**Art Curriculum**

**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.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Key stage 1**

Pupils should be taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

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| **Year1: ART** | **Planned / Covered** |
| **To develop drawing skills** **using pencils, rubbers, crayons, felt tips** | **Au** | **Sp** | **Su** |
| **A1** | investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes |  |  |  |
| **A2** | draw on different surfaces with a range of media |  |  |  |
| **To develop painting skills** |
| **A3** | identify primary colours by name and mixed shades and tones |  |  |  |
| **A4** | mix and match colour to artefacts and objects |  |  |  |
| **To develop printing skills** |
| **A5** | print with a range of hard and soft materials, such as corks and sponges |  |  |  |
| **A6** | create monoprints (bubble printing or folded paintings) and press prints using simple printing blocks |  |  |  |
| **To develop skills with textiles** |
| **A7** | cut and apply fabric, shapes and decoration (beads, buttons, feathers) with glue, scissors or by stitching |  |  |  |
| **A8** | apply colour with printing, dipping and fabric crayons |  |  |  |
| **To develop 3d art skills** |
| **A9** |  explore sculpture using malleable media e.g. playdough/saltdough, clay |  |  |  |
| **A10** | understand the safety and basic care of materials and tools |  |  |  |
| **To develop ICT/Art Skills** |
| **A11** | use a simple graphics package to create images and effects with lines, shapes, colour and texture |  |  |  |
| **To develop collage skills** |
| **A12** | collect, sort, arrange and group materials for different purposes e.g. colour, texture for appropriate images |  |  |  |
| **A13** |  fold, tear, crumple and overlap papers |  |  |  |
| **To develop an understanding of great artists/ architects and designers in history.** |
| **A14** | Across the year, children are required to study the work of at least 3 specific artists (local, national or international. These could include:**Sculptors, Modern artists, Historical artists, Crafts people** |  |  |  |

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| **Year 2: ART** | **Planned / Covered** |
| **To develop drawing ski To develop drawing skills - using pencils, pastels, charcoal, ballpoints and chalk** | **Au** | **Sp** | **Su** |
| **A1** | observe and draw shapes from observations |  |  |  |
| **A2** | invent new shapes and draw shapes in between objects |  |  |  |
| **A3** | investigate textures by describing, naming, rubbing, copying |  |  |  |
| **A4** | draw lines of different shapes and thicknesses |  |  |  |
| **A5** | draw and colour in (within the lines) with crayons and pencils |  |  |  |
| **A6** | describe the shapes and patterns you see |  |  |  |
| **To develop painting skills** |
| **A7** | name different types of paint and their properties |  |  |  |
| **A8** | layer and mix media by using a variety of tools and techniques/brush sizes and types and creating textured paint |  |  |  |
| **A9** | paint pictures of what you see |  |  |  |
| **To develop printing skills** |
| **A10** | build and design repeated patterns and recognise patterns in the environment |  |  |  |
| **A11** | create patterns and textures using rubbings and rolling printing ink over found objects e.g. plastic mesh or stencils |  |  |  |
| **A12** | use printing tools such as fruit, vegetables and sponges |  |  |  |
| **A13** | print onto fabric or paper |  |  |  |
| **A14** | make your own printing blocks eg: string patterns or plasticine shapes |  |  |  |
| **To develop skills with textiles** |
| **A15** | create cords and plaits for decoration by changing and modifying threads and fabrics e.g knotting, fraying and pulling threads |  |  |  |
| **A16** | use wax resist/flour to produce tie dye effect |  |  |  |
| **A17** | weave a simple design using paper strips, card, ribbon and material |  |  |  |
| **A18** | sort group fabrics and threads by colour and texture |  |  |  |
| **A19** | make weavings with fabrics or threads |  |  |  |
| **A20** | make a fabric by weaving or ‘teasing’ out wool |  |  |  |
| **To develop 3d art skills** |
| **A21** | manipulate malleable materials for a purpose in a variety of ways e.g. rolling, kneading or building a textured tile |  |  |  |
| **A22** | experiment with constructing and joining recycled, natural and manmade materials e.g. junk modelling |  |  |  |
| **A23** | use: clay, dough, plasticine to make 3d art |  |  |  |
| **A24** | add texture to their models using tools |  |  |  |
| **A25** | make shapes from rolled up paper, straws, paper and card |  |  |  |
| **To develop ICT/Art Skills** |
| **A26** | explore ideas and record visual information using digital sources |  |  |  |
| **A27** | use the computer to draw pictures with lines and shapes |  |  |  |
| **A28** | change the pen colour and rub out to change my work |  |  |  |
| **To develop collage skills** |
| **A29** | create images on different scales from a variety of media e.g. fabric, crepe paper |  |  |  |
| **A30** | arrange and glue materials to different backgrounds |  |  |  |
| **A31** | explore and experiment with lots of collage materials |  |  |  |
| **A32** | cut and tear paper, textiles and card for my collages |  |  |  |
| **A33** | sort and arrange collage materials for a purpose |  |  |  |
| **To develop an understanding of great artists/ architects and designers in history.** |
| **A34** | Across the year, children are required to study the work of at least 3 specific artists (local, national or international. These could include:**Sculptors, Modern artists, Historical artists, Crafts people** |  |  |  |

