

Art and Design



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

EYFS

Expressive Arts and Design (NC):

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants.

ELG: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Drawing	Sculpture	Painting and Printing	Study of Great Artists
<p>To know how to hold and use mark marking tools correctly.</p> <p><u>To manipulate materials with appropriate grip and have increasing control of line and shape.</u></p> <p><u>To experiment with a range of drawing materials, Including the use of ICT.</u></p> <p>Materials will include: drawing in sand, cornflour, shaving foam, water on walls, stick in earth etc a variety of pencils, pens, crayon, chalk.</p>	<p>To know how to manipulate materials.</p> <p><u>Create a planned effect; evaluate their 3D form; change and modify it.</u></p> <p>Children will have experience of and experiment with a range of materials, to create 3D forms. Materials could include: Playdough, construction , junk modelling, salt dough, found objects (including natural objects.)</p>	<p>To know colour names.</p> <p>To know different ways of applying paint e.g. splattering, smearing, painting, dotting etc.</p> <p>To know how to use simple printing materials such as forks, sticks, vegetables etc.</p> <p><u>Create simple patterns and effects such as texture using different painting and printing techniques.</u></p> <p>Children will experiment and explore - through play- with a variety of painting and printing materials.</p>	<p>To look at how artists have been inspired by nature.</p> <p><u>To create their own natural art.</u></p> <p>Artists to be studied: Freda Kahlo, Georgia O’Keefe, Kandinsky , Henri Rousseau, Van Gogh (Starry Night), Andy Goldsworthy</p>

Substantive and Disciplinary Knowledge



ART: Drawing

	Y1	Y2	Y3	Y4	Y5	Y6
NC Objective	To use drawing to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in pattern, line, shape, form and space.		To create sketchbooks to record observations and use them to review and revisit ideas. To improve mastery of art and design techniques, including drawing with a range of materials.			
Substantive and Disciplinary Knowledge	<p>To know how to hold a pencil with increasing control.</p> <p>To know how to look for different lines and shapes when doing simple observational drawings.</p> <p>To know how to use pencil and pastels to shade objects when doing observational drawings.</p> <p><u>To explore marks that can be made with a pencil—to include different thickness and pressure application.</u></p>	<p>Building on Year 1 learning, to know how to use HB, B and 2B pencil</p> <p>To know how to use charcoal as a drawing material.</p> <p><u>To experiment with tonal representation in observational drawing.</u></p>	<p>During observational drawing: Know how to represent the tonal scale—the effect of light on an object, including shadows— in drawings using pencil, and charcoal. (link to science curriculum).</p> <p>Know how to use oil pastels as a drawing material.</p> <p>Know how to draw positive and negative spaces in their drawing.</p> <p><u>To experiment with representing texture in manmade and natural patterns.</u></p>	<p>Know how to represent scale and proportion in observational drawings.</p> <p>Know how to use ink as a drawing material.</p> <p><u>To observe and record symmetry in made and natural environments.</u></p>	<p>To know how to use the full range of B pencils.</p> <p>To know how to draw using perspective to add depth and greater realism to their work.</p> <p>To know Tessellation and practise using in the abstract form.</p> <p><u>To observe and discuss their thoughts about drawings, photographs and paintings and begin to apply this skill to their own work.</u></p> <p><u>To create their own abstract imagery using taught techniques to reflect personal experience and expression.</u></p> <p><u>To use skills and techniques taught in previous years and start to self-select the materials which are suitable for the task.</u></p>	<p>Children should practise all drawing techniques taught in previous years, including line, tone, texture, form, structure, proportion, scale and shape producing increasingly accurate drawings from observation.</p> <p>To know how to select the materials which are suitable for a task.</p> <p><u>To continue to develop techniques for representing perspective in drawings.</u></p> <p><u>To create their own abstract imagery using taught techniques to reflect and symbolise personal experience and expression.</u></p>



