



Art

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.

Aspect	KS1	Year 3	Year 4	Year 5	Year 6
General understanding	Children will have an understanding of what art is and that it can be created in different ways	<p>Appreciate the prevalence of art in society</p> <p>Begin to understand the vast range of resources and tools available to artists</p> <p>Begin to understand the importance of book illustrations</p> <p>Begin to recognise and appreciate different genres of art, including abstract art</p>	<p>Begin developing lifelong enjoyment of art and artists in all contexts</p> <p>Continue developing understanding of artistic mediums and tools, and the ways in which they can be used</p>	<p>Enhance appreciation of book illustrations in many contexts</p> <p>Appreciate the importance of book illustrations and links to meaning</p> <p>Recognise a range of possible effect of public wall art</p> <p>Begin developing an appreciation of the vast range of jobs that make use of artistic skills</p>	<p>Begin to recognise and appreciate the importance of traditional and folk art globally</p> <p>Demonstrate an understanding of the relevance of religious art and links to traditional and folk art</p>



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Historical understanding	Identify that pieces of art can look different according to when they were created. Know some artists from the past eg. Gogh	Begin to recognise the relevance of art to historical knowledge (Moore, WW2)	Explore bags and purses through the ages, especially those that display artistic relevance	Develop increasing understanding of historical art Explore Viking art and the knowledge it provides for us	Recognise links between traditional art and historical knowledge
Generating Ideas	Have opportunities to experiment with different mediums with different amounts of direction	Use a range of resources to generate ideas including pots, lids and fabrics Experiment with a range of painting tools recognising possible applications	Continue observing and handling objects and other resources (especially fabrics) thinking about movement, texture, colour, pattern, shape and form	Handle and work with a range of resources thinking about how they can be applied to sculptures	Experiment with a wide range of resources exploring applications for kinetic sculptures Use this learning to generate ideas for their own sculptures
		Use pictures of artworks, including sculptures, drawing and paintings to provide inspiration for own artwork			
Knowledge of artists		Henry Moore Jacob Burmood Rosemarie Pierce (Link to Eric Carle)	Alberto Giacometti Georges Seurat Paul Cezanne	Pablo Picasso Abstract art: Ferry Staverman Wassily Kandinsky Sonia Delaunay Paul Klee, Sol Lewitt Book Illustrators: Tony Ross, Liz Pichon Qunetin Blake, Jeff Kinney	Sculptors: Alexander Calder Anthony Howe Lyman Whittaker John Edmark Folk artists: Mary Charles Frida Kahlo Hyperrealist: Paul Cadden



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Sustainability		Use lids and pots in still life's, and recycled plastics as painting tools Use recycled bottles in Burmood sculptures, recognising the significance of this type of recycling	Use recycled materials as painting tools thinking about applications and developing creative applications	Begin to recognise recycled cardboard as a creative medium, and create recycled cardboard sculptures	Use recycled materials in kinetic sculptures thinking about balance, shape and pattern
		All year groups will be exposed to sculptures created with recycled materials through the initial PowerPoints for this unit.			
Links to other subjects		Indian art links to symmetry, shape and pattern (maths) and world religions (Islam and Hinduism) in RE, and environmental awareness Henry Moore links to history (WWII)	Looking at bags links to fashions through history (DT) Cutting stencils links to symmetry	Viking jewellery links to History Public artworks link to humanities and environment	Kinetic art links to DT Fibonacci principle links to Maths Quilt art links to History Mary Charles links to American geography and culture Energy sources for kinetic sculptures (science)
		Exploring links between art and emotions across the school, and developing the language of emotions, links with PSHE			

