

## Art and Design

### **Intentions:**

Pupils produce creative work, explore their ideas and record their experiences. Pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils evaluate and analyse creative works using the language of art, craft and design. Pupils know about great artists, craft makers and designers. They understand the historical and cultural development of their forms of art. Pupils have a wider understanding of artists, craft maker and designers that have impacted our local community.

### **Implementation:**

Pupils develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.

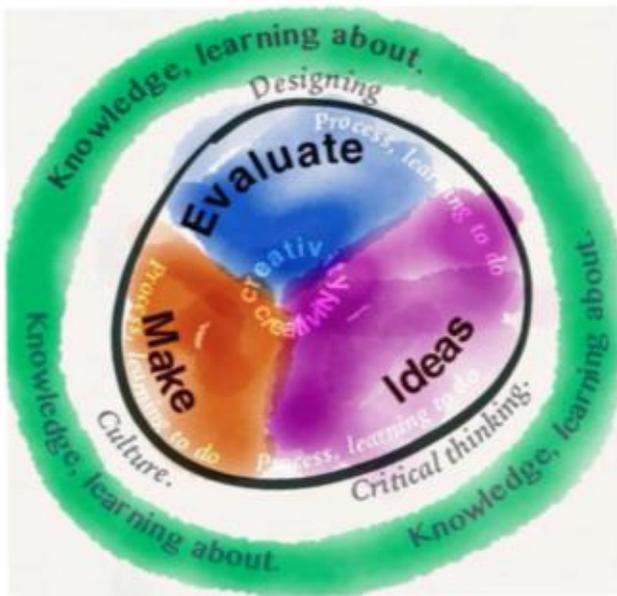
- Create sketch books to record observations and use them to review and revisit ideas.
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Learn about great artists, architects and designers in history

### **Impact:**

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.

## The National Society for Education in Art and Design



1. Generating Ideas - the skill of designing and developing ideas
2. Making - The skill of making art, craft and design
3. Evaluating - The skills of judgement and evaluation
4. Knowledge - Knowledge of both technical process and cultural context

*Although teaching and learning in art will normally be holistic in practice, the process objectives are separated out here for planning and assessment purposes.*

*The diagram shows a conceptual framework for the subject that indicates the reflexive relationship of the three 'process' objectives (learning to do) and the supporting knowledge objective (learning about).*

	<b>Knowledge of Artists</b> -Describe the work of artists, architects, designers and craftspeople to build understanding and discuss this with others -Can use work of other cultures as a stimulus to develop ideas -Use the work of artists, architects, designers and craftspeople for inspiration						
	<b>Drawing technique</b> -use drawing to design, arrange research and ideas to compose and plan drawings, paintings etc. -explore shading using different media to achieve tonal work -draw from different viewpoints						
	<b>Drawing skill</b> - use and manipulate a range of drawing tools with control (e.g. experiment with a range of sketching pencils) -use a viewfinder to select a view and draw with close observation - draw with coloured media descriptively and expressively to represent idea and objects						
	<b>Painting skill</b> -mix and use primary and secondary colours with the addition of black and white and other hues -begin to understand how artists use warm and cool colour to express mood -uses different types of brushes for specific purposes - use a range of techniques to apply colour - dotting, scratching, splashing						
	<b>Collage</b> -cut shapes with scissors and arrange and stick these on a surface for a purpose -can improve skills of overlapping and overlaying -use the natural/town environment as a stimulus to convey meaning						
	<b>Printing</b> -explore lines, marks and tones through monotyping on a variety of papers -explore images and recreates texture in a collagraph print using e.g. corrugated card, string, pressprint - design a pattern made up of motifs -explore colour mixing through printing using two coloured inks						
	<b>Textiles</b> -can weave paper and found materials to represent an image -can choose between fabric materials to select and assemble a constructed form - can use smaller eyed needles and finer thread -print on fabric using a monoprint block or tile -attach different elements using stitching - running, backstitch, cross-stitch						
Year 3 Term 1 Stone Age, Iron Age, Bronze Age							
Cave Paintings	✓	✓	✓	✓	✓	✓	
Clay pots		✓	✓				
Year 3 Term 2 Stone Age, Iron Age, Bronze Age							
Weaving							✓
Stonehenge sunsets					✓	✓	
Year 3 Term 3 Ancient Egypt							
Cartouche		✓	✓				✓
Egyptian jewellery / Clay Amulets	✓	✓	✓	✓			
Year 3 Term 4 Ancient Egypt							
Pyramid art	Architect - Louvre	✓	✓				
Life sized Gods and Goddesses		✓	✓		✓		
Year 3 Term 5 Get Moving							
Self Portraits		✓	✓		✓		
Human figures	Matisse Da Vinci	✓	✓			✓	
Year 3 Term 6 Brazil/Rainforest							
Toucans		✓	✓				
Rainforest Collage	Rousseau					✓	
Carnival Masks	✓					✓	✓

