



Art and Design- Curriculum Overview

Curriculum Intent

Our Art and Design curriculum has been designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It encourages children to think critically and develop a deeper understanding of art and design.

Our curriculum allows pupils to:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality art and design sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas
- Children taking ownership of their own learning journey
- We have an engaging, ambitious and inclusive curriculum which results in happy learners
- We celebrate and share our successes

The Art and Design curriculum reflects our school values in the following ways:

Ready:

We keep going when things get difficult– A key element of our Art and Design curriculum, particularly in KS2, is overcoming obstacles and

barriers. When creating a piece of artwork, children will be encouraged to constantly evaluate what they are doing and consider ways in which they can adapt and improve their work throughout.

We prepare for the future by setting high expectations of ourselves– We allocate time in each art sequence of learning to ensure that children have investigated existing products and ideas, which in turn helps them to set high expectations of themselves. We also ensure that our thoroughly planned Art and Design sessions enable the children to develop skills and knowledge which will help to prepare them for the future. Beyond the curriculum, we have a focus on a different artist each half term. This exposes the children to work from a wide range of different artists and high quality examples of work from other children and adults.

Respectful:

We look after our learning environment and equipment– Children will be taught how to use a wide range of equipment safely and effectively in Art.

Responsible:

We follow instructions first time, every time– The importance of listening carefully to instructions will be constantly revisited, particularly in instances where specialist equipment is being used in Art and Design lessons.

Throughout the year/ phase, there needs to be a balance of the following areas:

Drawing Painting Sculpture Print Collage Digital Art (KS2)

In addition to a specific drawing unit each year, every unit of work will include an element of drawing.

	Drawing	Painting	Sculpture	Print	Collage
Year 1	Observational drawing- Toys	Kandinsky - Squares with Concentric Circles		Fruit/ vegetable/ plasticine printing	
Year 2	Japanese art- cherry blossom pictures	Woodland animal masks	<i>Andy Goldsworthy- outdoor art</i>		Great Fire of London collage silhouettes

	Drawing	Painting	Sculpture	Print	Collage	Digital Art
Year 3	European landmarks in the style of Van Gogh	Stonehenge silhouettes				Moving pictures- stop motion animation
Year 4	Observational drawing- Pocket Gallery			William Morris patterns	Roman Mosaics	
Year 5	Observational drawing- patterns in nature	Henri Rousseau/ Georgia O'Keefe -rainforest link	Dragon's Eyes			To be confirmed
Year 6	Observational drawing- Henry Moore art	Greek landscapes- watercolours	Henry Moore sculptures		Animal Collage (link to science)	

Drawing- Knowledge and Skills Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Know the difference between different drawing pencils. Know what pattern and line mean. Know what tone means.	Know the primary and secondary colours. Know some famous artists and can comment on their work.	I know the difference between different paints (eg poster and watercolour) and pastels (eg chalk and oil) Know at least four different artists, including an abstract artist. Know the difference between shape , space and form .	Know some famous art galleries around the world.	I know the effect that different media choices have on a finished piece (eg, watercolours compared to acrylic paint). Know some different styles of art and the artists which contributed to them. I know some famous artists (at least four)	I know the effect that different media choices have on a finished piece (eg, watercolours compared to acrylic paint) and can talk about this when talking about famous art.

