

Art and Design

Purpose of Art and Design:

To develop human creativity. The pupils are to be engaged, inspired and challenged. Give them knowledge and skills to experiment, invent and create their own works of Art and Design.

Progress to:

Thinking critically. Gain an understanding of art and design. Reflect on how it shapes our history and contributes to culture, creativity and wealth of the nation.

NC aims of Art and Design:

- Produce creative work
- Explore their own ideas
- Record their experiences
- Become proficient at drawing, painting, sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers
- Understand historical and cultural developments of art forms

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Intent

Our Art and Design curriculum aims to:

- Inspire, engage and challenge pupils whilst developing their interest and curiosity about art
- make available, opportunities to improve upon existing skills and produce creative and imaginative work
- provide tactile, visual and sensory experiences, tailored to each pupil
- enable pupils to explore and share their ideas and interests, and record their experiences
- empower pupils to become confident and proficient in a variety of techniques, as outlined in the National Curriculum
- offer a curriculum that is culturally relevant and reflective of our children and the school community
- support pupils to develop their knowledge of famous artists, designers and craft makers and discuss what they see
- offer skills progression and knowledge progression and the chance for pupils to develop their emotional literacy through art

Implementation

This will be achieved by:

- Teaching Art bi-weekly and having opportunities to engage with art and design activities throughout the school year
- Offering Enrichment topic days, allocated once per half term to each class
- Offering a skills-based curriculum, which covers drawing, painting, sculpture and uses a variety of Art mediums
- Building on the previous learning and revisiting skills over the years
- Ensuring that each child develops their skills and techniques via an accessible and tailored curriculum
- Teaching differentiated lessons which provide support and active and purposeful experiences
- Using appropriate teaching and learning strategies
- Promoting appreciation and enjoyment of the visual arts and a knowledge of artists, craftspeople and designers; using our focus “Featured Artist” to introduce pupils to a wide range of contemporary and historical artists and craftspeople
- Utilising a sketchbook approach, so that children feel safe to experiment and take risks
- Promoting appreciation of visual arts and artists and encouraging possible further study or as a career choice
- Encouraging each child to evaluate their work and that of others, both with peers and adults
- Supporting pupils in building secure subject knowledge and providing cross-curricular opportunities to aid deeper learning
- Celebrating effort, advancement and success in Art, through displays, enrichment activities, trips out and competitions

Impact

Pupils can

- Explore, experiment and take risks
- Confidently be able to discuss and critique their own art and other works of art
- Use technical vocabulary accurately and know, apply and understand the materials, skills and processes specified
- Improve their enquiry skills and inquisitiveness about the world around them
- Be more confident in analysing their work and giving their opinion on their own and other works of art
- Show abilities in improving their resilience and perseverance by continually evaluating and improving their work
- Speak confidently about their Art and Design work and their skills
- Have an awareness of a broad range of artists, designers and craft makers
- Say they have enjoyed the process and their learning journey, and have improved and embedded a range of artistic skills

Key stage 1: **Green**

Lower key Stage 2: **Blue**

Upper key stage 2: **Purple**

Year	Area of study	Objectives	Outcomes/Impact
Year 1	Materials – pattern	Use a range of materials creatively to design and make products. Use a wide range of patterns.	. Children can: a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail;
	Drawing – line, shape	Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create	. Children can: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips;

	<p>Painting – colour, space</p>	<p>Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.</p>	<p>. Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades;
	<p>Sculpting – texture and form</p>	<p>Use sculpting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.</p>	<p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; <p>Use key vocabulary to demonstrate knowledge and understanding: sculpture, statue, model, work, 3D</p>

	<p>Artists – Making links to their own work</p>	<p>Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community.</p>	<p>. Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>E.g. Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock,</p>
<p>Year 2</p>	<p>Materials – pattern, texture, form</p>	<p>Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose.</p>	<p>. Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b use a dyeing technique to alter a textile’s colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, placemat, alternate, over, under, decoration, decorative, , dye, wax, resist, crayons, ink, apply, set.</p>