	<p><b>3D Work Skills</b></p> <ul style="list-style-type: none"> <li>-shape, form, model and construct using malleable and rigid materials</li> <li>-consider aesthetics</li> <li>-can create textured surfaces using a range of materials and tools</li> <li>-develop understanding of different adhesives and methods of construction-</li> <li>- Use a range of materials to create a new form, clay, ModRoc or papier mache.</li> </ul>	<p><b>Photography</b></p> <ul style="list-style-type: none"> <li>-can plan the use of a camera to take a specific photo or set of photos</li> <li>-modify an image on a computer</li> <li>-select and record images as research</li> <li>-photograph patterns in the environment</li> </ul>	<p><b>Digital skills</b></p> <ul style="list-style-type: none"> <li>-use a painting program to make an image corresponding to their work in other art media</li> <li>-create a motif in lines and shapes, copy and paste to make a simple pattern</li> <li>-use a camera to capture and make a simple film recording to tell a story or sequence events</li> </ul>
<p>Year 3 Term 1 Stone Age, Iron Age, Bronze Age</p>			
Cave Paintings			
Clay pots	✓		
<p>Year 3 Term 2 Stone Age, Iron Age, Bronze Age</p>			
Weaving			
Stonehenge sunsets			
<p>Year 3 Term 3 Ancient Egypt</p>			
Cartouche			
Egyptian jewellery / Clay Amulets	✓		
<p>Year 3 Term 4 Ancient Egypt</p>			
Pyramid art			
Life sized Gods and Goddesses			
<p>Year 3 Term 5 Get Moving</p>			
Self Portraits			
Human figures	✓		
<p>Year 3 Term 6 Brazil/Rainforest</p>			
Toucans			
Rainforest Collage			
Carnival Masks			

	<b>Knowledge of Artists</b> -Describe the work of artists, architects, designers and craftspeople to build understanding and discuss this with others -Can use work of other cultures as a stimulus to develop ideas -Use the work of artists, architects, designers and craftspeople for inspiration						
	<b>Drawing technique</b> -use drawing to design, arrange research and ideas to compose and plan drawings, paintings etc. -explore shading using different media to achieve tonal work Draw positive and negative shapes. -draw from different viewpoints -use line, tone and a range of marks to represent things seen, imagined or reimagined	Use a <b>sketchbook</b> to plan and develop ideas, gather evidence and investigate testing media.					
	<b>Drawing skill</b> - use and manipulate a range of drawing tools with control -use a viewfinder to select a view and visual clues in an image -identify and draw the effect of light -apply simple perspective - consider scales and proportion to create accurate drawings - draw with coloured media descriptively and expressively to represent idea and objects						
	<b>Painting skill</b> -mix and use primary and secondary colours with the addition of black and white and other hues -Vocabulary - tint, tone, shade -can understand how artists use warm and cool colour to express mood -can represent things observed, remembered or imagined using colour selecting appropriate paint and brushes -uses different types of brushes for specific purposes -Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting -create a painting from designs and research to communicate an idea or emotion						
	<b>Collage</b> -cut multiple shapes with scissors and arrange and stick these on a surface for a purpose -can improve skills of overlapping and overlaying -experiment with creating mood, feeling, movement and areas of interest using different media -interpret stories, music, poems and other stimuli and represent these using mixed media elements -use the natural/town environment as a stimulus to convey meaning						
	<b>Printing</b> -explore lines, marks and tones through monoprinting on a variety of papers -cut simple stencil -explore images and recreates texture in a collograph print using e.g. corrugated card, string, pressprint -design a complex pattern made up from two or more motifs Interpret environmental and manmade patterns -explore colour mixing through printing using two coloured inks -compare own design and pattern making with that of well-known designers						
	<b>Textiles</b> -can choose between fabric materials to select and assemble a constructed form and explain choices -attach different elements using a fine needle and thread in a variety of stitches -experiment with creating mood, feeling and movement -can the appearance and texture of fabric by experimenting with tie dye and batik						
Year 4 Term 1 Romans							
Mosaics	✓		✓			✓	
Year 4 Term 2 Romans							
Julius Caesar			✓				✓
Roman soldiers	Giacimenti		✓		✓		
Year 4 Term 3 Tudors							
Portraits	✓		✓				
Year 4 Term 4 Tudors							
Portraits	✓				✓		
Year 4 Term 5 Ocean Exploration							
Collage Seawigs	✓						Collographs
Year 4 Term 6 Ocean Exploration							
Seascapes			✓		✓		✓

