

Art and Design

Purpose of Art:

To develop human creativity. The pupils are to be engaged, inspired and challenged. Give them knowledge and skills to experiment, invent and create.

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.

Aims of Art and Design:

- Produce creative work
- Explore their own ideas
- Record their experiences
- Become proficient at drawing, painting and sculpture
- 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, children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Reception – EYFS statements link closely with year 1. At the beginning of the year focus on colour mixing.

Year	Area of study	Objectives
Y1	Materials – pattern	Use a range of materials creatively to design and make products. Use a wide range of patterns.
Y1	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.
Y1	Painting – colour, space	Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.
Y1	Sculpting – texture and form	Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.
Y1	Artists – making links to their own work	Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community.

Year	Areas of study	Objectives
Y2	Materials – pattern, texture, form	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.
Y2	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.
Y2	Painting – colour, space	Refine skills in drawing and develop and share ideas. They choose their own experiences or imagination. Focus on using colour and space for effect.
Y2	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 texture for effect. Create visual texture using different marks.
Y2	Artists – differences and similarities	Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to local artistic community. Examine a piece of work from well-known artist and use it to create success criterion. Then critically evaluate their work.

Year	Area of study	Objectives
Y3	Sculpture 1 –	Introduce them to a wide range of sculptures and artists. Choose one for in depth analysis. They must

	observations, techniques and control	evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve techniques and control.
Y3	Sculpture 2 – experimenting, form	Plan, create and evaluate sculpture. Recap sculpture 1 and incorporate some of what has been covered.
Y3	Drawing – pencil, charcoal	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.
Y3	Painting – acrylic. -review and revisit ideas	Use acrylic painting to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with acrylic.
Y3	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration and comparison.

Year	Area of study	Objectives
Y4	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.
Y4	Painting 1 – watercolours -observations, techniques and control	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.
Y4	Painting 2 – watercolour, experiment	Plan, create and evaluate a painting using watercolours. Incorporate what you have found in painting 1 into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.
Y4	Drawing – pencil, charcoal	Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and shape. Introduce the concept of negative space. Evaluate beginning to use artistic language.
Y4	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or compassion.

Year	Area of study	Objectives
Y5	Sculpture – experimenting, form	Plan and create a sculpture. Evaluate using artistic language.
Y5	Drawing - charcoal -line, texture	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.
Y5	Project	<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 (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.
Y5	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison.

Year	Area of study	Objectives
Y6	Sculpture - experimenting, form	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.
Y6	Drawing – charcoal, pencil	Use a variety of techniques to create form and texture i.e. shading and perspective.
Y6	Painting – acrylic	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’.
Y6	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration and comparison.

Assessment Milestones

Key learning intention		Milestone 1 - Year 1 - 2	Milestone 2 - Year 3 - 4	Milestone 3 - Year 5 - 6
To develop ideas		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketched and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artwork using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the quantities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with fluent grasp of visual language.
To master techniques	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and textures. • Annotate sketches to explain and elaborate ideas. • Sketch lightly) no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection.

			<ul style="list-style-type: none"> • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (realistic or impressionistic). • Use lines to represent movement.
	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds and then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Use a combination of material that are cut, torn or glued. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned).

		<ul style="list-style-type: none"> • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life like qualities and real life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, textures and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print form the environment (wallpaper). • Use objects to create prints (fruits, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work
	Textiles	<ul style="list-style-type: none"> • Use weaving to create 	<ul style="list-style-type: none"> • Shape and stitch 	<ul style="list-style-type: none"> • Show precision in

		<p>pattern.</p> <ul style="list-style-type: none"> • Join materials using glue and/or stitch. • Use plaiting. • Use dip dye techniques. 	<p>materials.</p> <ul style="list-style-type: none"> • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<p>techniques.</p> <ul style="list-style-type: none"> • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital Media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, videos and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies by others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influenced in both society and to other artists. • Create original pieces that show a range of influences and styles.

