

Entitlements for Art 2024

Entitlement documents provide the context within which the skills detailed in [the Bailiwick Curriculum](#) should be applied. The two documents therefore need to be read together. In particular, schools need to ensure that children have opportunities to view the work of and communicate with artists through visits to galleries and exhibitions or by working with artists.

This document is mandatory for mainstream schools from January 2024, although schools can use part or all of this document before this if they wish. Special schools should adapt for the unique needs of their children, while aiming, where appropriate, to cover the same main headings. Schools may go beyond these requirements and teach other content on top of this. Key Stage 2 content may be taught in Key Stage 1.

Where there is a tension between covering all the material in this document and ensuring that what is being taught is understood and remembered, schools should prioritise learning over coverage. It is better for children to know 75% of a curriculum well than to have covered 100% but only understand and remember 50% of it.

This entitlement document provides broad parameters within which individual schools need to develop their own more detailed curriculum. In the table below, black type refers to mandatory elements, grey italicised type refers to suggested examples that are not mandatory.

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3
<p>Art is a practical subject. The expectation is that the vast majority of pupils' learning, including the acquisition of vocabulary, will be through the practical undertaking of tasks.</p> <p>Learners are all entitled to develop their knowledge of drawing, painting, sculpture and digital media from Key Stage 1 to Key Stage 3. These entitlements focus on key areas but schools may go beyond this and choose to also teach other art forms such as: ceramics, textiles, collage, design, graphics, printing and mixed media.</p> <p>The use of sketchbooks should show the range of materials and processes that the learners have developed over time, as well as the ways in which they have practised and experimented with the formal elements of art.</p> <p>The local landscape should be used where appropriate as contexts for art work - see environmental education section at the end of the document.</p>		

Schools should be mindful of the environmental impact and health and safety considerations of certain resources (see end of document).

Drawing (D)

This should include (but is not limited to) pencils, pens, charcoal, oil pastels and chalk on different surfaces (i.e. variety of colours, textures and scales) and digital drawing tools.

- a. Know that you can draw what you can see, remember or imagine.
- b. Know that a variety of tools and surfaces can be used to create marks (e.g. a twig in sand or string under tinfoil, software/app, scissors).
- c. Know how to create different types of lines (e.g. straight, horizontal, vertical, wavy, hand-drawn, printed, dots, stripes, spirals etc).
- d. Know how to draw using a variety of templates/stencils.
- e. Know how to break down a drawing into simple lines and shapes.
- f. Know that, when drawing from observation, you may not see all sides of the object.
- g. Know how to control a pencil using different pressures to show light and dark tones.
- h. Know that light and dark tones can be used to make something look 3-dimensional (e.g. to make a circle into a sphere).
- i. Know that objects in the distance appear smaller than they really are.
- j. Know how to draw shapes that overlap.

Know the following art vocabulary:

- blend
- dark
- distance
- heavy

- a. Know that drawing can be used for a variety of purposes (e.g. scientific, expressive, recording etc)
- b. Know that there are different ways to hold a pencil depending on the artistic intent (e.g. underhand or sideways to use the side of the lead).
- c. Know that texture and pattern can be created by exploring line.
- d. Know that HB is a general purpose pencil, B (black) pencils are good for shading and H (hard) pencils are for technical drawing.
- e. Know how to blend tones gradually (e.g. from light to dark, or dark to light).
- f. Know the difference between geometric and organic shapes.
- g. Know that drawing can begin with basic shapes (e.g. a coke can is made up from 2 ellipses and a rectangle).
- h. Know that guidelines can be used to place features (e.g. of an object or face) and that these can be erased for the final piece.
- i. Know that the angles of lines can be used to draw a 3-D shape (e.g. drawing a cube on isometric paper).
- j. Know that when shading, the direction of line follows the shape of the form (e.g. use straight lines to shade a cube, curved lines for a

- a. Know how to draw different shapes, tones, marks, forms and textures
- b. Know how to create a one point perspective drawing.
- c. Know how to use a variety of HB pencils in order to represent different values in a tonal drawing (e.g. from light to dark, or dark to light).
- d. Know how to create a quick sketch using soft/ quick lines.
- e. Know how to create an observational drawing through the application of the formal elements.
- f. Know how to create a scientific drawing through the use of chunking to break up the drawing into simple lines and stages.
- g. Know the difference between different types of line (e.g. cross-hatching, scumbling, stippling).
- h. Know how to represent organic and geometric shapes differently through drawing.
- i. Know the difference between an abstract and non-abstract subject.

