 4



Drawing: [Power prints](#)

Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print

Painting and mixed media: [Light and dark](#)

Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism

Sculpture and 3D: [Mega materials](#)

Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving

Craft and design: [Fabric of nature](#)

Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry

Year 5 Key Vocabulary

Art & design vocabulary



Year 5

Drawing: [I need space](#)

Retro-futurism, Futuristic, **Imagery**, Culture, Cold War, **Propaganda**, Space race, **Purpose Stimulus**, **Decision**, Process, **Technique**, Collagraphy, **Collagraph**, Repetition, Printing plate, **Composition**, Printmaking, **Evaluate**, **Revisit**, Develop

Painting and mixed media: [Portraits](#)

Background, **Continuous line drawing**, **Portrait**, **Self-portrait**, Paint wash, Collage, Texture, Composition, **Carbon paper**, **Transfer**, Printmaking, Monoprint, Mixed media, **Multi media**, **Justify**, **Research**, Evaluate, **Represent**, **Atmosphere**, **Art medium**

Sculpture and 3D: [Interactive installation](#)

Display, **Installation art**, Mixed media, **Features**, Evaluate, **Analyse**, **Location**, Scale, Scaled down, **Special effects**, Three dimensional, Art medium, **Performance art**, Stencil, Atmosphere, **Props**, **Influence**, Experience, Culture, **Revolution**, **Concept**, Elements, Interact, Interactive

Craft and design: [Architecture](#)

Architecture, Composition, Design, Evaluate, Proportion, **Perspective**, **Birds eye view**, Monoprint, **Architectural**, Organic, **Monument**, **Architect**, **Legacy**, **Elevation**, **Built environment**, Observational drawing, **Interpret**, Form, Abstract, **Pressure**, **Crop**, Viewfinder, Design brief, **Futuristic**, **External**, **Style**, **Annotate**, **Individuality**, **Design intention**, **Symbolism**, **Literal**, **Commemorate**

Year 6 Key Vocabulary

Art & design vocabulary



Year 6

Drawing: [Make my voice heard](#)

Maya, Mayan, Imagery, Mark making, Expressive, Character traits, **Symbol, Symbolic**, Interpretation, **Aesthetic**, Representative, Tone, **Chiaroscuro**, Technique, **Graffiti**, Guerilla, Mural, Street art, **Commissioned**, Tone, Tonal, Composition, **Impact**, Audience

Painting and mixed media: [Artist study](#)

Artist, Compositions, Evaluation, Medium, Mixed media, Technique, **Translate**, Analyse, **Meaning**, **Narrative**, **Interpret**, Justify, **Inference**, **Respond**, **Tableau**, Abstract, **Convey**, **Compose**, **Thought-provoking**

Sculpture and 3D: [Making memories](#)

Expression, Self, Identity, **Attribute**, Symbolic, Literal, **Assemblage**, sculpture, **Manipulate**, **Relief**, Composition, **Juxtaposition**, **Embedded**, Tradition, Pitfall, **Representation**, Originality, Collection

Craft and design: [Photo opportunity](#)

Photomontage, Image, **Dada**, Composition, Arrangement, Layout, **Cityscape**, **Macro**, **Photography**, **Monochrome**, **Monochromatic**, **Album**, **Digital**, **Saturation**, **Emulate**, **Editing**, **Software**, **replacement**, **Focus**, **Frame**, **Recreate**, **Pose**, **Prop**, **Portrait**, **Photorealism**, **Photorealistic**, **Grid**, **Proportion**

Impact Measures

We know learning has been successful in this subject area because:

- Pupils demonstrate high levels of enthusiasm and motivation towards art, frequently expressing interest in their projects.
- By the end of their primary education, pupils exhibit a high degree of competency in using various art techniques and mediums, evidencing the progression of skills outlined in the curriculum.
- Learners are able to articulate their understanding of different art forms and cultural contexts, indicating a broadening of their perspectives and developing a respect for diversity in the arts.
- Pupils regularly engage in self-assessment and peer feedback processes, showing an ability to critique their work constructively and make informed decisions about improvements.

We believe our art curriculum not only enhances the educational experience of our pupils but also prepares them for a future where creativity and innovation are essential. Our commitment to continual improvement ensures that we strive for excellence, aligning with Ofsted's outstanding criteria.