

Overview:

Art, craft and design embody some of the highest forms of human creativity. We aim to inspire children to think innovatively and develop creative practical procedural understanding through high-quality Art lessons. Throughout the key stages children are provided with opportunities to develop their techniques, reflect and evaluate their own work and extend their control and use of materials. The skills that children acquire subsequently increases their awareness of significant people, allowing them to identify how art and design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our great nation.

Pupils will learn to: **authenticity** **technical** **experiment**

<p>National Curriculum Objectives</p>	<p>Key Stage 1 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. Key Stage 2 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Key Stage 2 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. In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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
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Art and Design Techniques	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing (Pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<p>Make marks with materials given e.g. stick in mud, pencil (2-3)</p> <p>Create closed shapes with continuous lines (3-4)</p> <p>Say whether their face is happy or sad(4)</p>	<p>To mark make with purpose using a variety of drawing tools e.g. crayons, pencils</p> <p>Represent a face with a circle, adding eyes and mouth (4) (Begin to show accuracy and care (ELG))</p> <p>Use drawings to tell a story</p> <p>Make thick and thin lines</p>	<p>Use blending techniques (pastel, charcoal, pencil)</p> <p>Use rubbers, pastels, felt tip, charcoal, pen.</p> <p>Draw different lines, up, down, across and spiral.</p>	<p>Learn to draw light and heavy lines</p> <p>Find out how the effect changes from using different tools and surfaces.</p> <p>Choose what to draw with</p> <p>Sketch to record quickly Go back and add detail with increasing accuracy</p>	<p>Choose different pencil grades.</p> <p>Achieve light and dark lines with charcoal</p> <p>Draw with close observation using shading.</p> <p>Begin to understand human body proportion (link science)</p>	<p>Initial sketches as a preparation for painting</p> <p>Accurate face drawing showing scale and proportion.</p> <p>Choose previous techniques for accurate texture</p> <p>Use ICT software to draw</p>	<p>Draw to show the effect of light and shadow.</p> <p>Use hatching and stippling techniques</p> <p>Use lines and marks for effect</p> <p>Increase the size of a figure using a grid.</p>	<p>Produce a detailed drawing or graphic design independently over more than one session</p> <p>Use one point simple perspective.</p> <p>Choose previous techniques to create their own drawing.</p> <p>Interpret the mood/texture of a surface to add detail.</p> <p>Adapt their work according to their views and describe and describe how they might develop it further</p>

Art and Design Techniques	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<p>Use fingers, hands, feet to explore paint (2-3)</p> <p>Mix different coloured paint and say what they see (3-4)</p> <p>Name basic colours</p>	<p>Name primary colours</p> <p>Experiment with colours (ELG)</p> <p>Mix to make brown</p> <p>Show others their painting and say how they made it (ELG)</p> <p>Hold a large brush correctly (ELG)</p> <p>Start to match the colours they mix to the colours they see</p>	<p>Name and make secondary colours e.g green, purple and orange</p> <p>Learn different brush sizes and apply colour using dotting</p>	<p>Mix colour with white to make different tints.</p> <p>Mix colour with black to make different tones</p> <p>Change secondary colours by different proportions of primary</p> <p>Paint using colour techniques and using different tools e.g scratching, splashing</p>	<p>Make colour wheels to show relationship between primary and secondary colours</p> <p>Know what warm and cold colours are</p> <p>Darken / Lighten colours without using black / white (e.g. dilute with water for watercolours)</p> <p>Use different surfaces eg black paper and papyrus</p> <p>Use natural colours (juices, dyes) to paint</p>	<p>Use colour wheels to identify complementary colours and opposing colours</p> <p>Use watercolour techniques e.g. washing and then layering</p> <p>Colour mixing and matching; tint, tone, shade</p>	<p>Use light and dark for effect within a painting</p> <p>Paint using hues, tints, tones, shades and mood</p> <p>Confidently use techniques and tools used so far to produce textural effects</p>	<p>Understand artists develop styles through life and develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Use brush techniques and the qualities of paint to create texture</p>

