Art and Design

Purpose of Art and Design:

To develop human creativity. The pupils are to be engaged, inspired and challenged. To give pupils the knowledge and skills to experiment, invent and create.

Progress to:

Pupils thinking critically and gaining an understanding of art and design. To reflect on how it shapes our history and contributes to culture, creativity and wealth of the nation.

Aims of Art and Design:

- Produce creative work
- Explore their own ideas
- Record their experiences
- Become proficient at drawing, painting, sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers
- Understand historical and cultural developments of art forms.

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.

NATIONAL CURRICULUM OBJECTIVES

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To use a range of materials to design and make products.	To use a range of materials to design and make products.	To create sketch books to record observations.	To create sketch books to record observations.	To create sketch books to record observations.	To create sketch books to record observations.
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	To develop skills in drawing and sculpture.	To develop skills in painting and sculpture.	To develop their mastery of drawing, painting and sculpture using a range of techniques.	To choose media appropriate for the task. To develop skills in painting, drawing and sculpture.
To 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.	To 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.	To learn about great architects in history.	To learn about great architects in history.	To learn about great designers in history.	To learn about great artists in history.

Key stage 1: Green **Lower key Stage 2: Blue** **Upper key stage 2: Purple**

Year	Area of study	Objectives
Year 1	**Materials –** pattern	Use a range of materials creatively to design and make products. Use a wide range of patterns.
	Drawing – line, shape	Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.
	Painting – colour, space	Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.
	Sculpting – texture and form	Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.
	Artists – Making links to their own work	Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community.
Year 2	**Materials –** pattern, texture, form	Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose.
	Drawing – line, shape	Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.
	Painting – colour, space	Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.
	Sculpting – texture and technique, form	Refine skills in sculpture and develop and share ideas. They must combine their experiences and their imagination. Develop and use a texture for effect. Create visual texture using different marks.
	Artists – differences and similarities	Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.

Year 3	**Sculpture 1 –** observations, technique and control	Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.
	Sculpture 2 – experimenting, form	Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered.
	Drawing – pencil, charcoal	Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison.
Year 4	**Materials –** Texture, pattern, experimenting	Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.
	Painting 1: watercolours -observations, techniques and control	Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what you have discovered. Evaluate beginning to use artistic language.
	Painting 2 – watercolour, experiment	Plan, create and evaluate a painting using watercolours. Incorporate what you have found in *Painting 1* into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language.
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison.

Year 5	**Sculpture –** experimenting, form	Plan and create a sculpture. Evaluate using artistic language.
	Drawing: charcoal - line, texture	Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.
	Project	• Children are to create a sketch book, record, revisit and review their ideas • Refer to artists, architects and designers in history to explain choices • They must choose from a range of materials (e.g. pencil, charcoal, paint, clay) • They then need to create a product that reflects a chosen artist, architect or designer **or** their own chosen one • Students are to refer to sketch books and use them for planning
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison. **(link to Project)**
Year 6	**Sculpture** experimenting, form,	As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.
	Drawing – charcoal, pencil	Use a variety of techniques to create form and texture i.e. shading and perspective.
	Painting - acrylic	Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.
	Artists, architects and designers in history	Continuously refer back to artists, architects and designers in history for inspiration or comparison.