Know the following art vocabulary (and revise the KS2 vocabulary):

- composition
- contour lines
- contrast

<ul style="list-style-type: none"> ○ horizontal ○ light (pressure) ○ light (shade) ○ line ○ overlap ○ shading ○ shape ○ straight ○ tone ○ vertical ○ wavy 	<p><i>sphere</i>).</p> <ul style="list-style-type: none"> k. Know how to scale up drawings (<i>e.g. using a grid, or a viewfinder</i>). l. Know how to reproduce an image (<i>e.g. using tracing paper</i>). m. Know that sketching can be a quick process and that sketches are not necessarily the finished piece. n. Know that lines appear to converge in the distance. <p>Know the following art vocabulary (and revise KS1 vocabulary):</p> <ul style="list-style-type: none"> ○ curved ○ form ○ geometric shape ○ highlights ○ line ○ organic shape ○ overlapping ○ parallel ○ perpendicular ○ placement ○ portrait ○ proportion ○ shading ○ shadow(s) ○ sketch ○ spiral ○ tint ○ sketch ○ still life 	<ul style="list-style-type: none"> ○ cross-hatching ○ foreshortening ○ highlights ○ horizon line ○ leading line ○ mid-tones ○ negative and positive space ○ rule of thirds ○ scumbling ○ shading ○ shadows ○ stippling ○ tone ○ value ○ vanishing point ○ perspective (linear, diminution, atmospheric and overlapping)
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Colour (C)

<ul style="list-style-type: none"> a. Know and be able to identify a range of colours. b. Know that the primary colours (of pigment) are red, yellow and blue. 	<ul style="list-style-type: none"> a. Know that pigment is a substance that makes a colour. b. Know that colour can convey meaning and can be used to create 	<ul style="list-style-type: none"> a. Know that colour is a way that we describe an object based on the way that it reflects or emits light. b. Know how light affects the colours
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<p>c. Know that you cannot make primary colours by mixing.</p> <p>d. Know how to create a colour wheel using primary and secondary colours (of pigment).</p> <p>e. Know that secondary colours (of pigment) are green, orange and purple and these are made by mixing together two primary colours.</p> <p>f. Know that there are a variety of ways to explore colour mixing (e.g. coloured play dough, food colouring in foam).</p> <p>g. Know that the warm colours are reds, yellows and oranges and cool colours are blue and greens.</p> <p>h. Know that colour can be associated with certain feelings (e.g. red - angry, yellow - happy).</p> <p>Know the following art vocabulary:</p> <ul style="list-style-type: none"> ○ cool ○ primary colour ○ secondary colour ○ warm 	<p>a chosen mood.</p> <p>c. Know that a tint is a lighter version of a colour and can be made by adding white.</p> <p>d. Know that a shade is a darker version of a colour and can be made by adding black (or a darker colour).</p> <p>e. Know that warm or cool colours can be used to create dimension (e.g. a yellow sunflower on a blue sky background will appear further forward).</p> <p>f. Know that complementary colours are found opposite each other on a colour wheel and can be used together to create impact.</p> <p>g. Know that tertiary colours are created when a primary colour is mixed with a secondary colour.</p> <p>h. Know that monochrome means “one colour”.</p> <p>i. Know that black is not always used in areas of shade.</p> <p>Know the following art vocabulary (and revise KS1 vocabulary):</p> <ul style="list-style-type: none"> ○ complementary colour ○ contrasting colour ○ hue ○ monochrome ○ pigment ○ shade ○ spectrum ○ tertiary colour ○ tint ○ tone 	<p>that we see.</p> <p>c. Know that black is the absence of colour.</p> <p>d. Know that white comprises all hues on the visible light spectrum.</p> <p>e. Know the difference between hard and soft light.</p> <p>f. Know the difference between analogous and monochromatic colours.</p> <p>g. Know that saturation refers to the intensity of a colour. Saturation is the strength of a surface colour, its degree of visual difference from neutral grey. This is different from hue (what colour family it belongs to) and value (how light or dark it is).</p> <p>Know the following art vocabulary (and revise KS2 vocabulary):</p> <ul style="list-style-type: none"> ○ analogous colours ○ monochromatic colours ○ saturation ○ triad
<p>Painting (P)</p>		