	<p><b>3D Work Skills</b></p> <ul style="list-style-type: none"> <li>-shape, form, model and construct using malleable and rigid materials</li> <li>-can create decorative textured surfaces using a range of materials and tools</li> <li>-can scale a design up to a larger scale</li> <li>- use a range of materials to create a new form, clay, ModRoc or papier mache.</li> <li>-consider the benefits of using one material over another</li> <li>-can create a linear/soft structure to before covering, to make a form.</li> <li>-consider natural and manmade forms of construction</li> </ul>	<p><b>Photography</b></p> <ul style="list-style-type: none"> <li>-can plan the use of a camera to take a specific photo or set of photos</li> <li>-modify an image on a computer</li> <li>-select and record images manipulating them by changing the camera settings, zoom, flash</li> <li>-consider how to frame an image, focus, viewpoint and proportion</li> <li>-show awareness of mood, emotions and feelings when evaluating the photography of others</li> </ul>	<ul style="list-style-type: none"> <li>-use a painting program to make an image corresponding to their work in other art media</li> <li>-use a digital camera and combine a photo with drawing in a paint program</li> <li>-can animate a simple sequence of marks over several frames to make an animation</li> </ul>
Year 4 Term 1 Romans			
Mosaics			
Year 4 Term 1 Romans			
Julius Caesar			
Roman soldiers			
Year 4 Term 3 Tudors			
Portraits			
Year 4 Term 4 Tudors			
Portraits		✓	✓
Year 4 Term 5 Ocean Exploration			
Seawig Collage			
Year 4 Term 6 Ocean Exploration			
Seascapes			

	<p><b>Knowledge of Artists</b>          -Describe the work of artists, architects, designers and craftspeople to build understanding and discuss this with others          -Can use work of other cultures as a stimulus to develop ideas          -Use the work of artists, architects, designers and craftspeople for inspiration</p> <p><b>Drawing Techniques</b>          Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece          Selects appropriate media and techniques to achieve a specific outcome          Builds up drawings and images of whole or parts of items          Beginning to use charcoal/pastels in response to light and dark.</p> <p><b>Drawing skill</b>          Can select, use and manipulate a range of drawing tools          Produce increasingly accurate drawings of people.          Can select a view and use a viewfinder to record and develop several studies          Can express their ideas and observations and respond to advice from others          Can develop quick studies from observation          Consider perspective when sketching          Can convey tonal qualities well, showing good understanding of light and dark on form          Showing the effect of light on objects and people from different directions.</p> <p><b>Painting skill</b>          Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers          -Vocabulary - hue, tint, tone, shades and mood,          Consider how colour can be applied using a variety of tools and techniques to express mood or emotion          Can use studies gathered from observation to help plan and realise paintings          Can show the effect of light and colour, texture and tone on natural and manmade objects</p> <p><b>Collage Skills</b>          Can select and use cutting tools and adhesives with care to achieve a specific outcome          Can embellish a surface using a variety of techniques, including drawing, painting and printing          Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water          Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</p> <p><b>Printing</b>          Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)          Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone          Can explore colour mixing through printing, using two coloured inks a roller and stencil          Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper</p>						
		Use a <b>sketchbook</b> to plan and develop ideas, gather evidence and investigate testing media.					
Year 5 Term 1 Victorians							
Patterns - Floral and Geometric	William Morris	✓		✓			
Year 5 Term 2 Victorians							
Textiles	William Morris						
Year 5 Term 3 Earth and Space							
Space Collages		✓		✓	✓	✓	
Year 5 Term 4 Production							
Production props		✓		✓	✓	✓	
Year 5 Term 5 France							
Monet inspired paintings	Monet	✓		✓	✓		
Year 5 Term 6 Rivers							
River Studies		✓		✓		✓	

	<p><b>Textiles</b></p> <p>Can select and use contrasting colours and textures in stitching and weaving</p> <p>Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours</p> <p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact</p> <p>Can control stitching - using various needles to produce more complex patterns with care and some accuracy</p> <p>Can dye fabrics and use tie-dye techniques to control and create a fabric image</p>			
	<p><b>3D Work Skills</b></p> <p>-use stories, music, poems as stimuli</p> <p>-can create textured surfaces using a range of materials and tools</p> <p>-can create a linear/soft structure to before covering, to make a form.</p> <p>- Can identify and assemble a range of materials to create a new form, using ModRoc or papier mache.</p> <p>-Can scale a design up to a larger scale (such as human scale).</p> <p>- Can build in clay to form, building techniques and surface decoration.</p>			
	<p><b>Photography</b></p> <p>-select and record images manipulating them by changing the camera settings, zoom, flash</p> <p>-consider how to frame an image, focus, viewpoint and proportion</p> <p>-show awareness of mood, emotions and feelings when evaluating the photography of others</p>			
	<p><b>Digital skills</b></p> <p>-use a digital camera and combine a photo with drawing in a paint program</p> <p>-can animate a simple sequence of marks over several frames to make an animation</p>			
Year 5 Term 1				
Victorians				
Patterns - Floral and Geometric				
Year 5 Term 2				
Victorians				
Textiles		✓		
Year 5 Term 3				
Earth and Space				
Planet models		✓		
Year 5 Term 4				
Production				
Scenery and props		✓		
Year 5 Term 5				
France				
Monet inspired paintings				
Year 5 Term 6				
Rivers				
River Studies				

