

NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION

CURRICULUM STATEMENT FOR ART AND DESIGN

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 form

Art and Design at Nawton Community Primary School develops children’s skills and knowledge in drawing, painting, printing, textiles, sculpture and collage.

The Art and Design Curriculum will be taught through our termly focus topics to provide context to learning.

Early Years Foundation Stage – Children in Nursery and Reception will be taught to:

Pupils should be taught to:					
Drawing	Painting	Printing	Textiles	Sculpture	Collage

Key Stage 1 – Children in Key Stage 1 will be taught to:

Drawing	Painting	Printing	Textiles	Sculpture	Collage
<p>Experiment with a variety of drawing media. Control the types of marks made with a range of media. Draw on different surfaces with a range of media. <u>Shape:</u> Observe and draw shapes from observations. <u>Tone:</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture:</u> Make rubbings to collect textures and pattern.</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales. Experiment with tools and techniques eg. Layering, mixing media. Name different types of paint and their properties. <u>Colour:</u> Identify primary colours by name. Mix primary shades and tones. <u>Texture:</u> Create textured paint by adding sand, plaster.</p>	<p>Taught in Year A Print with a range of hard and soft materials e.g. corks, sponge, potatoes. Roll printing over found objects to create patterns. Create simple printing blocks with press print. <u>Pattern:</u> Build repeating patterns and recognise patterns in the environment. Design more repetitive patterns. <u>Colour:</u> Experiment w overlapping motifs and colour.</p>	<p>Taught in Year B Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors. Apply shapes with glue or by stitching. Apply decoration using beads, buttons etc... Create cords and plaits for decoration. <u>Colour:</u> Apply colour with printing, dipping, fabric crayons. Use dyes e.g. onion skins, tea, coffee. <u>Texture:</u> Create fabrics by weaving materials.</p>	<p>Taught in Year A Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose. Understand the safety and basic care of materials and tools. <u>Form:</u> Experiment with construction and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <u>Texture:</u> Change the surface of a malleable material e.g. Build a textured tile</p>	<p>Taught in Year B Create images from a variety of media. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes. Fold, crumple, tear and overlap papers. Work on different scales. <u>Colour:</u> Collect, sort and match colours appropriate for an image. <u>Shape:</u> Create and arrange shapes appropriately. <u>Texture:</u> Create, select and use textured paper for an image.</p>

Key Stage 2 – Children in Key Stage 2 will be taught to:

Drawing	Painting	Printing	Textiles	Sculpture	Collage
<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way. Develop close observation skills. Use view finders.</p> <p><u>Lines, Marks, Tone, Form and Texture:</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Further explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes e.g. hatching within own work. Start to develop their own style using tonal contrast and mixed media</p> <p>Perspective and <u>Composition:</u></p> <p>Begin to use simple perspective in their work. Begin to develop an</p>	<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media, materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. themes, poetry and music.</p> <p><u>Colour:</u></p> <p>Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complimentary and contrasting colours. Work with complimentary colours.</p>	<p>Taught in Year A</p> <p>Create printing blocks by simplifying a sketch book idea. Use relief or impressed method. Create prints with three overlays</p>	<p>Taught in Year B</p> <p>Use fabric to create 3D structures. Use different grades of threads and needles. Experiment with batik technique. Experiment with a range of media to overlap and layer to create interesting colours, textures and effects.</p>	<p>Taught in Year A</p> <p>Shape, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips etc... Produce intricate textures in malleable media.</p>	<p>Taught in Year B</p> <p>Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p>

awareness of composition,
scale and proportion in
their work e.g. Foreground.

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Art and Design Progression Plan:

	By the End of Year 2	By the End of Year 4	By the End of Year 6
Drawing	<p>Draw lines of different sizes and thickness</p> <p>Colour (own work) neatly following the lines</p> <p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p>	<p>Use different hardnesses of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Use a variety of techniques to add interesting effects - reflections, shadows, direction of sunlight</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p>Use lines to represent movement</p>
Painting	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Mix colours effectively</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p> <p>Experiment with creating mood with colour</p>	<p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>
Printing	<p>Use repeating or overlapping shapes</p> <p>Mimic print from the environment (e.g. wallpapers)</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges)</p> <p>Press, roll, rub and stamp to make prints</p>	<p>Use layers of two or more colours</p> <p>Replicate patterns observed in natural or built environments</p> <p>Make printing blocks - from coiled string glued to a block</p> <p>Make precise repeating patterns</p>	<p>Build up layers of colours</p> <p>Create an accurate pattern, showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
Textiles	<p>Use weaving to create a pattern</p> <p>Join materials using glue and/or a stitch</p> <p>Use plaiting</p> <p>Use dip dye techniques</p>	<p>Shape and stitch materials</p> <p>Use basic cross stitch and back stitch</p> <p>Colour fabric</p> <p>Create weavings</p> <p>Quilt, pad and gather fabric</p>	<p>Show precision in techniques</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces</p>
Sculpture	<p>Use a combination of shapes</p> <p>Include lines and texture</p> <p>Use rolled up paper, straws, paper, card and</p>	<p>Create and combine shapes to create recognisable forms - shapes made from nets or solid materials</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p>

	<p>clay as materials</p> <p>Use techniques such as rolling, cutting, moulding and carving</p>	<p>Include texture that conveys feelings, expression or movement</p> <p>Use clay and other mouldable materials</p> <p>Add materials to provide interesting detail</p>	<p>Use tools to carve and add shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p> <p>Use frameworks such as wire or moulds to provide stability and form.</p>
<p>Collage</p>	<p>Use a combination of materials that are cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p>	<p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Mix textures, rough and smooth, plain and patterned</p> <p>Combine visual and tactile qualities</p> <p>Use ceramic mosaic materials and techniques</p>
<p>Great artists, craft makers and designers</p>	<p>Describe the work of notable artists, artisans and designers</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles.</p>

END OF EYFS EXPECTATIONS:

I can produce creative work, exploring my ideas and recording my experiences
I can become proficient in drawing, painting, sculpture and other art, craft and design techniques
I can evaluate and analyse creative works using the language of art, craft and design
I can use a range of materials creatively to design and make products
I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination
I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
I know about the work of a range of artists, craft makers and designers, and I can describe the differences and similarities between different practices and disciplines, and make links to my own work.

END OF KEY STAGE 1 EXPECTATIONS:

I can produce creative work, exploring my ideas and recording my experiences
I can become proficient in drawing, painting, sculpture and other art, craft and design techniques
I can evaluate and analyse creative works using the language of art, craft and design
I can use a range of materials creatively to design and make products
I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination
I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
I know about the work of a range of artists, craft makers and designers, and I can describe the differences and similarities between different practices and disciplines, and make links to my own work.

END OF KEY STAGE 2 EXPECTATIONS:

I can produce creative work, exploring my ideas and recording my experiences.

I can become proficient in drawing, painting, sculpture and other art, craft and design techniques.

I can evaluate and analyse creative works using the language of art, craft and design.

I know about great artists, craft makers and designers, and I understand the historical and cultural development of their art forms.

I can develop my techniques, including control and use of my materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

I can create a sketch book to record my observations and use it to review and revisit my ideas.

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

I can talk about great artists, architects and designers in history.