

Whole School Curriculum Map by Subject: Art and Design

<u>Key Stage 1</u>	<u>Key Stage 2</u>
<ul style="list-style-type: none"> • 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 • learn 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. 	<ul style="list-style-type: none"> • 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 <u>drawing, painting and sculpture</u> with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history.
<p>Children should have the opportunities to:</p> <ul style="list-style-type: none"> • Share ideas, experiences and imagination • Explore the work of artists, craftspeople and designers from different times and cultures, making links to their own work • Review what they have done and say what they think and feel about it • Identify what they might change in their current work or develop in future work <p>Art work might be individual or collaborative and on a range and variety of scales– ensure that each year, children have the opportunity to experience large scale projects, murals, mega matching (sections of a piece of art created individually to form parts of a collaborative whole) etc.</p> <p>All art should be underpinned by sketchbook work and these books should be used to compile a visual representation of the entire process, including a date, an example or record of the final product and annotations/labels to indicate the purpose and direction of the work.</p>	

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<p><u>By the end of Year 2...</u> <u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • Record and explore ideas including using first hand observations • Ask and answer questions about the starting points for their work • Develop their ideas- try things out, change their minds, using the sketchbook as a means of storing, developing and recording their creativity • Explore the work of artists, craftspeople and designers • Use a developing range of materials creatively • Use drawing, sculpture and painting with increasing independence, refinement and control • Refer to the formal elements in their art work becoming confident and skilled in their understanding of colour, pattern, texture, line, tone, shape, form and space 	<p><u>By the end of Year 4...</u> <u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • Develop techniques; with increasing control, using materials experimentally, with creativity and an increasing awareness of different kinds of art, craft and design • Improve mastery of techniques including drawing, painting and sculpture with a range of materials • Learn about the work and interest/motivation of artists, architects, designers and crafts people from different times and cultures • Select and record from first hand observation, experience and imagination and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work • Use subject specific language in their appraisal of their own and others' art work. 	<p><u>By the end of Year 6...</u> <u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • Continue to develop techniques; including control and the use of materials with creativity, experimentation and an increasing awareness. • Continue to demonstrate mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) • Learn about roles and purposes of artists, architects, designers and crafts people from different times and cultures • Select and record from first hand observation, experience and imagination and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work • Work from a variety of sources including observation, photographs and digital images • Work in a sustained and independent way to create detailed work • Develop and extend the ability to closely observe and use these skills to develop and extend their art and expression • Identify artists who have worked in similar ways to their own work and take inspiration from this.
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<u>To take inspiration from artists and crafts people</u> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 		<u>To take inspiration from artists and crafts people</u> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others 		<u>To take inspiration from artists and crafts people</u> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 	
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p align="center">Theme: To include sketch book work showing development of the theme Outcome: should be from either: 3D/ sculpture, textiles, digital media or collage</p>					
<u>Natural Forms</u>	<u>Earth and Air</u>	<u>Light and Dark</u>	<u>Fire and Water</u>	<u>Man Made Forms</u> Artist: Gaudi, Norman Foster	<u>Bodies</u> Artists: Henry Moore, Keith Haring,
<u>3D/ sculpture</u> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. I can shape, model and construct from observation or from my imagination I can use recycled, natural and man-made materials to create sculptures 		<u>3D/ sculpture</u> <ul style="list-style-type: none"> I can plan, design and make models from observation or imagination I can join clay correctly I can develop my models using slab, pinch pot or coil techniques I can create surface patterns and textures in a malleable material of increasing clarity and complexity I can use other 3D techniques (Modroc, papier mache, card sculpture etc.) to develop 		<u>3D/ sculpture</u> <ul style="list-style-type: none"> I can shape, model and construct from observation or imagination I can use recycled, natural and man-made materials to create sculptures I can plan a sculpture through drawing and other preparatory work I can develop skills in using clay including slab, coil and modelling techniques Show life-like qualities and real-life proportions or, if more abstract, provoke 	

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<ul style="list-style-type: none"> • I can plan a sculpture through drawing and other preparatory work • I can develop skills in using clay • I can use tools and clay equipment appropriate to the outcome • I can produce textures in malleable media 	<p>sculptures</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>
<p><u>Textiles (Linked to DT)</u></p> <ul style="list-style-type: none"> • I can match and sort fabrics and threads for colour, texture, length, size and shape • I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • I can cut and shape fabric using scissors/snips • I can apply shapes and decorations using beads, buttons, feathers etc... with glue or by stitching • I can create cords and plaits for decoration • I can apply colour with printing, dipping, or by using fabric crayons • I can create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel etc. <p>I can use dip dye techniques.</p>	<p><u>Textiles (Linked to DT)</u></p> <ul style="list-style-type: none"> • I can use a variety of techniques, e.g. printing, dyeing and stitching to develop colour in material and to create different textual effects • I can develop skills in stitching (cross stitch and back stitch), cutting and joining • I can experiment with resist techniques when colouring material (i.e. tie dye; paste resist) • I can study patterns in cloth and use these to develop designs and patterns of my own. • I can create a weave. 	<p><u>Textiles (Linked to DT)</u></p> <ul style="list-style-type: none"> • I can develop my work by selecting from a wider range and different grades of threads and needles • I can experiment with resist techniques, as appropriate • I can experiment with a range of media to colour, dye, overlap and layer creating interesting colours, textures and effects.
<p><u>Digital Media (Linked to computing)</u></p> <ul style="list-style-type: none"> • I can explore ideas using digital sources. • I can record visual information using digital cameras and recorders • I can use a simple graphics package (i.e. Paint 	<p><u>Digital Media (Linked to computing)</u></p> <ul style="list-style-type: none"> • I can record and collect images using digital cameras and video recorders and explain why it has been created. 	<p><u>Digital Media (Linked to computing)</u></p> <ul style="list-style-type: none"> • I can record, collect and store images using digital cameras and video recorders • I can present visual images using software eg photostory, PowerPoint