					and can comment on their work, including similarities and differences and making reference to visual and tactile elements	
Skills	<p>Use some processes to create drawings. Draw an object with increasing accuracy. Draw lines of different thicknesses. Begin to experiment with different textures.</p> <p>Start to record simple media explorations in a sketchbook.</p>	<p>Draw an object with increasing accuracy- have more control over mark-making. Use different media. Mix primary colours to make secondary colours. Add white and black to colours to lighten and darken them. With support, start to explore how to use different media to create a desired effect. Use a sketchbook to plan and develop simple ideas.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source materials for future works. Draw an object with growing accuracy including sketching lightly and using hatching and cross-hatching to add shading. Use a range of media with increased control (eg pencil, paint, charcoal, pastel) Know that shape, space and form are important visual elements. Develop an awareness that objects have a third dimension and perspective. Create a wider range of textures and patterns.</p>	<p>Use a range of processes to create art Draw an object from observation with growing accuracy- developing more intricate patterns using different grades of pencil to achieve variations in tone and being able to sketch lightly. I can use a variety of different techniques to add shading- contour, stippling and circles I can draw for a sustained period of time. I can further develop my awareness that objects have a third dimension and perspective. Further develop the use of a sketchbook to record media explorations and experimentations as well as planning and collecting source materials for future works. Start to develop close observation skills</p>	<p>Use a range of processes with success to create art. Draw an object accurately from direct observation. Select and use a range of media with control (eg pencil, watercolours, poster paint, chalk pastels, oil pastels). Mix paint effectively to achieve a desired colour. Work in a sustained and independent way to create a detailed drawing. Develop a key element of my work-line, tone, texture etc. I can start to develop my own style when using my sketchbook. Begin to develop a sense of composition, scale and proportion in drawings and paintings.</p>	<p>Use a variety of techniques to create interesting effects (eg reflections, shadows, direction of sunlight).</p> <p>Draw for a sustained period of time over more than one session on one piece. Adapt work in their sketchbooks according to their views and describe how it may develop further.</p>

Painting- Knowledge and Skills Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<p>I know the primary colours</p> <p>I know a famous artist and can comment on their work.</p>	<p>Know the primary and secondary colours.</p> <p>Know some famous artists and can comment on their work.</p> <p>Know what the colour wheel is.</p>	<p>Know how to create different tones and shades by lightening and darkening colours.</p> <p>Know what a silhouette is and how one is created.</p> <p>Know the difference between shape and space in artwork.</p>		<p>I know the effect that different media choices have on a finished piece (eg, watercolours compared to acrylic paint).</p> <p>Know some different styles of art and the artists which contributed to them.</p> <p>I know some famous artists (at least four) and can comment on their work, including similarities and differences and making reference to visual and tactile elements</p>	<p>I know the effect that different media choices have on a finished piece (eg, watercolours compared to acrylic paint) and can talk about this when talking about famous art.</p>
Skills	<p>I can use colour and pattern.</p> <p>Start to record simple media explorations in a sketchbook.</p> <p>I can use thick and thin brushes and other things such as sponges and their fingers.</p> <p>I can mix primary colours to make</p>	<p>Begin to have more control over the types of marks made in a range of painting techniques.</p> <p>Choose a suitable brush or other implement to use, eg, a thinner brush for finer detail.</p> <p>Mix primary colours to make secondary. Add white and black to</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source materials for future works.</p> <p>Know that shape and space are important visual elements.</p> <p>Experiment with creating a wider range of textures and</p>		<p>Mix paint effectively to achieve a desired colour.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Confidently control the types of marks made and experiment with different textures and techniques, including background washes and using thicker paint to create textures.</p>	<p>Purposefully control the types of marks made and experiment with different effects and textures etc.</p> <p>Use watercolours effectively.</p> <p>Create a colour palette which is appropriate to the task.</p> <p>Understand what works well and why.</p>

	secondary Begin to show some control over the types of marks made.	colours to lighten and darken them. Use a sketchbook to plan and develop simple ideas.	patterns to create a particular effect.		Work in the style of a selected artist (not copied). Mix and match colours to create desired effects.	
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Sculpture- Knowledge and Skills Progression

	Y2	Y5	Y6
Knowledge	I know some famous artists Know what contrast means	Know how to combine different elements in clay whilst retaining strength, using cross-hatching and water (score and slip).	I know an increasing number of famous artists and am able to comment on their style. I know how to combine different elements in clay whilst retaining strength, using cross-hatching and water (score and slip). I know how to select elements of an artist's style and can recreate these in my own work.
Skills	I can use some processes to create drawings, paintings and other art. I can use different media I can use some visual and tactile elements (colour, pattern and texture)	I can use a range of processes with success to create art I can draw an object accurately from direct observation I can select and use a range of media with increasing control- clay and paints I can use visual and tactile elements to achieve my intentions- colour, shape, texture and pattern I can mix paint effectively to achieve a desired colour I can use tools to carve and add shapes, texture and pattern.	I can use a range of processes with success to create art I can draw an object accurately from direct observation I can select and use a range of media with control- clay and paints I can use visual and tactile elements to achieve my intentions- form, shape and style I can mix paint effectively to achieve a desired colour I can use tools to carve and add shapes, texture and pattern. I can turn a 2D drawing into a 3D model.