<ul style="list-style-type: none"> a. Know that painting can be done using a range of tools (<i>e.g. fingers, brushes, ice, sponges and other objects and digitally</i>) b. Know that painting can be done on a range of surfaces (<i>e.g. tinfoil, bubble wrap, wood or fabric</i>). c. Know that some paintings are landscape (<i>e.g. for scenery</i>) or portrait (<i>e.g. for people</i>). d. Know that there are different types of paint (<i>e.g. watercolour, poster</i>). e. Know that paint can be mixed on the page or on the palette. f. Know the routines of painting with brushes (i.e. loading, rinsing, wiping your brush, 'stroking the page', cleaning and storing). g. Know how to mix paint to create new colours. h. Know that if you begin painting with lighter colours it is easier to make changes later. i. Know how to paint accurately, evenly and with increasing control (<i>e.g. painting straight edges or without leaving brush marks or gaps</i>). 	<ul style="list-style-type: none"> a. Know that different tools can be used to create different effects when painting (<i>e.g. spatula to create texture by adding or removing paint</i>). b. Know how to create a background using a "wash" (a thin layer of colour). c. Know that different types of paint require different paper (<i>e.g. watercolour on cartridge paper</i>). d. Know how to mix paint to create specific colours. e. Know how to vary the thickness of paint to match the task (thin paint for washes, thick paint for texture (<i>e.g. flour or sand</i>)). f. Know how to paint 3D artwork. g. Know how to use a range of different-sized brushes to apply paint (<i>e.g. small for detail</i>). h. Know that using a range of brushes creates different effects. i. Know a range of painting techniques to create moods and effects within a painting (<i>e.g. composition, texture, sketching, colour wash and colour mixing</i>). j. Know that depth can be created in a landscape by making the background lighter than the foreground. k. Know how to paint in a variety of artistic styles (<i>e.g. splatter paint in the style of Jackson Pollock</i>). l. Know watercolour paint techniques (such as wet-in-wet i.e. wet the paper first before applying the paint). 	<ul style="list-style-type: none"> a. Know how to apply different layers to a painting in order to build detail. b. Know how to use dry brushing in a painting. c. Know how to use a palette knife in order to achieve impasto mark-making with the paint. d. Know how to create a stencil in order to explore negative and positive space in the painting e. Know how to create a graded wash with paint f. Know the difference between a hard and soft edge created by the paint brush g. Know how to create light and dark values with paint of the same colour. h. Know how to blend two colours together. i. Know how to mix and apply acrylic paint. <p>Know the following art vocabulary (and revise KS2 vocabulary):</p> <ul style="list-style-type: none"> ○ blending ○ mixing ○ oil paint ○ dry-brush ○ impasto ○ soft and hard edge ○ sgraffito
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<p>Know the following art vocabulary:</p> <ul style="list-style-type: none"> ○ landscape ○ palette ○ portrait ○ poster paint ○ watercolour 	<p>Know the following art vocabulary (and revise KS1 vocabulary):</p> <ul style="list-style-type: none"> ○ background ○ cartridge paper ○ colour mixing ○ colour wash ○ composition ○ foreground ○ layer ○ spatula ○ texture ○ wash 	
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Sculpture (S)

Sculpture can take many forms and is produced by joining, carving or shaping materials (*e.g. clay, wood, wire, stone or cardboard*).

