

# ART



## 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.

|            | <b>Skills</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
|------------|---|---|---|--|--|
| <b>Art</b> | <b>Drawing<br/>(observational and<br/>from own<br/>imagination)</b> | <p>Simple outline of shapes from observations in sketchbooks<br/>Begin to use shading to show form</p> <p>Show different tones and use different materials</p> <p><b>Resources: Sketch pencils, colouring pencils</b></p> | <p>Plan ideas in sketchbooks. Outlines from observation and shading to show form, texture and the correct proportion</p> <p><b>Resources: Sketch pencils, colouring pencils</b></p> | <p>Shading to show form</p> <p>Foreground and background</p> <p>Mixing colours to vary mood and demonstrate tones</p> <p><b>Resources: Sketch pencils, colouring pencils</b></p> | <p>Awareness of composition, scale and proportion</p> <p>Use perspective – a single focal point and the horizon</p> <p>Follow a design brief</p> <p>Develop ideas through open ended research – use own ideas/imagination</p> <p><b>Resources: Sketch pencils; view finders, colouring pencils</b></p> |
|            | <b>Painting</b>   |   | <p>Experiment with mood, feeling and movement – lighten and darken colours by mixing</p> <p><b>Resources: Paint brushes; paint pallets; paint</b></p>                               | <p>Mixing colours to vary mood and demonstrate tones</p> <p><b>Resources: Paint brushes; paint pallets; paint</b></p>  | <p>Different brushstrokes for different purposes<br/>Water colour paints</p> <p><b>Resources: Paint brushes; paint pallets; paint</b></p>  |
|            | <b>Printing</b>   | <p>Simple block printing using potatoes or sponges</p>  |   |  | <p>Intricate printing patterns</p>   |

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|--|-----------------------------|---|--|---|---|
|  |                             | <b>Resources: potatoes; spongers; paint pallets; paint</b>  |  |   | <b>Resources: sponges; card; paint pallets; paint; mosaic tiles</b>   |
|  | <b>Sculpture/3D work</b>    |   | Plan sculpture work<br><br><b>Resources: Clay, sculpting tools; air dough</b>  | Clay work – slabs, coils and slips<br><br><b>Resources: Clay, sculpting tools</b>   | Focus on patterns and textures when using malleable media<br><br><b>Resources: Clay, sculpting tools; air dough</b> |
|  | <b>Collage</b>              | Use different materials for overlapping and layering<br><br><b>Resources: Tissue paper; sugar paper; cut up magazines</b> |  | Add collage to painted, drawn or printed pictures to create texture and layers<br><br><b>Resources: Tissue paper; sugar paper; cut up magazines; textile material</b> |   |
|  | <b>Textiles</b>             | Stitching – including cross stitch<br><br><b>Resources: material; different colour threads; safety needles</b>            | Printing on fabric – tie dye and batik<br><br>Marbling, silk screen, cold water paste<br><br><b>Resources: white fabric; dye; wax; ink</b> |   |   |
|  | <b>Tools and techniques</b> |   | Bleeds, washes, scratches and splashes<br><br>Use technical language   |   |   |

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|  | <b>Evaluating</b>                                |  | Articulate how to improve work using technical terms and clear reasoning | Explain choices for materials and choices used in own ideas<br><br>Evaluate against intended outcome | Adapt own work following feedback and discussion.  |
|  | <b>Work of designers, architects and artists</b> | Explain what he/she dislikes about a piece of work | Describe key ideas of arts, architects and designers                     | Research and discuss different people and discuss their processes and finished products              | Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts<br><br>Explain and justify preferences towards styles and artists |