Print- Knowledge and Skills Progression

	Y1	Y4
Knowledge	I know how to create a repeating pattern I know some famous artists who used printing for their pictures	I know how to create a printed pattern which combines two or more colours I know a famous designer who used printing as a medium
Skills	I can use objects to create prints (e.g. fruit, vegetables or plasticine). I can press, roll, rub and stamp to make prints. I can use repeating or overlapping shapes.	I can use layers of two or more colours. I can make precise repeating patterns. I can make a printing tile either by cutting into the tile (styrofoam) or by raising the design from the tile (using string or equivalent). I can replicate patterns observed in natural or built environments.

Collage- Knowledge and Skills Progression

	Y2	Y4	Y6
Knowledge	Know how to combine different materials in a suitable way. Know how to create a silhouette effect	Know why Romans produced mosaics and how the process was carried out.	Know how different artistic techniques have been used and how different effects have been achieved. Know how to use different shades to create an effect
Skills	Use some processes to create drawings, paintings and other art Use different media Use a combination of materials which are cut, torn and glued	Use a range of processes to create art. Use a range of media with some control Use visual and tactile elements	Use a range of processes with success to create art Draw an object accurately from observation Select and use a range of media with control and be able to justify choices Use visual and tactile elements to achieve my intentions

Vocabulary Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Pattern Line Tone Thin Thick Straight Wavy	Media	Abstract Shape Form Space Hatching Cross-hatching Third dimension Perspective	Gallery Intricate Variations Techniques Stippling Contour	Element Individual style Composition Scale Proportion	Aesthetics Mood
Painting	Texture Colour	Primary colours Secondary colours Colour wheel Lighten Darken Desired effect	Shape Space			Colour palette
Sculpture		Contrast Tactile Natural Sculpture Structure Combine			Slip Score and slip Elements Pinching Kiln	Form, shape and style Score and slip Slip
Print	Print Press Roll Stamp Rub			Print tile Relief printing Precise Styrofoam Layers		

	Repeating patterns Overlap Printing block			Replicate Mono printing		
Collage		Silhouette Crepe paper Tissue paper Effect Media Combine		Mosaic Tile Adhesive Replica		Mixed-media Justify Intentions
E-art			Animation Stop-motion animation Frame			

Responding to Artwork Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to Art Work	Look at and talk about own work and that of other artists and the techniques they have used, expressing their likes and dislikes. Begin to express feelings about artwork they look	Continue to explore the work of a range of artists, describing the differences and similarities and making links to their own work. Express thoughts and feelings about artwork they look	Continue to explore the work of a range of artists, describing the differences and similarities and making links to their own work. Express thoughts and feelings about artwork they look	Discuss and review own and others work, expressing thoughts and feelings and identifying modifications/ changes and see how they could be developed further.	Begin to recognise the work of key artists and to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and	Recognise the work of key artists and place them in key movements or historical events. Confidently discuss and review own and others work, expressing thoughts and

	<p>at. Do they like it? Why?</p>	<p>at. Do they like it? Why? How does it make them feel? Why?</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p>	<p>at. Begin to refer to the techniques and materials the artist has used.</p> <p>Reflect and explain the successes and challenges in a piece of art created and begin to be able to communicate what could be done to improve the artwork.</p>	<p>Begin to compare artwork looked at to artwork which has previously been studied.</p> <p>Broaden the range of artists studied to include a designer.</p>	<p>feelings and identifying modifications/ changes and see how they could be developed further.</p> <p>Compare artwork and techniques to those previously studied, comparing different styles.</p>	<p>feelings and clearly explaining their views.</p> <p>Explore a wider range of artists and designers.</p>
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