<p>a. Know that a sculpture can be planned using sketching.</p> <p>b. Know how to create different parts of a sculpture.</p> <p>c. Know how to join parts of a sculpture together (<i>e.g. sellotape, masking tape, PVA glue</i>).</p> <p>d. Know that there are a range of materials that can be used to create a sculpture (<i>e.g. plasticine, recycled materials, Mod Roc, 3D pen</i>).</p> <p>e. Know that sculptures can be appreciated using different senses.</p> <p>Know the following art vocabulary:</p> <ul style="list-style-type: none"> ○ join ○ material ○ sculpture 	<p>a. Know some examples of the local commemorative sculptures (<i>e.g. Victor Hugo bench, Guernsey donkey, Liberation monument, Prince Albert statue etc</i>).</p> <p>b. Know that sculptures can be viewed from all sides.</p> <p>c. Know how to design a sculpture which reflects the final 3D form.</p> <p>d. Know how to use tools safely (<i>e.g. to sculpt clay</i>).</p> <p>e. Know how to construct, carve, model and refine a sculpture using a range of specific techniques (<i>e.g. to use thin paper strips for papier maché, or carving clay to add detail</i>).</p> <p>f. Know how to join parts of a sculpture together (<i>e.g. slip to join clay together, glue gun</i>).</p> <p>g. Know how to create detail, using line or texture, by adding or removing material(s).</p>	<p>a. Know that the two principal elements of sculpture are mass and space.</p> <p>b. Know that the principles of sculptural design regulate the approach of sculptors to such matters as orientation, proportion, scale, articulation and balance.</p> <p>c. Know that positive space, like in positive shape, is the building or sculpture.</p> <p>d. Know that negative space is the space around the building or sculpture.</p> <p>e. Know that focal point is the point of emphasis that the eye is directed to on the sculpture.</p> <p>f. Know that sculpture is created in four basic ways; carving, modelling, casting and construction.</p> <p>Know the following art vocabulary: (and revise KS2 vocabulary)</p>
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	<p>h. Know that some materials need to be stored in certain conditions to enable further work or for safety reasons (<i>e.g. clay must be kept damp</i>).</p> <p>Know the following art vocabulary: (and revise KS1 vocabulary)</p> <ul style="list-style-type: none"> ○ carve ○ construct ○ design ○ model ○ refine ○ tool 	<ul style="list-style-type: none"> ○ build ○ carving ○ casting ○ combine ○ construct ○ construction ○ geometric shape ○ line ○ mass ○ modelling ○ organic shape ○ plane ○ proportion ○ sculpt ○ sculptor ○ shape ○ space ○ stack ○ texture ○ three-dimensional ○ value ○ volume
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Digital Media (DM)

[Much of this content will also feature in the computing curriculum](#)

<ul style="list-style-type: none"> a. Know how to draw and paint using digital tools. b. Know how to use a device or camera to record still or moving images (<i>hold the camera still, make sure the subject is in the frame, and in focus</i>). c. Know how to choose one photograph out of a series taken and explain their reason. d. Know how to move, turn and change the sizes of images on software/ 	<ul style="list-style-type: none"> a. Know the importance of choosing design elements to suit the purpose and audience. b. Know visual effects have meaning and so must be used thoughtfully. c. Know how to compose an image by looking through a lens or at a screen to frame the scene. d. Know how to make choices about how to edit, manipulate and use images in order to meet the purpose and audience of the task. e. Know how to create a photo 	<ul style="list-style-type: none"> a. Know that by adjusting aperture you are affecting the amount of light that can enter the camera. b. Know how to write a shoot plan. c. Know the difference between a high and low frame rate and the effect this has on motion. d. Know the difference between fast and slow shutter speed. e. Know how to create shallow and long depth of field in an image. f. Know when an image is overexposed or underexposed
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<p>apps.</p> <p>Know the following art vocabulary:</p> <ul style="list-style-type: none"> ○ focus ○ landscape ○ portrait ○ shot ○ subject ○ view finder 	<p>montage.</p> <p>f. Know that photographs in the media are sometimes manipulated and may not be a true representation.</p> <p>g. Know how to use a storyboard to plan a short video.</p> <p>h. Know how to save and safely share work.</p> <p>Know the following art vocabulary: (and revise KS1 vocabulary)</p> <ul style="list-style-type: none"> ○ audience ○ crop ○ edit ○ frame ○ manipulate ○ montage ○ purpose 	<p>g. Know that exposure is the amount of light the photograph is being exposed to.</p> <p>h. Know how to create a basic animation.</p> <p>i. Know that tone is the area of dark and light and identify this in a photograph.</p> <p>j. Know that macro photography is taking pictures close-up and the macro icon on cameras is a flower symbol.</p> <p>Know the following art vocabulary: (and revise KS2 vocabulary)</p> <ul style="list-style-type: none"> ○ animate ○ aperture ○ brightness ○ exposure (under/over) ○ contact sheet ○ depth-of-field ○ frame-rate ○ lens ○ shoot plan ○ shutter speed ○ stop-motion
<p>Learning about artists (A)</p> <p>When choosing artists for study, this could be woven through other units. A balance of local/global artists, gender, culture, historical context, genres and ethnicity should be represented. Works from within the Art for Guernsey collection should form part of this. The following is a list of local artists that schools may wish to consider using. This list is not comprehensive:</p> <p><i>Rob Sweeney, Eric Snell, Richard Le Goupillot, Olympia McEwan, Peter Le Vasseur, Mark Cook, Peter Le Lievre, Frances Lemmon, Paul Jacob Naftel, Chris Foss, Jenny Mahy, Bozenna Pollock, Karl Taylor, Louise Lawton, Colin Solway</i></p>		
<p>a. Know descriptive vocabulary when responding to the work of famous artists (e.g. the setting, colour, texture, content or materials).</p>	<p>a. Know that artists' work can be used for a variety of purposes (e.g. commemorative, ornamental, architectural, expressive).</p>	<p>a. Know that artists' work can be directly linked to an art movement throughout history.</p> <p>b. Know the origins of art.</p>