		<p><b>Knowledge of Artists</b></p> <ul style="list-style-type: none"> <li>-Describe the work of artists, architects, designers and craftspeople to build understanding and discuss this with others</li> <li>-Can use work of other cultures as a stimulus to develop ideas</li> <li>-Use the work of artists, architects, designers and craftspeople for inspiration</li> </ul> <p><b>Drawing Techniques-</b></p> <ul style="list-style-type: none"> <li>-Selects appropriate media and techniques to achieve a specific outcome</li> <li>- Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece</li> <li>- Can annotate a work of art to record ideas and emotions using this to inform design, ideas and thumbnail drawings/designs</li> <li>- Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials</li> <li>- Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas</li> </ul> <p><b>Drawing skill</b></p> <ul style="list-style-type: none"> <li>-Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation</li> <li>- Produce increasingly accurate drawings of people.</li> <li>- Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose</li> <li>- Can express their ideas and observations responding to advice from others to rework and improve design ideas</li> <li>- Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail</li> <li>- Consider perspective when sketching</li> <li>- Can convey tonal qualities well, showing good understanding of light and dark on form Show the effect of light on objects and people from different directions.</li> </ul> <p><b>Painting skill</b></p> <ul style="list-style-type: none"> <li>- Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers</li> <li>-Vocabulary - hue, tint, tone, shades and mood,</li> <li>- Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</li> <li>- Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting</li> <li>- Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</li> <li>- Can show the effect of light and colour, texture and tone on natural and manmade objects</li> </ul> <p><b>Collage Skills</b></p> <ul style="list-style-type: none"> <li>-Can select and use cutting tools and adhesives with care to achieve a specific outcome</li> <li>- Can embellish a surface using a variety of techniques, including drawing, painting and printing</li> <li>- Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</li> <li>- Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>-Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</li> <li>- Create own abstract pattern to reflect personal experiences and expression</li> <li>- Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone</li> <li>- Can recreate a scene and detail remembered, observed or imagined, through collage relief collagraph printing</li> <li>- Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper</li> </ul>			
Year 6 Term 1 WWII					
Evacuee - Blitz/Countryside pictures	Shirley Hughes	✓	✓	✓	
Year 6 Term 2 WWII					
Remembrance Art		✓	✓	✓	
Year 6 Term 3 WWII Blood, Guts and Gore					
Guernica	Picasso	✓	✓	✓	
Year 6 Term 4 WWII Blood, Guts and Gore					
Technical Drawing	Escher	✓	✓		
Year 6 Term 5 Wonderful World					
Mountain art collages	Hokusai			✓	
Year 6 Term 6 Wonderful World- Climate Change					
Observational drawing	Andy Goldsworthy	✓	✓		

	<p><b>Textiles</b>  Can select and use contrasting colours and textures in stitching and weaving  Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours  Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact  Can control stitching - using various needles to produce more complex patterns with care and some accuracy  Can dye fabrics and use tie-dye techniques to control and create a fabric image</p>	<p><b>3D Work Skills</b>  -use stories, music, poems as stimuli  -can create textured surfaces using a range of materials and tools  -can create a linear/soft structure to before covering, to make a form.  - Can design and make a 3D form as a Marquette for a larger piece, to consider form/function.  - Can identify and assemble a range of materials to create a new form, using ModRoc or papier mache.  - Can scale a design up to a larger scale (such as human scale).  - Can build in clay to form, building techniques and surface decoration.</p>	<p><b>Photography</b>  -select and record images to be used in researching other artworks - change the camera settings such as flash  -use zoom to best frame an image  - consider how to frame an image, focus, viewpoint and proportion  -show awareness of mood, emotions and feelings when evaluating the photography of others</p>	<p><b>Digital skills</b>  -use a digital camera and combine a photo with drawing in a paint program  -can animate a simple sequence of marks over several frames to make an animation  -use a camera to capture and make a simple film recording to tell a story or sequence events</p>
Year 6 Term 1 WWII				
Year 6 Term 2 WWII				
Year 6 Term 3 WWII Blood, Guts and Gore				
Year 6 Term 4 WWII Blood, Guts and Gore				
Year 6 Term 5 Wonderful World				
Year 6 Term 6 Wonderful World - Climate Change				