

## Programme of Study for Art and Design

We base our programme of study on the National 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.

By the end of Key Stage 2, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programmes of study and the Skills Progression Framework.

## Progression in Art and Design skills

Aspect of learning	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Exploring art</b>	Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work.	Begin to analyse and use the work of different artists and designers and use this to improve own designs, ideas and work.	Analyse and use the work of different artists and designers and use this to improve own designs, ideas and work.
<b>Developing ideas</b>	Explore ideas from observations, experience and imagination.  Experiment with different media, techniques and materials in order to explore ideas.	Begin to use a sketchbook to record observations.  Use a sketchbook to make thoughtful observations about starting points for own art and design.	Use a sketch book confidently and creatively to record observations  Use a sketchbook to collect a range of different observations and ideas to stimulate starting points for own art and design.
<b>Creating a piece of art</b>	Use a range of materials creatively to design and make products.	Select and experiment with different ideas and techniques to use in own work.  Use a range of materials increasingly creatively and carefully to design and make different products	Use a range of materials and media creatively and carefully to design and make different products.  Become increasingly proficient in a wide range of art and design techniques, using colour, pattern, texture, line, shape, form and space.
<b>Evaluating</b>	Express feelings and opinions about own and other's pieces of art.  Identify changes that might be made to own work.	Comment on similarities and differences between own work and that of others.  Adapt own work and consider how to make improvements and changes.	Comment on ideas, methods and approaches used in own work and the work of others.  Adapt and refine own work and consider how to make improvements and changes.

	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Drawing</b>	<p>Explore line and tone using different grades of pencil, pastel and chalk.</p> <p>Make quick line and shape drawings from observation adding shade and tone.</p>	<p>Develop control of different drawing tools to form lines, shapes and different textures and tones.</p> <p>Make quick studies from observation to record action or movement with some fluency.</p> <p>Draw with attention to scale and perspective.</p>	<p>Control different drawing tools with dexterity to form lines, shapes and different textures and tones.</p> <p>Record action or movement in a quick observational study.</p> <p>Improve detail and accuracy when returning to sketches and studies.</p> <p>Draw with attention to scale and perspective.</p> <p>Convey three dimensions through use of line and shade.</p>
<b>Painting</b>	<p>Mix primary colours to create a clear intended colour.</p> <p>Spread and apply paint to create a background.</p> <p>Use brushes to create and fill shapes.</p>	<p>Select different brushes for different purposes and effects.</p> <p>Mix and use primary and secondary colours with the addition of black and white and other hues to create intended colours and shades.</p> <p>Apply paint to avoid unintentional bleeding between colours.</p> <p>Develop compositional skills eg building layers starting with the background and finishing with detail.</p>	<p>Use a variety of different painting techniques and tools eg dots, scatches and splashes and applying paint in layers.</p> <p>Mix and apply colours and shades of colours accurately and with effect using different types of paint.</p> <p>Use paint to show the effect of light and colour, texture and tone.</p>
<b>Other media</b>	<p>Develop techniques and use of tools in a variety of media eg printing, textiles, collage, clay and other sculpture.</p>	<p>Develop techniques and use of tools in a variety of media eg printing, textiles, collage, clay and other sculpture.</p>	<p>Develop techniques and use of tools in a variety of media eg printing, textiles, collage, clay and other sculpture.</p>

## 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.

In Key Stage 1, art and design is taught as part of each cross-curricular topic. The Key Stage 1 Curriculum Overview shows how we have planned for children to learn about the work of artists and designers and explore other media, such as painting, printing and sculpture. Children develop their drawing skills in every half term topic.

Cross- curricular topic	Media
This is me!	Drawing
Light! Shine!	Drawing, printing and clay
Rubbish?	Drawing, sculpture
Then and now	Drawing
What is the weather?	Drawing, painting
Saving lives	Drawing
Fire! Fire!	Drawing
Move it!	Drawing
How did the world begin?	Drawing, painting
Marhaba Morocco!	Drawing,
Climates around the world	Drawing, painting, photography
Endangered!	Drawing, clay, sculpture

## 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.

### Lower Key Stage 2 Study Units

#### Portraying Relationships

##### Summary of learning:

In this study unit children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. They use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.

##### Drawing and painting

#### Clay vases and containers

##### Summary of learning:

In this study unit children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel or container that will hold something special that they would wish for. They

consider examples by contemporary designers and ceramicists and look at work from different cultures.

**Drawing and clay**

## **Investigating pattern through printing on textiles**

### **Summary of learning:**

In this study unit children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.

**Drawing and printing**

## **Journeys**

### **Summary of learning:**

In this study unit children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.

**Drawing and mixed-media.**

## **Sculpture using mod-roc**

**Summary of learning:**

In this study unit children explore sculpture in public buildings and spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.

**Drawing and sculpture.**

**Upper Key Stage 2****People in Action****Summary of learning:**

In this unit children explore how to convey movement in 2 and 3 dimensions. They look at how the idea of movement is shown in different kinds of art, in 2 dimensions, such as in drawing, painting and photography and in three dimensions through sculpture. They explore dynamic activities such as sport, dance, drama and music as a starting point for creating art in sketches and drawings and then use wire and mod-roc to create sculptures based on their sketches and paintings.

**Drawing and sculpture.**

**Architecture- drawing and 3D- modelling****Summary of learning:**

In this study unit, the children contrast and compare the architecture of the ancient and modern worlds. They collect examples of

buildings with a common purpose, such as stadiums, places of worship and bridges. They develop their ability to draw with perspective and use this to design a building with a purpose. They use 3D modelling skills to create models of their buildings for an architectural exhibition.

**Drawing and 3D modelling.**

## **Landscapes**

### **Summary of learning:**

In this study unit, children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.

**Drawing, photography and painting.**

## **Talking Textiles**

### **Summary of learning:**

In this study unit children explore how stories have been represented in textiles in different times and cultures. They work together to make a two- or three-dimensional work based on a familiar story, myth or legend. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual and sound effects.

**Drawing and textiles.**



## **Objects and meaning**

### **Summary of learning:**

In this study unit children select, arrange and present objects in a still-life painting. They investigate the work of artists who have used the theme of still life in a variety of ways to convey ideas and feelings. They develop skills of observation and recording, and knowledge and understanding of colour, tone and composition.

### **Drawing and painting.**