	Drawing – line, shape	Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.	. Children can: <ul style="list-style-type: none">a draw lines of varying thickness;b use dots and lines to demonstrate pattern and texture;c use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space
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	Painting – colour, space	Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.	<ul style="list-style-type: none">e name the primary and secondary colours;f experiment with different brushes (including brushstrokes) and other painting tools;g mix primary colours to make secondary colours;h add white and black to alter tints and shades; Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.
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Sculpting – texture and technique, form	Refine skills in sculpture and develop and share ideas. They must combine their experiences and their imagination. Develop and use a texture for effect. Create visual texture using different marks.	Children can: <ul style="list-style-type: none">d use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;e use a variety of techniques, e.g. rolling, cutting, pinching;f use a variety of shapes, including lines and texture; Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
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	<p>Artists – differences and similarities</p>	<p>Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</p>	<p>. Children can:</p> <ul style="list-style-type: none"> d describe the work of famous, notable artists and designers; e express an opinion on the work of famous, notable artists; f use inspiration from famous, notable artists to create their own work and compare; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: E.g. Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>
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Year 3	Sculpture 1 – observations, technique and control	Introduce pupils to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.	<p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>
	Sculpture 2 – experimenting, form	Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered.	

	<p>Drawing – pencil, charcoal</p>	<p>Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.</p>	<p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>
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	<p>Painting: acrylic - Review and revisit ideas</p>	<p>Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.</p>	<p>Children can:</p> <ul style="list-style-type: none">a use varied brush techniques to create shapes, textures, patterns and lines;b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;c create different textures and effects with paint; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
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	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to sculpture 1)	Children can: <ul style="list-style-type: none">a use inspiration from famous artists to replicate a piece of work;b reflect upon their work inspired by a famous notable artist and the development of their art skills;c express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: E.g. Salvador Dalí, , Coco Chanel, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne,
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Year 4	Materials – Texture, pattern, experimenting	Create visual texture using different marks and tools. Create patterns/motifs with repeated mark making. Evaluate beginning to use artistic language.	Children can: <ul style="list-style-type: none">a select appropriate materials, giving reasons;b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;c develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
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	<p>Painting 1: watercolours -observations, techniques and control</p>	<p>Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what you have discovered. Evaluate beginning to use artistic language.</p>	<p>Children can:</p> <ul style="list-style-type: none"> d use varied brush techniques to create shapes, textures, patterns and lines; e mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; f create different textures and effects with paint; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
	<p>Painting 2 – watercolour, experiment</p>	<p>Plan, create and evaluate a painting using watercolours. Incorporate what you have found in <i>Painting 1</i> into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.</p>	

	<p>Drawing – pencil, charcoal</p>	<p>Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use artistic language.</p>	<p>Children can:</p> <ul style="list-style-type: none"> e experiment with showing line, tone and texture with different hardness of pencils; f use shading to show light and shadow effects; g use different materials to draw, e.g. pastels, chalk, felt tips; h show an awareness of space when drawing; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>
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	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to painting 1)	Children can: <ul style="list-style-type: none">d use inspiration from famous artists to replicate a piece of work;e reflect upon their work inspired by a famous notable artist and the development of their art skills;f express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: E.g. Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Sculpture – experimenting, form</p>	<p>Plan and create a sculpture. Evaluate using artistic language.</p>	<p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
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	<p>Drawing: charcoal - line, texture</p>	<p>Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.</p>	<p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none">a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;b depict movement and perspective in drawings;c use a variety of tools and select the most appropriate; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
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<p>Project</p>	<ul style="list-style-type: none"> • Children are to create a sketch book, record, revisit and review their ideas • Refer to artists, architects and designers in history to explain choices • They must choose from a range of materials (e.g. pencil, charcoal, paint, clay) • They then need to create a product that reflects a chosen artist, architect or designer or their own chosen one • Students are to refer to sketch books and use them for planning 	<ul style="list-style-type: none"> •
<p>Artists, architects and designers in history</p>	<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p> <p style="text-align: center;">(link to Project)</p>	<p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: E.g. Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Mary Cassatt.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Sculpture experimenting, form,</p>	<p>As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.</p>	<p>Children can:</p> <ul style="list-style-type: none"> e plan and design a sculpture; f use tools and materials to carve, add shape, add texture and pattern; g develop cutting and joining skills, e.g. using wire, coils, slabs and slips; h use materials other than clay to create a 3D sculpture; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, trim, cast.</p>
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	Drawing – charcoal, pencil	Use a variety of techniques to create form and texture i.e. shading and perspective.	To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: <ul style="list-style-type: none">d use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;e depict movement and perspective in drawings;f use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
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	<p>Painting - acrylic</p>	<p>Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.</p>	<p>Children can:</p> <ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
	<p>Artists, architects and designers in history</p>	<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>	<p>Children can:</p> <ul style="list-style-type: none"> c give detailed observations about notable artists’, artisans’ and designers’ work; d offer facts about notable artists’, artisans’ and designers’ lives; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: E.g. Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes</p>