ART: Materials and Sculpture

	Y1	Y2	Y3	Y4	Y5	Y6
NC Objective	To use sculpture to develop and share their ideas, experiences and imagination.		To improve their mastery of art and design techniques including sculpture.			
Substantive and Disciplinary Knowledge	<p>To know how to use mouldable material to roll, pinch, coil, and smooth.</p> <p>To know how to make simple joins.</p> <p><u>Discuss and evaluate their own work and work of other sculptors.</u></p>	<p>To know how to use different adhesives and methods of joining to construct form from 2D objects.</p> <p><u>To use of a range of natural and manmade materials (malleable and rigid) to design and make sculpture.</u></p> <p><u>Discuss and evaluate their own work and work of other sculptors.</u></p>	<p>To know how to shape, form, model and construct 3D forms using malleable and rigid materials.</p> <p>To know the use of slip to join clay.</p> <p><u>Using observation, study patterns and textures on a 3D form.</u></p> <p><u>Discuss and evaluate their own work and work of other sculptors.</u></p>	<p>Continue to Shape, form, model and construct 3D forms using malleable and rigid materials.</p> <p><u>Plan and develop ideas using taught techniques.</u></p> <p><u>Discuss and evaluate their own work and work of other sculptors.</u></p>	<p>To know how to use an armature (frame used for sculpture) to Strengthen and support a 3D form.</p> <p><u>Children should start to create their own abstract imagery using taught techniques to reflect personal experience and expression.</u></p> <p><u>Discuss and evaluate their own work and work of other sculptors.</u></p>	<p>Children know how to self-select the materials and techniques which are suitable for a task.</p> <p>To know how to plan and develop ideas through sketching and experimentation, using previous years taught techniques.</p> <p><u>To create their own abstract imagery using taught techniques to reflect personal experience and expression.</u></p> <p><u>Discuss and evaluate their own work and work of other sculptors.</u></p>



ART: Painting and Printing (including colour, texture and pattern)

	Y1	Y2	Y3	Y4	Y5	Y6
NC Objectives	<p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in colour.</p>		<p>To improve their mastery of art and design techniques including painting.</p>			
Substantive and Disciplinary Knowledge	<p>To know how to mix primary and secondary colours showing understanding of the difference between warm and cool colours.</p> <p>To know how to print using a range of materials such as corks, string, leaves, fruit and vegetables.</p> <p><u>To explore how to use a range of tools such as pipettes, string, sticks, sponges, rollers, fingers etc to apply paint to create an image.</u></p>	<p>To know the tonal value by adding 1 colour gradually to white.</p> <p><u>Explore with colours and total ranges they can create.</u></p> <p>To know how to create relief rubbings with a variety of tools and surfaces.</p>	<p>To know how to mix colours to create their own colour wheels.</p> <p>To know how and when to use different types of brushes.</p> <p><u>To select materials to create a desired textural effect for instance bark rubbing for a tree, sponge printing for clouds etc creating mixed media collages exploring natural and manmade patterns.</u></p>	<p>To know the difference between hue, saturation and the tonal value of a colour.</p> <p>To continue to build on their knowledge of colour mixing by matching colours.</p> <p><u>To create their own monoprints (using carbon paper or acetate) and their own collagraph plate by layering cardboard, string and found objects.</u></p>	<p>To know how to use colour for purpose and paint application including brush techniques to create textures, mood and expression.</p> <p>To know how to use block printing such as polystyrene tiles or lino printing to create repeating patterns.</p> <p><u>To discuss and evaluating their own work and that of others.</u></p>	<p>To know about different printing techniques used by various artists.</p> <p><u>Using previous taught knowledge, children to design a specific print for purpose using an artist for inspiration expressing preferences for desired effect.</u></p> <p><u>Children to use colour in abstract imagery to reflect and symbolise personal experience, moods and feelings justifying and explaining their choices.</u></p>



