

Year Group and Academic Year:

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

Create

To use a range of materials creatively to design and make products

Communicate

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

Using techniques to create effect

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

Appreciate artists who inspire and influence us

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

Exploring and Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of other Artists
<p>Respond positively to ideas and starting points.</p> <p>Explore ideas and collect information.</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Try different materials and methods to improve.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Lines and Marks Name, match and draw lines/marks from observations. Control the types of marks made with the range of media.</p> <p>Texture Use dots and lines to demonstrate texture</p> <p>Use of different media Experiment with variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Name primary and secondary colours</p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white and black to alter tints and shades.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>Manipulate malleable materials in a variety of ways including rolling, cutting, pinching and kneading.</p> <p>Use a variety of shapes, including lines and texture;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Collage Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.</p> <p>Sort and group materials for different purposes e.g. colour, texture.</p> <p>Add texture by folding, crumpling, tearing and overlapping materials.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Show pattern by weaving.</p> <p>Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee.</p> <p>Decorate textiles by applying shapes by glue or by stitching.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Copy an original print</p> <p>Print with a variety of materials e.g. corks, pen barrels, sponge, fruit/veg.</p> <p>Demonstrate a range of techniques: roll printing inks over found objects and patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Make rubbings to collect textures and patterns.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>

Aims

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.

Create and Communicate

To create sketch books to record their observations and use them to review and revisit ideas.

Using techniques to create effect

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]

Appreciate artists who inspire and influence us

To learn about great artists, architects and designers in history

Exploring and Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of other Artists
<p>Use sketchbooks to record ideas</p> <p>Explore ideas from first-hand observations</p> <p>Question and make observations about starting points, and respond positively to suggestions</p> <p>Adapt and refine ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours using the appropriate language e.g. tint, shade, primary and secondary;</p> <p>Mix and use tints and shades</p> <p>Work on a range of scales e.g. thin brush on small picture etc</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Cut, make and combine shapes to create recognisable forms;</p> <p>Join clay (and other malleable materials) adequately. Create surface patterns and textures in a malleable material</p> <p>Add materials to the sculpture to create detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Experiment with a range of collage techniques such as tearing, overlapping, layering, tessellation, mosaic and montage to create images and represent textures. Refining work as they go.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p>select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Develop skills in stitching, cutting and joining</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Print with more than one colour overlays</p> <p>Replicate patterns from observations</p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Use inspiration from famous artists to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: specifically the artist's name and the name of their work.</p>

Aims

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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]

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Exploring and Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of other Artists
<p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Think critically about their art and design work</p> <p>Use digital technology as sources for developing ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>	<p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;</p>	<p>Give detailed observations about notable artists', artisans' and designers' work</p> <p>Offer facts about notable artists', artisans' and designers' lives</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: specifically the artist's name and he name of their work.</p>