Art and design

Intent:

Our curriculum intent for Art and design reflects the purpose and aims of the National Curriculum by helping our pupils to acquire an understanding of artistic expression and the variety of techniques, tools and materials that can be used. The curriculum is sequenced in long- and medium-term plans to help pupils accumulate knowledge of the different techniques and skills used to create, design and evaluate a piece of art. The curriculum content is adapted to the context of our school and enhances pupils' moral, social, ethical and cultural development by leading pupils to discover their cultural contributions. We encourage our pupils to question and discuss ways art and design can be used effectively in order to help us live sustainable full lives.

The curriculum design helps pupils to promoting independence and encouraged children to use a variety of different research sources in order to create their own **unique** designs. The systematic introduction of new vocabulary allows children to better communicate their ideas and discuss their own projects.

Implementation:

Teachers are committed to providing a stimulating, **adventurous,** and engaging design technology lessons which encourage children to discuss, question, research and evaluate both the designs and products they create in school and those in the wider world around them. Children develop an enthusiastic and confident approach to developing their own ideas.

In EYFS, Art and design is taught through children learning about the world around them. Practitioners stimulate curiosity and develop questioning through providing provocations. Children are scaffolded in their play; their ideas are challenged, and they are encouraged to verbalise their thoughts and ideas through adult interactions. Practitioners give the children the autonomy to investigate their own ideas and find solutions or different ways to complete a task. Children begin to consider and through adult scaffolding how they might solve a problem and evaluate these ideas.

To allow children to continue to develop in art and design, teaching and learning (including subject-specific vocabulary) is sequential and progressive across KS1 and KS2 to ensure consistency from year to year. In turn, Teachers are aware of pre-existing learning and use this to plan design technology lessons that use a range of high-quality resources to stretch and challenge the existing ideas of children. Art and design skills and vocabulary are embedded in lessons to develop children as confident designers and creators who ask relevant questions, discuss their ideas and are able to objectively evaluate their work against a design brief.

Impact:

As a school, we encourage pupils to continually develop, review, and **connect** their existing ideas and working methods in order to make sense of the world in which they live. Teachers work to develop a strong sense of curiosity and give child the confidence to explore, develop and challenge their own ideas. The necessity to have a broad and comprehensive curriculum is vital for our pupils to develop their ability to work with others and independently to create a product.

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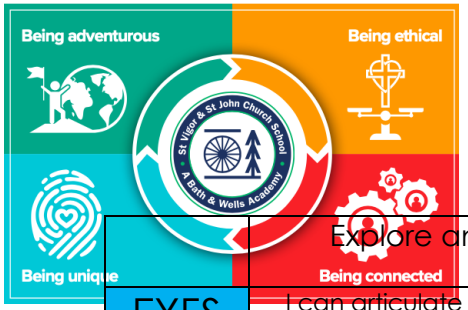
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KS1	Colour, Texture, Form, Print and Pattern.	Use a range of materials	To design and make products	To explore and use opportunities to paint, draw and sculpt for different purposes.	Use colour, pattern, texture, line shape and form space	Explore artists craft makers and designers	Learn techniques.
KS2	Colour, Texture, Form, Print and Pattern.	Create sketchbooks to record observations	Use sketches to review and revisit ideas	Master art and design techniques including drawing painting sculpture		Learn about great artists, architects and designers in history	Use different mediums pencil charcoal paint clay



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		Explore and develop ideas	Using materials and techniques to communicate ideas	Evaluating and developing work
EYFS		I can articulate ideas, thoughts and feelings concerning what is remembered, experienced or imagined.	I can investigate the qualities of materials in my work.	I can describe what I feel about my own work and describe and ask questions about what I observe in others work.
KS1 Vocabulary: similar, different, background, foreground, thick, thin, fine, texture, shade, smudge, blend, printing, technique, primary colours, secondary colours, crape, brush size, roll, kneed, sculpt, construct, natural, man-made.				
KS1	Year 1	I can explore and develop ideas, thoughts and feelings related to the starting point of my work by responding to and asking questions.	I can investigate and articulate the possibilities of materials and processes.	I can describe and ask questions about what I think and feel about my own and others work.
	Year 2	I can collect a variety of images, ideas and observations and develop them with my own ideas to use as a source for my work.	I can investigate the possibilities of a range of materials and begin to articulate how they may be used for different effects.	I can review my own and others work, comment on differences and suggest what I might change or develop in my future work.