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<p>Drawing and fast sketching</p>	<p>Use lines in different ways to draw, sketch and begin to consider what texture is</p> <p>Use drawing to share experiences and imagination</p>	<p>Begin to consciously link and differentiate the skills of observation and line making in drawing, and develop both these skills</p> <p>Begin developing understanding of the relevance of drawing to artistic endeavours, both now and throughout history</p> <p>Begin exploring composition, balance and shading, and apply to own artworks</p>	<p>Develop greater observational and line drawing skills in fast sketching</p> <p>Expand ability to observe and recreate images, exploring various shading and blending techniques</p> <p>Explore additional media in creating lines, shapes, patterns, textures and colour blends</p> <p>Use drawing and shading skills to design a bag with a distinct artistic element</p> <p>Work with mixed media to expand repertoire of skills (pencil, aqua pencils, water colour paints)</p>	<p>Continue challenging themselves in fast sketching attempts increasing ability to rapidly observe details and apply them to line drawings</p> <p>Observe and recreate the drawn images of selected book illustrators, particularly cartoon artists, noting movement and emotion</p> <p>Recognise an increasing range of drawings and paintings throughout history</p> <p>Work with pencils, rubbers and cotton wool to develop more realistic shading and blending techniques</p> <p>Continue working with mixed media</p>	<p>Continue developing skill, resilience and ambition in fast sketching</p> <p>Explore hyperrealism and recreate detailed images of facial features</p> <p>Work with pencils, charcoal, cotton wool and rubbers to enhance ability to shade and highlight drawings, especially realistic images</p> <p>Begin developing an understanding of 'one point' perspective and apply it to a drawing, especially a street or landscape image</p> <p>Learn and use correct terminology for the aspects of one point perspective</p>
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				<p>(pencils, water colour paints, papers, pastels, pens)</p> <p>Recognise how simple drawings can express a wide range of emotions</p> <p>Begin developing an understanding of how body movements can be expressed in cartoon images</p>	
Sculpture (Form)	<p>Use a range of materials creatively to design and make products</p> <p>Experiment with making sculptures to develop and share their ideas, experiences and imagination</p>	<p>Understand sculpture as form, and a 3 dimensional subject</p> <p>Have exposure to a wide range of sculptural materials through images and objects</p> <p>Explore clay and textiles as sculptural mediums</p> <p>Recognise that sculptures can be realistic or abstract artworks</p>	<p>Increasingly recognise sculpture as having a different appearance from different angles, linked to perspective</p> <p>Experiment with human physical movement and how this can be translated into sculptures</p> <p>Have exposure to plaster as a sculptural medium</p>	<p>Recognise the use of repeating shapes in the production of sculptures</p> <p>Create and use a stencil to produce multiple shapes for a sculpture</p> <p>Explore recycled corrugated and flat cardboard as a sculptural medium, thinking about how it can be cut, torn, stripped, and shaped when wet or dry</p>	<p>Explore the relevance of balance and movement in producing kinetic sculptures</p> <p>Work with a range of materials, thinking about options for shaping, decorating, joining and balancing still and moving elements of kinetic sculptures</p> <p>Consider the significance of continuous lines in</p>



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			<p>Experiment with plaster impregnated fabric, learning how it moves, cures and accepts paint</p> <p>Explore handbags and purses as a sculptural form thinking about the artistic elements of shape and textile</p>	<p>Explore Viking sculpture and jewellery thinking about its historical significance</p> <p>Apply an understanding of Viking shapes and patterns to the design and production of a Viking brooch</p> <p>Develop a greater understanding of joining techniques when working with clay and cardboard</p>	<p>producing patterns for kinetic art</p> <p>Consider links between sculptures and emotions, social or political messages and history</p> <p>Have exposure to interactive kinetic sculptures</p> <p>Continue developing a repertoire of joining techniques for a range of materials and purposes</p> <p>Consider energy sources used in a variety of kinetic sculptures and apply this to their own artwork</p>
		<p>All year groups have exposure to various sculptural mediums through initial PowerPoints relevant to this unit, including a selection of wood, metal, stone, clay, glass, textiles, cardboard, plastic, wax, paper, fibre glass, bone, marble, polymer clay, snow, sand, ivory, beads and food.</p>			

