

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

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.

Subject Content for Key Stages 1 and 2:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use experiences and ideas as the inspiration for art-work.• Share ideas using drawing, painting and sculpture.• Explore a variety of techniques.• Learn about the work of a range of artists, artisans and designers.	<ul style="list-style-type: none">• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.• Develop and share ideas in a sketchbook and in finished products.• Improve mastery of techniques. (including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay])• Learn about the great artists, architects and designers in history.

Keystones for planning Art and design:

- Children must be given opportunities to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Where possible children should learn through discovery and exploration but some skills and techniques will need to be taught explicitly
- Children must be given opportunities to explore, revisit, rehearse and refine skills and techniques (In Keystage2 children must learn about and create sketchbooks to record their observations and use them to review and revisit ideas.)
- Children need to develop a proficiency in using the language of art, craft and design to evaluate and analyse their own work and that of artists and designers.
- Children must be given opportunities to explore and evaluate the works and techniques of great artists, craft makers and designers in history, make comparisons between disciplines and practices and make links to their own work.

<i>Milestones in italics</i>	To develop Ideas	To master techniques	To take inspiration from the greats (classic and modern)
Year One	<ul style="list-style-type: none"> [begin to] respond creatively to a range of ideas and starting points [begin to] explore ideas and collect visual information [begin to] explore different methods and materials 	<p>Painting - Use thick and thin brushes Mix colours to make secondary Add white to colours to make tints and black to colours to make tones</p> <p>Drawing draw lines of different sizes and thickness Colour own work neatly following the lines Show pattern and texture by adding dots and lines</p> <p>Sculpture use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay as materials</p> <p>Collage use a combination of materials that are cut, torn and glued Sort and arrange materials</p> <p>Print use repeating or overlapping shapes Use objects to create prints (eg; fruits, vegetables or sponges) Press, roll, rub and stamp to make prints</p> <p>Textiles use weaving to create a pattern Join materials using glue and/or a stitch</p> <p>Digital media use a wide range of tools to create different lines, colours and shapes</p>	<ul style="list-style-type: none"> Use some of the ideas of artists studied to create pieces
Year Two	<ul style="list-style-type: none"> Respond creatively to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as their ideas develop 	<p>Painting - Use thick and thin brushes Mix colours to make secondary Add white to colours to make tints and black to colours to make tones Make colour wheels</p> <p>Drawing draw lines of different sizes and thickness Colour own work neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils</p> <p>Sculpture use a combination of shapes Include lines and texture rolled up paper, straws, paper, card and clay as materials Use techniques such as rolling, cutting, moulding and carving</p> <p>Collage use a combination of materials that are cut, torn and glued and arrange materials Mix materials to create texture</p> <p>Print use repeating or overlapping shapes Use objects to create prints (eg; fruits, vegetables or sponges) Press, roll, rub and stamp to make prints Mimic print from the environment (eg;wallpapers)</p> <p>Textiles use weaving to create a pattern Join materials using glue and/or a stitch Use plaiting Use dip dye techniques</p> <p>Digital media use a wide range of tools to create different lines, colours ,shapes, textures and tones</p>	<p>In-Use</p> <p>Sort</p> <ul style="list-style-type: none"> Use some of the ideas of artists studied to create pieces Describe the work of notable artists, artisans and designers

<i>Milestones in italics</i>	To develop Ideas	To master Techniques	To take inspiration from the greats
Year Three	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources [begin to] explore their ideas in a variety of ways Communicate their ideas about artworks 	<p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds Experiment with creating mood with colours</p> <p>Drawing use different hardness of pencils to show line, tone and texture Annotate sketches to explain ideas Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Sculpture create and combine shapes to create recognisable forms (eg; shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement use clay and other mouldable materials</p> <p>Collage select and arrange materials for a striking effect Use coiling, overlapping and montage</p> <p>Print use layers of two or more colours make printing blocks (eg; from coiled string glued to a block)</p> <p>Textiles shape and stitch materials use basic cross stitch and back stitch colour fabric</p> <p>Digital media create images, video and sound recordings and explain why they were created</p>	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers
Year Four	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language 	<p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes, lines, textures and patterns. Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colours</p> <p>Drawing use different hardness of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) use shading to show light and shadow use hatching and cross hatching to show tone and texture</p> <p>Sculpture create and combine shapes to create recognisable forms (eg; 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</p> <p>Collage select and arrange materials for a striking effect Use coiling, overlapping, tessellation, mosaic and montage ensure work is precise</p> <p>Print use layers of two or more colours make printing blocks (eg; from coiled string glued to a block) replicate patterns observed in natural or built environments make precise repeating patterns</p> <p>Textiles shape and stitch materials use basic cross stitch and back stitch colour fabric</p>	<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 of others

<i>Milestones in italics</i>	To develop Ideas	To master Techniques	To take inspiration from the greats
Year Five	<ul style="list-style-type: none"> Develop and begin to imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and develop ideas for presenting creatively in a sketchbook Begin to use their knowledge about the qualities of different materials and tools to enhance and develop their ideas Communicate ideas about artworks with an increasing grasp of visual language 	<p>Painting 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 paints to create visually interesting pieces. Use brush techniques and the qualities of paint to create texture. Combine colours, tones and tints to enhance the mood of a piece</p> <p>Drawing use a variety of techniques to add interesting effects (eg; reflections, shadows, direction of sunlight) Use lines to represent movement use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Sculpture use tools to carve and add shapes, texture and pattern combine visual and tactile qualities use frameworks (such as wire or moulds) to provide stability and form</p> <p>Collage mix textures (rough and smooth, plain and patterned) combine visual and tactile qualities use ceramic mosaic materials and techniques</p> <p>Print build up layers of colours create an accurate pattern, showing fine detail</p> <p>Textiles show precision in techniques choose from a range of stitching techniques</p> <p>Digital media enhance digital media by editing (including sound, video, animation and still images)</p>	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers
Year Six	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from a range of starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketchbook Use the qualities of materials to enhance their ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language 	<p>Painting 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. Use brush techniques and the qualities of paint to create texture. Combine colours, tones and tints to enhance the mood of a piece develop a personal style of painting, drawing upon ideas from other artists</p> <p>Drawing use a variety of techniques to add interesting effects (eg; reflections, shadows, direction of sunlight) Use lines to represent movement use a choice of techniques to depict movement, perspective, shadows and reflection choose a style of drawing suitable for the work (eg; realistic or impressionistic)</p> <p>Sculpture use tools to carve and add shapes, texture and pattern combine visual and tactile qualities frameworks (such as wire or moulds) to provide stability and form life like qualities and real life proportions, or if more abstract, provoke different interpretations</p> <p>Collage mix textures (rough and smooth, plain and patterned) combine visual and tactile qualities ceramic mosaic materials and techniques</p> <p>Print build up layers of colours create an accurate pattern, showing fine detail a range of visual elements to reflect the purpose of the work</p> <p>Textiles show precision in techniques choose from a range of stitching techniques combine previously learned techniques to create pieces</p> <p>Digital media enhance digital media by editing (including sound, video, animation , still images and installations)</p>	<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 influential in both society and to other artists Create original pieces that show a range of influences and styles