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		Explore and develop ideas	Using materials and techniques to communicate ideas	Evaluating and developing work
LKS2 Vocabulary: creative, adaption, sources, variation, complement, contrast, scale, pencil grade, refine, after, colour scheme, tint, tone, hue, block printing, carving, surface, transparent, manipulate, opaque, weave, embroider.				
LKS2	Year 3	I can combine ideas and observations, collected from a variety of sources, to extend my own ideas and work.	I can explore the visual and tactile qualities of materials and processes and use them to communicate specific observations, ideas and feelings.	I can comment on, compare and ask questions about ideas and methods in my own and others work. I can suggest what I might change or develop in my current work.
	Year 4	I can extend and refine ideas by selecting things that will be useful in working towards a focussed outcome (than just generating more ideas)	I can explore and combine visual and tactile qualities of materials and processes and use them selectively to communicate different observations, ideas and feelings.	I can comment on and ask questions about ideas, methods and approaches in my own and others work. I can adapt and develop my own work.

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		Explore and develop ideas	Using materials and techniques to communicate ideas	Evaluating and developing work
UKS2 Vocabulary: cartridge, media, delicate, vibrant, flowing, engaging, atmosphere, representation, warn colours, cold colours, and atmosphere.				
UKS2	Year 5	I can speculate, question and develop ideas further: relating them to possible outcomes and articulating related emotions.	I can explore and combine visual and tactile qualities of materials and processes and use them selectively to communicate different observations, ideas and feelings; articulating the decision-making process.	I can comment on, ask questions about and compare ideas, methods, approaches and meanings in my own and others work. I can adapt and improve my own work in the light of these views.
	Year 6	I can make choices and select from my imagination, experience, ideas and observation in relation to the intention of a piece of work and articulate how selections may vary for different purposes.	I can investigate, combine and organise visual and tactile qualities of a range of materials and apply these experiences to specific purposes in my work.	I can review my own and others work: exploring and contrasting a variety of opinions and meanings. I can adapt and improve my own work to realise my own intentions.

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			Explore and develop ideas	Using materials and techniques to communicate ideas	Evaluating and developing work
Understanding the World	EYFS	22 - 36 months	Developing preferences for forms of expression.	Experiment with blocks, colour and marks.	
		30 - 50 months	Explore colours and how colours can be changed. Realises tools can be used for a purpose. Create simple representations of events, people and objects.	Beginning to be interested in and describe the texture of things. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to construct, making enclosures and creating space. Joins construction pieces together to build and balance.	Captures experience and responses with a range of media, such as music, dance and paint and other materials or words.
		40 – 60	Construction with a purpose in mind, using a variety of resources.	Explore what happens when they mix colours. Experiment to create different textures. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using.	Chooses particular colours to use for a purpose. Selects appropriate resources and adapts work where necessary.
		Early Learning	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	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	Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

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Drawing	KS1	Year 1	Drawing
			Begin to use a variety of drawing tools. Explore different textures. Observe and draw landscapes, patterns and anatomy.
			pencil, chalk, pastel
		Year 2	Experiment with tools and surfaces. Draw as a way of recording experiences and expressing feelings. Discuss the use of shadows, light and dark. Sketch and use outlines to make quick records of the world around you.
			pencil, chalk, pastel, charcoal
	KS2	Year 3	Experiment with different pencils and make selections fit for purpose. Make close observations. Make initial sketches in preparation for painting. Make accurate drawings of people – including faces.
			pencil, chalk, charcoal, pastel, ink
		Year 4	Identify and draw the impact of light. Be aware and show scale and proportion in your work. Make accurate drawings of people and places taking proportion and placement into account. Create computer generated drawings.
			pencil, charcoal, inks, chalk, pastel, ICT software
		Year 5	Understand the effect of light on objects and people from different directions. Interpret the texture of a surface and show through your drawings. Produce increasingly accurate drawings of people. Understand perspective.
			pencil, charcoal, inks, chalk, pastel, ICT software
		Year 6	Understand the effect of light on objects and people from different directions. Interpret the texture of a surface and show through your drawings. Produce increasingly accurate drawings of people. Understand perspective.
			pencil, charcoal, inks, chalk, pastel, ICT software