**Art Curriculum**

**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.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Lower Key stage 2**

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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

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| **Year3: ART** | **Planned / Covered** |
| **To develop drawing skills** | **Au** | **Sp** | **Su** |
| **A1** | draw on different surfaces with a range of media |  |  |  |
| **A2** | investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes |  |  |  |
| **A3** | make a variety of lines of different sizes, thickness and shapes |  |  |  |
| **A4** | use pencils, pastels and charcoal in your drawings |  |  |  |
| **A5** | show patterns and textures in drawings by adding dots and lines |  |  |  |
| **A6** | show different tones using coloured pencils |  |  |  |
| **To develop painting skills** |
| **A7** | work on a range of scales e.g. thin brush on small pictures |  |  |  |
| **A8** | create different effects and textures with paint according to the task |  |  |  |
| **A9** | mix colours and know which colours make secondary colours |  |  |  |
| **A10** | add white to colours to make tints |  |  |  |
| **A11** | add black to colours to make tones |  |  |  |
| **A12** | link colours to natural and man-made objects |  |  |  |
| **To develop printing skills** |
| **A13** | create repeating patterns |  |  |  |
| **A14** | print by pressing, rolling, rubbing and stamping |  |  |  |
| **A15** | consider print making in the environment(e.g. wallpapers, fabrics etc) |  |  |  |
| **A16** | create a print in response to the work of an artist or designer |  |  |  |
| **A17** | consider how artists and designers have used colour, shapes and lines to create patterns |  |  |  |
| **To develop skills with textiles** |
| **A18** | use a range of fabric paints |  |  |  |
| **A19** | use simple stitching to decorate materials |  |  |  |
| **A20** | use glue to join fabrics |  |  |  |
| **A21** | use running stitch to join fabrics |  |  |  |
| **A22** | explore plaiting and understand the basic method |  |  |  |
| **A23** | know how to dip dye to produce fabric of contrasting colours |  |  |  |
| **A24** | consider examples of patchwork and then designed and make my own, using glue or stitching |  |  |  |
| **To develop 3d art skills** |
| **A25** | join clay adequately and construct a simple base for extending and modelling other shapes(coil pots) |  |  |  |
| **A26** | create surface patterns and textures in a malleable material |  |  |  |
| **A27** | use clay to create a 3d model |  |  |  |
| **A28** |  add lines and shapes to their clay work |  |  |  |
| **A29** | add texture to their clay work by adding clay and using tools |  |  |  |
| **To develop ICT/Art Skills** |
| **A30** | record and collect visual information using digital cameras and video recorders |  |  |  |
| **A31** | present recorded visual images using software e.g. PowerPoint |  |  |  |
| **A32** | use a paint program to draw pictures |  |  |  |
| **To develop collage skills** |
| **A33** | use collage as a means of collecting ideas and information and building a visual vocabulary |  |  |  |
| **A34** | create collages sometimes in a group and sometimes on my own |  |  |  |
| **A35** | mix paper and other materials with different textures and appearances |  |  |  |
| **A36** | use shapes, textures, colours and patterns in my collages |  |  |  |
| **A37** | say how other artists have used texture, colour, pattern and shape in their work |  |  |  |
| **To develop an understanding of great artists/ architects and designers in history.** |
|  | Across the year, children are required to study the work of at least 3 specific artists (local, national or international) Could include: **Sculptors, Modern artists, Historical artists, Crafts people, Architects, Designers** |  |  |  |