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<p>or Dazzle) to create images and effects with lines by changing the size of brushes/tools</p> <ul style="list-style-type: none"> • Use eraser, shape and fill tools • Use basic selecting and cropping tool 	<ul style="list-style-type: none"> • I can present recorded visual images using photographic software. • I can use a graphics package– such as Dazzle - to create images, import photos and create effects by controlling the brush tool with increased precision • I can change the type of brush to an appropriate style • I can create shapes by making sections to cut, duplicate and repeat – using the stamp tool. 	<ul style="list-style-type: none"> • I can use a graphics package to create and manipulate the images collected and recorded • I can import an image (scanned, retrieved, taken) into a graphics package • I can understand that a digital image is created by layering • I can create layered images from original ideas (sketch books etc....)
<p><u>Collage (this does not need to be each year)</u></p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p><u>Collage (this does not need to be each year)</u></p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage 	<p><u>Collage (this does not need to be each year)</u></p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
<p style="text-align: center;">Colour (Link to topic focus) Outcome: Painting, printing , pastels, chalk, collage</p>		
<p><u>Painting</u></p> <ul style="list-style-type: none"> • I can name primary colours and know how to mix them to make secondary colours. • I can use paint in a variety of forms – powder colour, readimix or watercolour – with control and developing skill • I can use a range of paint brushes – size and quality – depending on the task and my intentions for the outcome. • I can use a range of equipment to apply paint 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • I can experiment with different effects and textures including washes and paint mixed with other media (glue/sand etc.) to create textural effects • I can work on a range of scales e.g. thin brushes on small pictures; watercolours for detail etc.... • I can mix colours with increasing skill. • I can create mood with the colour I choose 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • I can begin to develop an awareness of composition, scale and proportion in their composition e.g. Foreground, middle ground and background • I can show an awareness of how paintings are created, primarily through the study of the work of other artists • I can develop a painting from drawing, sketching lightly to combine line and colour.

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<p>and create paint effects</p> <ul style="list-style-type: none"> • I can mix colours in order to create an image • I can alter paint consistency by adding water and/or pigment • I can print by stamping with a range of hard and soft materials e.g. Corks, pen barrels, sponge, vegetables, fruit. • I can take simple prints e.g. Mono-print • I can roll printing ink over found objects or made blocks to create patterns e.g. Plastic, mesh, stencils • I can explore a variety of scale. <p><u>Printing</u></p> <ul style="list-style-type: none"> • I can create a print by rubbing. • I can build repeating patterns and recognise and mimic patterns in the environment • I can create simple printing blocks with press print • I can develop a repeated print using correct printing technique 	<ul style="list-style-type: none"> • I can use more specific colour language such as hot and cold, tertiary ,analogous, (colours 'next door' to each other on the colour wheel) complementary, etc. as well as colour names, to discuss my work more precisely <p><u>Printing</u></p> <ul style="list-style-type: none"> • I can create printing blocks using a relief (collographs) or impressed methods • I can create repeating patterns, • I can develop my print by moving, overlapping, rotating (etc) my block • I can print with two colours, re- working my tile between the two colour ways. • I can replicate patterns seen in the natural or built environments. 	<ul style="list-style-type: none"> • I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours • I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music • I can mix colours tones and tints to enhance the mood of a piece. • I can work with complementary colours • I can use brush techniques and qualities of paint to create texture • I can develop a personal style of painting <p><u>Printing</u></p> <ul style="list-style-type: none"> • I can create printing blocks by simplifying a sketch book idea • I can use relief or impressed methods for making prints • I can create prints with two or more overlays • I can work into prints with a range of media e.g. Pens or paints. • I can create an accurate patterns showing fine detail.
<p align="center">Observational drawing from life (Link to topic focus)</p> <p align="center">to include elements of tone, line, pattern, texture (possible link to work of illustrator)</p>		
<ul style="list-style-type: none"> • I can use a wide range of drawing media – including pens, biro, charcoal, etc. • I can draw from observation or from my imagination 	<ul style="list-style-type: none"> • I can experiment with ways in which surface detail, tone and texture can be added to drawings • I can use my sketch book to collect and record 	<ul style="list-style-type: none"> • I can make different marks, lines, patterns and shapes within drawing using a range of drawing media • I can use different techniques for different

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<ul style="list-style-type: none">• I can use drawing media to develop images, using line, tone, texture and/ or pattern	<p>visual information from different sources</p> <ul style="list-style-type: none">• I can draw for a sustained period of time• I can experiment with different grades of pencil and other drawing media to create lines, marks and develop tone, shape and form in my drawing• I can show an awareness of depth and form when drawing or representing 3D objects	<p>purposes e.g shading, hatching within own work</p> <ul style="list-style-type: none">• I can develop my own style using tonal contrast and mixed media• I can use drawing as an outset method in the preparation of extended or larger pieces of work.• I can use a variety of techniques to add interest: for example reflections, shadows, movement, direction of sunlight.• I can begin to use simple perspective in my work using a single focal point and horizon
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