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<p>Form (3D work, clay, dough, boxes, wire/ paper sculptures)</p>	<p>Explore materials for building – eg boxes (3-4), bricks</p>	<p>Make flat and solid shapes using dough. (Experimenting with the texture and shape (ELG))</p> <p>Build chosen objects e.g. using bricks and cardboard</p>	<p>Use clay techniques - rolling, pinching and kneading and joining</p> <p>Impress and carve clay for decoration</p>	<p>Cut materials with simple tools and fasten materials together to construct a sculpture.</p> <p>Use imagination to make a sculpture using a range of materials e.g. natural and man-made.</p> <p>Replicate patterns and textures in a 3-D form</p>	<p>Use clay techniques – scoring and slip to join pieces of clay together</p> <p>Use different shape modelling tools to carve details</p>	<p>Use and choose suitable tools to carve details into clay</p> <p>Understand how to finish work, e.g. glaze, paint, polish</p>	<p>Choose previous materials, tools and techniques to create their own sculpture</p> <p>Know that architects have a responsibility to design buildings</p> <p>Use form, structure, materials, and scale to design innovative buildings</p> <p>Build architectural models to test out our ideas and share our vision</p>	<p>Work around armatures or over constructed foundations</p> <p>Use Modroc with a frame/wire statues showing scale and proportion</p>

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<p>Textiles and Collage (D&T crossover)</p> <p>(Textiles, clay, sand, plaster, stone)</p>	<p>Touch and feel different textures (2-3)</p> <p>Decorate by using glue for scraps of paper or materials (3-4)</p>	<p>Cut shapes using scissors</p> <p>Stick shapes onto paper, experimenting with design (ELG)</p>	<p>Collage with paper</p> <p>Link how textiles create things</p>	<p>Overlap and overlay to create effect</p> <p>Use large eyed needles – running stitches</p> <p>Explore other simple stitches</p>		<p>Compare different fabrics when designing</p>		<p>Model and develop work through a combination of pinch, slab and coil</p>

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<p>Pattern & printing and collage (Found materials, press, print, lino, string, paint, pencil, printing)</p>	<p>Notice patterns in their environment (0-3)</p> <p>Print with hands (3-4)</p> <p>Using glue to join scraps of paper or materials (3-4)</p>	<p>Make a simple repeating pattern, alternating two objects eg beads</p> <p>Cut shapes using scissors</p> <p>Stick shapes onto paper using different methods e.g. tape experimenting with design (ELG)</p> <p>Print with stamps</p> <p>Fold painted paper to get symmetric shape</p> <p>Mark make through printing with natural resources</p>	<p>Create and recognise linear repeating patterns</p> <p>Take rubbings from textured surfaces: e.g leaf, coin, tree bark</p> <p>Choose objects to make a print e.g. mesh, sponge and paint</p>	<p>Collage with different materials e.g. paper, card, fabric</p> <p>Create a 2D pattern, repeating in different directions</p> <p>Overlap and overlay to create effect</p> <p>Print with natural materials – leaves, wood, vegetables</p>	<p>Design a simple template for a given purpose</p> <p>Use tools to create a printing template e.g. scissors, carving knife</p> <p>Create ink prints</p> <p>Use symmetry / mirror when designing a pattern</p>	<p>Design a printing pattern using ideas of simple tessellation.</p> <p>Identify a wider range of printed forms in everyday life and consider how the processes have changed over time</p>	<p>Choose materials for collage to create effect including pre-printed materials</p> <p>Create print blocks for different colour in pressed prints using overlay.</p> <p>Make connections within printing</p>	<p>Choose techniques learnt to date in DT fashion unit.</p>

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Vocabulary	<i>Draw, sticky, hand, foot, red, blue, yellow, glue,</i>	<i>Thick, thin, green, orange, purple dough, pattern, stamp, solid, flat</i>	<i>Scribble, smudge, consistency, clay, rolling, pinching, kneading, carve, print</i>	<i>Hatch, stipple, proportion, sketch, primary, secondary, layering, fabric, repeat, direction</i>	<i>Pencil grade, scale, dotting, scratching, splashing, watercolour, detail, papyrus, symmetry</i>	<i>Wash, layering, colour wheel, complementary, opposing, glaze, tessellation.</i>	<i>Perspective, immiscible, insoluble</i>	<i>Composition, style, overlay, focal point</i>