



Art and Design

Aims

The national curriculum for art and design aims to ensure that all pupils:

- . 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.

Attainment targets

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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- . to create sketch books to record their observations and use them to review and revisit ideas
- . to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- . about great artists, architects and designers in history.



	Year 3	Subject Art and Design	
Knowledge and Understanding	Autumn Topic: 3D models - Clay Animals and People in Action made in papier mache	Spring Topic: Digital Media - Safety posters	Summer Topic: Painting - In the style of Jackson Pollock
	<u>3-D</u> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object	<u>Digital Media</u> Record and collect visual Information using digital cameras or tablets and present recorded visual images using software e.g. Photo story, PowerPoint Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat.	<u>Painting</u> Experiment with different effects and texture Inc.: blocking colour, washes and thickenedpaint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary coloursmake secondary colours Use more specific colour language Mix and use tints and shades
Progression of Skills			



	Year 4	Subject Art and Design	
Knowledge and Understanding	Autumn Topic: Collage- Well dressing	Spring Topic: Printing - Patterns	Summer Topic: Drawing - Landscapes
	<u>Collage</u> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	<u>Printing</u> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	<u>Drawing</u> <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Progression of Skills			



	Year 5	Subject Art and Design	
Knowledge and Understanding	Autumn Topic: 3D - Space- Mark Garlick	Spring Topic: Painting	Summer Topic: Digital Media
	<u>3-D</u> <i>Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures</i> <i>Plan a sculpture through drawing and other preparatory work</i> <i>Develop skills in using clay inc. slabs, coil, slips, etc</i> <i>Produce intricate patterns and Textures in a malleable media</i>	<u>Painting</u> Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours	<u>Digital Media</u> <i>Record, collect and store visual information using digital cameras, video recorders</i> <i>Present recorded visual images using software e.g. Photostory, PowerPoint</i> <i>Use a graphics package to create and manipulate new images</i> <i>Be able to Import an image (scanned, retrieved, taken) into a graphics package</i> <i>Understand that a digital image is created by layering</i> <i>Create layered images from original ideas (sketch books etc.)</i>



	Year 6	Subject Art and Design	
Knowledge and Understanding	Autumn 1 Topic: Drawing and Painting - Lowry	Spring 1 Topic: Collage - Paul Klee	Summer 1 Topic: Printing
	<p style="text-align: center;"><u>Drawing</u></p> <p>Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.</p>	<p style="text-align: center;"><u>Collage</u></p> <p><i>Add collage to a painted, printed or drawn background</i></p> <p><i>Use a range of media to create collages</i></p> <p><i>Use different techniques, colours and textures etc when designing and making pieces of work</i></p> <p><i>Use collage as a means of extending work from initial ideas</i></p>	<p style="text-align: center;"><u>Printing</u></p> <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p>