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| **Year 4: ART** | **Planned / Covered** |
| **To develop drawing skills** | **Au** | **Sp** | **Su** |
| **A1** | observe and draw shapes from observations and draw shapes in between objects |  |  |  |
| **A2** | investigate textures by describing, naming, rubbing, copying |  |  |  |
| **A3** | use a number of sketches to base their work on |  |  |  |
| **A4** | use a viewfinder to help them in their sketching |  |  |  |
| **A5** | annotate sketches in my art sketchbook to explain my ideas |  |  |  |
| **A6** | sketch lightly (so I do not need to use a rubber) |  |  |  |
| **A7** | use different grades of pencil at different angles to show different tones |  |  |  |
| **A8** | use hatching and cross hatching to show tone and texture in my drawings |  |  |  |
| **A9** | explore comics throughout the 20th and 21st centuries to see how styles are used for effect |  |  |  |
| **To develop painting skills** |
| **A10** | mix and use tints, tones and shades |  |  |  |
| **A11** | experiment with different effects and textures: blocking in colour, washes/ brush, thickening paint creating textural effects |  |  |  |
| **A12** | use watercolour paint to produce washes for backgrounds and then add detail |  |  |  |
| **A13** | experiment in creating mood and feelings with colour |  |  |  |
| **A14** | use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines |  |  |  |
| **A15** | make notes in their sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line |  |  |  |
| **To develop printing skills** |
| **A16** | create printing blocks using a relief or impressed method |  |  |  |
| **A17** | know how printing is used in the everyday life of designers or artists |  |  |  |
| **A18** | compare the methods and approaches of different designers in their print techniques |  |  |  |
| **A19** | explore printing from other cultures and time periods |  |  |  |
| **A20** | make printing blocks and experimented with different materials |  |  |  |
| **A21** | build up layers of colours to make prints of 2 or more colours |  |  |  |
| **To develop skills with textiles** |
| **A22** | use simple, hand-made looms to weave using wool e.g. God’s eye weaving |  |  |  |
| **A23** | have the basics of cross-stitch and backstitch |  |  |  |
| **A24** | know how to colour fabric and have used this to add pattern |  |  |  |
| **A25** | do the basics of quilting, padding and gathering fabric |  |  |  |
| **A26** | create texture in my textiles work by tying and sewing threads or by pulling threads |  |  |  |
| **A27** | BE aware of textiles work from other cultures and times |  |  |  |
| **To develop 3d art skills** |
| **A28** | plan, design and make models from observation or imagination |  |  |  |
| **A29** | use papier mache to create a simple 3D object (balloon base) |  |  |  |
| **A30** | make nets of shapes to create recognisable forms |  |  |  |
| **A31** | join these together to create abstract forms |  |  |  |
| **A32** | experiment with making life size models |  |  |  |
| **To develop ICT/Art Skills** |
| **A33** |  use a graphics package to create images and effects: Using lines by controlling the brush tool with increased precision |  |  |  |
| **A34** | experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose |  |  |  |
| **A35** | use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man-made world |  |  |  |
| **To develop collage skills** |
| **A36** | experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures |  |  |  |
| **A37** | use cutting skills which are precise and use them to produce repeated patterns |  |  |  |
| **A38** |  look at and use mosaic and montage from other cultures |  |  |  |
| **To develop an understanding of great artists/ architects and designers in history.** |
|  | Across the year, children are required to study the work of at least 3 specific artists (local, national or international) These could include: **Sculptors, Modern artists, Historical artists, Crafts people, Architects, Designers** |  |  |  |

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**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Upper Key stage 2**

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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