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Colour	KS1	Year 1	Colour
			Name all the colours. Begin to mix different colours. Find collections of colour and look at different groups of colours. Apply colour with a variety of tools.
		Year 2	Begin to describe colours by objects. Make as many tones of one colour as possible (using white). Darken colours without using black. Using colour on a large scale.
			painting, pencils, crayon, pastel
	KS2	Year 3	Mix colours Make colour wheels to understand the relationships between different colours. Introduce different types of brushes and their different purposes. Begin to explore different painting techniques: dotting, scratching, splashing, and strokes.
		Year 4	Mix colours considering tints, tones and shades. Observe the differences and shades of different colours. Select suitable equipment for a specific task. Use colour to reflect mood.
			painting, pencils, crayon, pastel, ink
		Year 5	Consider and interpret: hues, tints, tones, shades and mood in a painting. Explore the use of texture and colour. Use colour for purpose.
		Year 6	Consider and interpret: hues, tints, tones, shades and mood in a painting. Explore the use of texture and colour. Use colour for purpose. Use colour to express feeling.
			painting, pencils, crayon, pastel, ink, textiles, dye

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Texture	KS1	Year 1	Texture
			Weave different materials. Make collages using different textiles. Sort and group textiles by specific features. Explore how textiles create things.
		Year 2	Overlay and overlap materials to create different effects. Use large eyed needles to create a running stitch. Explore simple stiches. Make collages using different materials.
			textiles, clay
	KS2	Year 3	Use smaller eyed needles and finer threads to complete simple stiches. Weave different materials to make a desired pattern. Practise tie dying.
		Year 4	Use a wider variety of stitches. Make observations and design your own textural art. Experiment with expressing mood, feeling and movement through textiles. Compare and contrast different fabrics.
			textiles, clay, sand, stone
		Year 5	Use stories, music and poems as stimulus for your designs and creations. Select and use appropriate materials for a design. Embellish and improve own work. Research and explore artists who use textiles.
		Year 6	Develop experience in embellishment. Apply knowledge of different techniques and textiles to express feeling. Work collaboratively on a larger scale.
			textiles, clay, sand, stone, plaster

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Form	KS1	Year 1	Form
			Construct Use materials to make a known object for a purpose. Carve Pinch and roll Make simple joins.
			clay, paper, sculpture
		Year 2	Explore natural and man made forms. Express personal feelings, experiences and ideas through form. Shape and create from observation. Explore decorative techniques. Replicate patters and textures in 3-d form.
			clay, paper, sculpture
	KS2	Year 3	Shape, form, model and construct. Plan and develop. Explore the use of different adhesives and construction methods. Experience surfaces, patterns and textures. Discuss own work and the work of other sculptors.
		Year 4	
			clay, paper, sculpture, 3D work, boxes, dough
		Year 5	Plan and develop. Shape, form, model and join. Create from observation and imagination. Discuss and evaluate own work, the work of peers and the work of other sculptors.
		Year 6	
			clay, paper, sculpture, 3D work, boxes, dough, mod roc, wire

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Printing	KS1	Year 1	Printing
			Create patterns. Develop impressed images. Print with block colours.
			Fruit/veg, wood blocks, string, found materials.
		Year 2	Print with a variety of objects to explore different markings. Identify the different forms printing makes.
			Fruit/veg, wood blocks, string, found materials.
	KS2	Year 3	Record textures and patterns. Colour mixing and colour overlapping through printing. Use sketchbooks to record textures and patterns. Explore manmade and natural patterns. Modify and adapt prints.
		Year 4	Fruit/veg, wood blocks, string, found materials, press print
		Year 5	Combine and design prints. Make connections. Discuss and evaluate own work and that of others. Build up drawings of whole or part of items using various techniques. Explore printing techniques used by various artists.
		Year 6	Fruit/veg, wood blocks, string, found materials, press print, lino

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			Pattern
Pattern	KS1	Year 1	Awareness and discussion of pattern. Explore repetition in patterns. Explore symmetry in patterns.
			Paint, pattern, textiles, clay, printing.
		Year 2	Experiment by arranging, folding, reaching, overlapping and look at regular and irregular patterns. Explore manmade and natural patterns.
			Paint, pattern, textiles, clay, printing.
	KS2	Year 3	Explore patterns within your environment. Design different patterns. Use ICT to create a pattern. Make patterns on a range of surfaces. Use symmetry and tessellation when creating a pattern.
		Year 4	
			Paint, pattern, textiles, clay, printing.
		Year 5	Create your own abstract pattern to reflect on personal experience and expression. Create a pattern for a purpose.
		Year 6	
			Paint, pattern, textiles, clay, printing.

Resources