ART: Study of Great Artists

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
NC Objectives	Taught about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines and making links to their own work.			Learn about great artists, architects, & designers in history.			
Substantive and Disciplinary Knowledge	To look at how artists have been inspired by nature. <u>To create their own natural art.</u>	To know how to describe what can be seen & give an opinion about the work of an artist. <u>To ask questions about a piece of art.</u>	To know how to express an opinion about how artists have used colour, pattern & shape in their work. <u>To create a piece of art in response to the work of another artist.</u>	To know some techniques used by different artists. To know that art can be representative of different cultures and times. <u>To discuss similarities and differences between different artist/ styles.</u>	To know some features of art from historical periods. To know how different artists developed their techniques. <u>To experiment with styles used by other artists</u>	To know the work of artists that they have studied. To be 'art detectives' and use clues to find out more about the art/ artist they are studying. <u>To create their own art inspired by different artists, movements and genres</u>	To know and discuss concepts and themes in artworks, inferring meaning from images. <u>Allow children to respond to artwork and to express their opinions respectfully.</u>
Possible artists	Freda Kahlo Georgia O'Keefe Kandinsky Henri Rousseau Van Gogh (Starry Night) Andy Goldsworthy	John Constable April Gornik Natalie Pasco	Monet Joan Miro Andy Warhol	Picasso Van Gogh Salvador Dali Dan Arheid Andy Goldsworthy		Kandinsky Hokusai Giuseppe Arcimboldo Evelyn Dunbar	



ART: How Sketchbooks will be used in KS2

Drawing in the sketchbook can take many forms:

- The children might use the sketchbook as a place to focus on shape, to practice drawing certain features, and to gather information for use on a larger piece of work;
- The sketchbook can be used to practice drawing techniques such as shading, perspective and drawing from different viewpoints;
- As well as the sketch itself the children might record details about the item being drawn or sketched for future reference;
- The sketchbook might include sketches and working drawings for ideas of things the children want to make.
- The children might make investigative sketches. Through their drawings they could gather information to give specific knowledge of how things are made or work.

The sketchbook use isn't limited to the confines of the classroom. It may be taken on trips or visits to record what the children see there.

Gather resources and materials

According to SCAA, by the end of year 4 children should be collecting visual information in their sketchbooks and they should be able to use it as a source material for their work. By the end of year 6 children should be selecting their own visual information to collect in order to experiment with ideas suggested to them.

The sketchbook can be used as a place to collect:

- Photographs;
- Photocopies of art works – even of other children's work;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Titles of music used to stimulate a response;
- Poem or stories that were used to stimulate a response; (many artists have interpreted stories and myths in their work)
- Lists of resources that the children might need to produce a piece of art;

Obviously, we do not want the sketchbook to be turned into a glorified scrapbook so it is up to the individual teacher to try and maintain a balance between collected material and the rest of the sketchbook contents.

Explore and use media

The children can use the sketchbook as a place to keep records of their own, or other children's, exploration of media. It is possible to use the sketchbook pages themselves to explore different media on although the children will probably explore the effects of most media outside the sketchbook.

The sketchbook is a good place to keep:

- Colour strips from colour mixing;
- Tone bars from tone work;
- Studies of the effects of media on different types of paper;
- Comments and notes on the use of media e.g. how to mix a certain colour or how to get a certain effect;

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

Review and modify

The children can use their sketchbooks to record their thoughts on the artwork that they have produced. They can take part in a critical dialogue identifying positive features in their work and ways in which their work could be developed or improved. In its simplest form this could take the form of a list of comments (alongside a photograph or photocopy of their work) saying what they like about the picture and what they would do differently if they did it again.

Whenever the children decide that they have not drawn something right and decide to start again they are reviewing their work. It is important that their next attempt is modified in some way, in order that they make progress. Avoiding "rubbing out" or "throwing away" the earlier attempts provides the child and the teacher with a method of reviewing what has been done previously.

Knowledge and Understanding

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. Throughout the school the children are exposed to the work of artists and craftspeople, and some of this information is recorded in the sketchbook.

Develop understanding

The sketchbook is one place in which children can compare work of art, craft and design. The children might stick in reproductions of works of art around which they could write information or comments about the piece. By laying tracing paper on top of the work children can be encouraged to write in more detail about the picture.

The children can write comments and notes about the things that they have seen. These comments should be their own personal reactions.

Respond to and evaluate

The children can record their responses to the ideas, methods and approaches of artists and other children in their sketchbooks. The sketchbook could be a place to compare different approaches.

The sketchbook might include description of things that the children have made and notes on the actual technical processes involved.