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| **Year 5: ART** | **Planned / Covered** |
| **To develop drawing skills** | **Au** | **Sp** | **Su** |
| **A1** | use simple perspective in your work using a single focal point and horizon |  |  |  |
| **A2** | use dry media to make different marks, lines, patterns and shapes within a drawing |  |  |  |
| **A3** | use different techniques for different purposes i.e. shading, hatching within your own work |  |  |  |
| **A4** | use shading to add interesting effects to my drawings, using different grades of pencil |  |  |  |
| **A5** | explain the ideas behind their images in their art sketchbook |  |  |  |
| **A6** | use a variety of different shaped lines to indicate movement in their drawings |  |  |  |
| **A7** | study other artists’ drawings and have experimented with some of these styles |  |  |  |
| **To develop painting skills** |
| **A8** | carry out preliminary studies, trying out different media and materials and mixing appropriate colours |  |  |  |
| **A9** | identify primary, secondary, complementary and contrasting colours |  |  |  |
| **A10** | create colours by mixing to represent images I have observed in the natural and man-made world |  |  |  |
| **A11** | experiment with different colours to create a mood |  |  |  |
| **To develop printing skills** |
| **A12** | create printing blocks by simplifying an initial sketch book idea |  |  |  |
| **A13** | use relief or impressed method for printing |  |  |  |
| **A14** | work into prints with a range of media e.g pens, colour pens, paints |  |  |  |
| **A15** | use a number of colours built up in a sequence |  |  |  |
| **A16** | replicate patterns they have observed in either the natural or man-made world and are based on my observational drawings |  |  |  |
| **A17** | study printmaking from other cultures or other time periods |  |  |  |
| **To develop skills with textiles** |
| **A18** | Can you use fabrics to create 3D structures |  |  |  |
| **A19** | use different grades of threads and needles and use a variety of stitches to decorate work |  |  |  |
| **A20** | have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting. |  |  |  |
| **To develop 3d art skills** |
| **A21** | use recycled, natural and man‐made materials ( including mod roc) to create sculptures on a variety of scales |  |  |  |
| **A22** | use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials |  |  |  |
| **A23** | use carvings to a surface to create shapes, texture and pattern |  |  |  |
| **A24** | explore paper techniques such as pop- -up books and origami |  |  |  |
| **To develop ICT/Art Skills** |
| **A25** | use a graphics package to create and manipulate new images |  |  |  |
| **A26** | import an image (scanned, retrieved, taken) into a graphics package |  |  |  |
| **A27** | understand that a digital image is created by layering |  |  |  |
| **To develop collage skills** |
| **A28** | use a range of media to create collages |  |  |  |
| **A29** | use different techniques, colours and textures etc when designing and making pieces of work |  |  |  |
| **A30** | experiment with techniques that use contrasting textures, colours or patterns? (rough/smooth, light/dark, plain/patterned) |  |  |  |
| **A31** | experiment with ceramic mosaic techniques to produce a piece of art |  |  |  |
| **A32** | based on observational drawings |  |  |  |
| **A33** |  reflect a real purpose |  |  |  |
| **A34** |  take inspiration from artists or designers |  |  |  |
| **To develop an understanding of great artists/ architects and designers in history.** |
| **A35** | Across the year, children are required to study the work of at least 3 specific artists (local, national or international) These could include:**Sculptors, Modern artists, Historical artists, Crafts people** |  |  |  |

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| **Year 6: ART** | **Planned / Covered** |
| **To develop drawing skills** | **Au** | **Sp** | **Su** |
| **A1** | develop an awareness of composition, scale and proportion in your paintings e.g. foreground, middle ground and background |  |  |  |
| **A2** |  develop close observation skills using a variety of view finders |  |  |  |
| **A3** | select appropriate drawing materials |  |  |  |
| **A4** | develop their own style of drawing |  |  |  |
| **To develop painting skills** |
| **A5** | develop a painting from a drawing |  |  |  |
| **A6** | mix and match colours to create atmosphere and light effects |  |  |  |
| **A7** | work with complementary colours |  |  |  |
| **A8** | develop a style of their own |  |  |  |
| **A9** | include texture gained through paint mix or brush technique |  |  |  |
| **To develop printing skills** |
| **A10** | create prints with three overlays |  |  |  |
| **A11** | produce screen print |  |  |  |
| **A12** | include printing onto fabrics, papers and other materials |  |  |  |
| **To develop skills with textiles** |
| **A13** | experiment with wax batik techniques |  |  |  |
| **A14** | weave together different textiles using a simple loom |  |  |  |
| **To develop 3d art skills** |
| **A15** | develop skills in using clay inc. slabs, coils, slips, etc (clay faces) |  |  |  |
| **A16** | produce intricate patterns and textures in a malleable media |  |  |  |
| **To develop ICT/Art Skills** |
| **A17** | record, collect and store visual information using digital cameras, video recorders |  |  |  |
| **A18** | present recorded visual images using software |  |  |  |
| **To develop collage skills** |
| **A19** | add collage to a painted, printed or drawn background |  |  |  |
| **A20** | use collage as a means of extending work from initial ideas |  |  |  |
| **To develop an understanding of great artists/ architects and designers in history.** |
|  | Across the year, children are required to study the work of at least 3 specific artists (local, national or international) These could include:**Sculptors, Modern artists, Historical artists, Crafts people** |  |  |  |