<p>b. Know where art can be viewed (<i>e.g. online, a gallery, in the everyday environment</i>).</p> <p>Know the following art vocabulary:</p> <ul style="list-style-type: none"> ○ artist ○ gallery 	<p>b. Know that artists can work in a wide range of occupations (<i>e.g. graphic design, product design, ceramicist</i>).</p> <p>c. Know that we learn about famous artists as a source of inspiration for our own work.</p> <p>d. Know that an artist's work can be representational (lifelike), expressive (<i>e.g. impressionistic, abstract</i>) or outside of expectations.</p> <p>e. Know that art is subjective and not everyone will have the same feelings about a piece or of an artist.</p> <p>Know the following art vocabulary: (and revise KS1 vocabulary)</p> <ul style="list-style-type: none"> ○ abstract ○ architectural ○ commemorative ○ expressive ○ impressionistic ○ ornamental ○ representational ○ subjective 	<p>c. Know the different ways in which artists use social media to market their artwork.</p> <p>d. Know that artist's have been influenced by their own childhood and societal experiences.</p> <p>e. Know that exploring the work of artist's is a starting point for them to create their own original pieces.</p> <p>Know the following art vocabulary: (and revise KS2 vocabulary)</p> <ul style="list-style-type: none"> ○ research ○ biography ○ formal elements ○ principles of design ○ colour theory
<p>Evaluate and analyse their own art and the art of others (EA)</p>		
<p>a. Know how to express feelings, likes and dislikes about a piece of art.</p> <p>b. Know which simple improvements they can make to their own artwork.</p> <p>c. Know how to make connections between artists' work and their own work.</p>	<p>a. Know that sketchbooks are a source of expression, exploration, communicating information, recording for themselves and others. (N.B. sketchbooks can also be digital).</p> <p>b. Know how to make notes about techniques in a sketchbook (<i>e.g. shading, tone, placement, colour, texture, foreground, background</i>).</p> <p>c. Know how to critically discuss their own and other's work, adapting and</p>	<p>a. Know how to break down an evaluation into what they see in a piece, what they think is going on, and what it makes them wonder.</p> <p>b. Know how to use relevant art vocabulary in order to analyse a piece.</p> <p>c. Know how to evaluate a photographic contact sheet.</p> <p>d. Know how to create a recording page highlighting their art process.</p> <p>Know the following art vocabulary:</p>

	improving work as it progresses.	<ul style="list-style-type: none"> ○ juxtaposition ○ narrative ○ analyse ○ evaluate ○ assess
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Principles of Design and Composition- (PDC)

		<ul style="list-style-type: none"> a. Know the difference between the foreground, midground and background in a composition b. Know how to utilise composition tools/ rules in order to create an interesting piece. c. Know how to create depth in piece. d. Know how to create repetition in a piece to create motion. e. Know how to create variety in a composition. f. Know the difference between emphasis and harmony in a piece. g. Know how to apply the rule of thirds when creating composition. h. Know how to create balance in a piece. <p>Know the following art vocabulary:</p> <ul style="list-style-type: none"> ○ composition ○ repetition/ movement ○ balance ○ depth ○ proportion ○ emphasis ○ harmony ○ contrast ○ Variety
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Recommended Online Resources

