

# Art and Design

<p><b>National Curriculum Aims</b></p> <p>To ensure that all pupils ...</p> <ul style="list-style-type: none"><li>➤ produce creative work, exploring their ideas and recording their experiences</li><li>➤ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>➤ evaluate and analyse creative works using the language of art, craft and design</li><li>➤ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li></ul> <p><b>EYFS Outcomes</b></p> <p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p><b>KS1 Outcomes</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul> <p><b>KS2 Outcomes</b></p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li><li>• about great artists, architects and designers in history.</li></ul>
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***What does it mean to be an artist?   What does it mean to behave and think like an artist?***

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality
- The ability to communicate fluently in visual and tactile form
- The ability to draw confidently and adventurously from observation, memory and imagination
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
- An impressive knowledge and understanding of other artists, craft makers and designers
- The ability to think and act like creative [practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- Independence and intuitive and originality which they can then use to develop their creativity
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected
- The ability to reflect on, analyse and critically evaluate their own work and that of others
- A passion for and commitment to the subject

**ART - Progression of Skills and Knowledge**

		EYFS	1	2	3	4	5	6
		Painting Drawing <i>Frida Kahlo</i> <i>Piet Mondrian</i> <i>Wassily Kandinsky</i>	Painting Drawing <i>Georges Searat- Chris Ofili</i> <i>Andy Goldsworthy</i> <i>Pablo Picasso</i>	Painting Drawing Sculpture <i>Van Gogh</i> <i>Kenojuak Ashevak</i> <i>Chelsey Bonestall</i>	Painting Drawing Printing <i>Banksy</i> Cave Paintings Leonardo da Vinci	Painting Printing Sculpture <i>Andy Warhol</i> <i>Greyson Perry</i> <i>Alma Thomas</i>	Painting Drawing Sculpture <i>Anthony Gormley</i> <i>Georgia O'Keefe</i> <i>Salvador Dali- Henri Matisse</i>	Painting Drawing Sculpture <i>Henry Moore</i> <i>Henry Hunt</i> <i>Pre Raphaelite Sister hood</i>
<b>Media and Techniques</b>	<b><i>Drawing (pencils, pastels, crayons and charcoal)</i></b>	To safely use and explore a variety of materials, tools and techniques (CM ELG1)	To be able to use different materials (paint, pencils etc.) to draw what they see.	To be able to use coloured pencils, pastels and charcoal in my drawings.	To be able to sketch lightly (so I do not need to use a rubber).	To be able to use different grades of pencil at different angles to show different tones.	To be able to use line to convey heavy and light objects.	To be able to use a variety of different shaped lines to indicate form in my drawings.
						To be able to use hatching and cross hatching to show tone and texture in my drawings.	To be able to use shading to add interesting effects to my drawings, using different grades of pencil.	To be able to use shading to show shadows and reflections on 3D shapes.
	<b><i>Painting</i></b>	To be able to paint using two colours.	To be able to paint lines of different thicknesses	To be able to paint using contrasting colours.	To be able to use watercolour paint to produce washes for backgrounds and then add detail.	To make a colour wheel.	To be able to experiment with using hot or cold colours to indicate a mood.	To be able to use contrasting colour and shapes to reflect feelings and moods when painting.
			To be able to paint using seasonal colours.	To be able to use a colour wheel to find contrasting colours.	To mix contrasting colours to make tints and tones.			
		To know that two colours mixed will create a different colour.	To be able to mix primary colours to make secondary colours.					

	<b>Printing</b>				To be able to make a one coloured print. (stamps/stencils)	To be able to make prints of 2 or more colours using primary and secondary colours.		
	<b>Sculpture</b>	<i>To use their hands to create a form out of clay.</i>		To use tools, stamps and pressing to add texture to a 3d object.		To be able to experiment with making proportional models.	To be able to sculpt proportional human forms.	To be able to use a variety of tools and techniques to add detail to a 3d form.
<b>Vocabulary</b>		Material, tools, colour, design, texture, paint, chalk, pencil, pen, oil pastel, crayon, background, weather	Paint, pencil, strokes, thickness, lines, mix, primary colours, secondary colours, seasonal colours	Pastels, charcoal, contrast, colour wheel, 3D, clay, animal model, fur,	Sketching, cave painting, water colours, wash, tints, tones, coloured print, stamp, stencil	Colour wheel, proportion, model, experiment	Hot (within art), cold (within art), mood, indicate, proportional, human form, natural form	Reflection, 3D form, detail, totem pole
<b>Art History</b>		To know some characteristics of an artist's work.	To know certain characteristics of an artist's or designer's work.	To know certain characteristics of an artist's or designer's work	To be able to comment on similarities and differences between my own and others' work.	To be able to explore printing techniques from other cultures and time periods and compare them to methods used today.	To be able to make comments on the ideas used in their work, compared to that of great artists.	To be able to compare and contrast other artists'/ architects/ designers work.
<b>Art History</b>		To make use of props and materials when role playing characters in narratives and stories (CM ELG3)	To be able to describe the shapes and patterns I see.	To be able to say how a technique they have used is similar to their focussed artists work.			To be able to study other artists' drawings and have experimented with some of these styles and know my work takes inspiration from artists or designers.	
<b>Vocabulary</b>		Self-portrait, shapes, face, features, facial features, frames	Season, spring, summer, autumn, winter, leaves, pointillism	Landscape, impressionist, Inuit, tradition	Stencils, graffiti, spray paint, illegal, urban, street art	Printing, stamp, two colour print, acrylic, pop art	Figures, sculptures, cast, castings, model, structures, modernism, abstract, experimentation, landscape	Site specific art, Native American, Kwakwaka'wakw, carving, totum, 3D form, reflection, tribe, Mayan, visual art
<b>Observation and Reflection</b>		Share their creations, explaining the process they have used. (CM ELG 2)			To be able to use a number of sketches to base my work on.	To be able to annotate my sketches in my art sketchbook to explain my ideas.	To be able to explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook.	To be able to review and revisit my work in order to evaluate my own work and suggest improvements.

					To be able to label my sketches in my art sketchbook to explain my ideas.	To be able to adapt and improve my own work.	To be able to explain their creative process getting from a starting point to an end piece.	To be able to make comments on the methods and approaches used in their work, compared to that of great artists.
						To be able to make notes in a sketchbook of how artists have used drawing/ painting/ printing techniques to produce space, form and line.	To be able to make notes in a sketchbook of how artists have used drawing/ painting/ sculpting techniques to produce space, form and line.	
<b><i>Vocabulary</i></b>		Materials, passport, explain	Light, dark, sketchbook, communicate	Contrasting, explore, discuss	Label, observation, review, revisit	Annotate, adapt, improve, space, form, line	Visual information, creative process, development, develop	Evaluate, improve, suggestion, method, approach, comparison, compare