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Painting and Printing	<p>Use painting to develop and share their ideas, experiences and imagination through painting</p> <p>Understand primary and secondary colours and how primary colours can be mixed to make new colours</p> <p>Create stamps for printing using a range of materials such as pasta and potatoes. This could include creating repeated patterns</p>	<p>Recognise different genres of painting including realistic still-lifes, and abstract art</p> <p>Begin exposure to various painters, realistic and abstract</p> <p>Recognise and begin to use basic symmetry and apply to mandala work</p> <p>Work with basic stencils to create art</p> <p>Work with basic shapes to produce printed art</p> <p>Explore tools for sponging, scraping and sweeping</p>	<p>Explore pointillism and pointillist artists considering blends, tints and shades</p> <p>Develop ability to blend colour through dotting processes and mixing</p> <p>Cut and use a basic stencil to produce positive and negative images</p> <p>Recognise differences in the application of paint in various artworks</p> <p>Explore with different dotting techniques to apply paint</p>	<p>Explore and produce abstract art works focussing on colour, shape, movement and creativity</p> <p>Continue experimenting with water colours and aqua pencils and consider the difference between these and poster paints</p> <p>Explore, design and reproduce wall art as a class project thinking about the smooth and careful application of paint over large areas</p>	<p>Explore and analyse traditional and folk art looking as colour, detail, shape, movement</p> <p>Recreate traditional African masks considering texture, colour blends, purpose and historical relevance</p> <p>Continue developing an ability to add small details to works of art, choosing appropriately sized brushes or other tools</p>
Collage	<p>Experiment with different materials to build up shapes and pictures eg. Mosaics, tissue paper layering etc</p>	<p>Use painted sheets to create a simple collage using simple shapes</p>		<p>Create a collage of numerous styles of art (including medical art) cut from books, looking for differences between styles and purposes</p>	<p>Create a quilt pattern using collage techniques and thinking about the interaction of shapes, colours and tessellation</p>



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				and where relevant linking to emotional expression	
		Develop increasing accurate cutting skills through the use of paper, card, and other resources			
Textile	Experiment with different materials to build up shapes and pictures eg. felt	Explore movement in single colour fabrics to create abstract sculpture in the form of Jacob Burmood Think about artistic elements of Indian textiles, particularly in saris	Explore a wide range of art, texture and movement in fabrics, including in carpets and drapes Consider applications of a variety of fabrics and textiles thinking about weight and movement		Explore and analyse quilt art looking at pattern and shape Explore the development of American quilt art including in purpose, design and application
Perspective	Experiment when drawing to include a range of objects that may have depth	Explore simple depth (in front and behind) in still life drawing Have exposure to more complex shading and perspective through a range of art works	Explore perspective noting shape and shading Practice applying shading techniques in a range of drawings	Explore and differentiate fore ground, background and middle ground	Explore and reproduce perspective with one vanishing point, understanding the technical vocabulary
Colour and Tone	Understand primary and secondary colours and how primary colours can be	Observe colour in still life pictures and attempt to blend colours for a specific purpose	Observe colours and attempt to blend using the skills of pointillism	Explore the use of colour in abstract artworks, including that in public spaces	Enhance ability to create small differences between shades and tones to produce realistic facial features



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	<p>mixed to make new colours</p> <p>Use different colours to create the picture they have in mind, or are recreating</p>	<p>Use colour effectively in relief sculpture using sticks</p> <p>To begin to differentiate between tints, tones, shades and blends</p>	<p>Create a variety of shades using pencil and charcoal tools</p> <p>To apply knowledge of tints, tones, shades and blends</p>	<p>Compare and contrast the use of colour in various abstract art works</p> <p>Consider how colour can link to emotional expression</p>	<p>Explore colours, tints, shades, tones and blends in quilt patterns</p> <p>Apply understanding of colour and tone to develop a quilt pattern</p> <p>Accurately match colours and tones to reproduce specific artworks</p>
Evaluation and Appraisal	<p>Encourage reflection on art, whether their own or someone else's. Eg. Does it look how you had hoped? What do you like about the art? What might you try next time to improve?</p>	<p>Evaluation and Appraisal is taught and applied within all lessons and units. This includes looking at work from a wide range of artists and sculptures and analysing the composition, materials used, overall effect and personal opinion of the art</p> <p>When evaluating and appraising own or peer work, support is given to ensure that this is done in a constructive way to develop confidence and understanding in the processes</p> <p>They may hold a 'class museum' to showcase final pieces, and include a 'tombstone' (a written description of the piece of art. (cultural capital)</p>			