[Link to Picture Perfect computing unit on digital images](#)

[How to draw the 5 basic elements of shape](#)

<http://www.museums.gov.gg/RC-Art-Gallery>

Watercolour painting:

<https://www.craftsy.com/post/watercolor-techniques-you-have-to-try/>

Environmental- sustainable development goals <https://sdgs.un.org/goals>

Limit the use of glitter, polystyrene and solvents.

Dispose of paint and glue carefully. Only use what you need.

Common Misconceptions:

Not True	True
Tone and tint are the same.	Tone is the relative lightness or darkness of a colour. Tint is a lighter version of a colour usually made by adding white Shade is a darker version of a colour, usually made by adding Black or another dark colour.
Black and white are colours.	Black and white are not colours. White is the absence of all colour and black is the presence of all colours.
Complementary and contrasting colours are different.	Complementary colours sit across from each other on the colour wheel. These are often referred to as opposite colours and even contrasting colours . Don't be confused by the three different names, they all mean the same thing . When complementary colours are placed next to each other, a very strong contrast is created. Complementary colours .
A background has to be done first.	A background to a piece of artwork can be added at the end.
You need to use every pencil in the range to draw to achieve different tones.	One pencil can be used to achieve a number of different tones when different pressure is applied.
Primary colours are always red, yellow and blue.	Red, yellow and blue are the primary colours of pigment .

Green, blue and red are the primary colours of **light**.

Health and safety considerations

Fixatives for charcoal must only be used in well-ventilated spaces (by adults in Primary).

Be aware of the risks when using soft pastels as handled incorrectly, these can be carcinogenic.

Risk assessments should be written where learners are using knives or other sharp tools.

Hazardous substances: Modroc and Plaster of Paris must have an up-to-date safety data sheet and COSHH assessment completed. This assessment will provide you with important information on first aid requirements should an accident occur.) Plaster of Paris **should not be** used at all in primary schools.

Polystyrene is highly flammable and so should be stored in a metal box, away from other flammable resources.

Many art resources are combustible so thought should be given to storage (e.g. not stored in large quantities near stairwells or other escape routes.)

Consider the need for ventilation of activities when using some glues, felt tips and marker pens.

Visual impairment adaptations:

Teachers should consider visual impairment, including colour blindness, and make adaptations as necessary. These could include: increased/alternative use of textured medias, tactile lines on paper (use of tracing wheel, fabric paint, glue gun, zychem machine, wikki stix), audio instructions (talking tiles), writing slope to draw on, coloured glue sticks, enlarged images, graphics fonts

Environmental education

The following are examples of common flora and fauna found in the Bailiwick that learners should become familiar with over time through geography, science and art and as part of outdoor learning.

Trees & shrubs	Plants	Birds	Animals	Marine
Oak	Red campion	Puffin	Bat	Goby/Blenny/Pipefish
Ash	(Common) Daisy	Gannet	Slow worm	Common prawn
Sycamore	Dandelion	Cormorant	Bee/wasp/hoverfly	Limpet
Silver birch	Stinging nettle	Blackbird	Earwig/Centipede/Woodlo	Thick topshell
Hawthorn	(Broad-leaved) Dock	Robin	use	Chancre (and other crabs)
Pine	Lesser Celandine	Song Thrush	Earthworm	Sea Star
Holly	Primrose	Goldfinch	Butterfly/moth	Anemone
Horse chestnut	(Slender) Thistle	(Herring) Gull	(Red admiral/Common	Ormer
	(English) Bluebell		Blue/	Lugworm

Gorse	Wild carrot Sea radish Tree mallow	Oystercatcher Dunnock Blue tit Magpie Little egret Kestrel House sparrow	Speckled wood/Silver Y/ Hummingbird hawk-moth) Guernsey vole White-toothed shrew Scaly cricket	Red, green & brown seaweed Sandhopper Jellyfish Kelp Seagrass Maerl
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