



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

ART AND DESIGN CURRICULUM OVERVIEW

2023/24

SUBJECT LEADER: MRS BAPTIE



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
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INTENT, IMPLEMENTATION AND IMPACT

OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



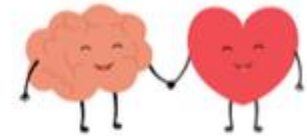
ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

INTENT

In Barrow URC we believe that every child is an artist! Our Art curriculum encourages self-expression and creativity whilst building confidence as well as a sense of individual identity. Art plays an important part in the education of every child. It enables children to make discoveries about themselves and learn to appreciate others. Our pupils learn to value the discovery element of the creative process. They experiment with different media, techniques and approaches whilst learning about artists from different times, cultures and backgrounds, celebrating the richness of this diversity. Art is often linked to other subjects for a deeper cross-curricular learning experience.

As they venture through school, our pupils have opportunities to build on their understanding and appreciation of art. Each child will learn to use different art techniques and develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials.

Art is celebrated in a number of attractive displays within school and our Barrow Gallery Wall. Our pupils are given the opportunity to extend their Art learning through visits from local artists, trips to Art Galleries along with extra-curricular experiences such as our links to local charity, Art4All.

IMPLEMENTATION

We will use the following approaches in our teaching of Art:

- We teach three units of Art & Design per academic year which are rotated with three units of Design & Technology.
- The Art curriculum at Barrow URC is underpinned by and expanded from the National Curriculum.
- It is carefully sequenced across a series of high-quality lessons to provide children with opportunities for exploration of various skills and processes.
- Visual language is interweaved into every lesson to describe the skills and processes explored, drawing links between their work, each other's work and the work of their focus artist/s.
- Progression grids and Medium-Term Planning (MTP) documents have been created to provide children with an ambitious curriculum, where key skills and knowledge are developed and enhanced each year.
- The areas of drawing, painting, printmaking, mixed media and sculpture are explored within each key stage to encourage creativity.
- We firmly believe that drawing and the act of looking needs to be practised in all areas of Art learning and so these skills are practised throughout the year.
- Lessons begin with an artist/s focus and visuals to stimulate discussion and key vocabulary is introduced.
- Children practise mastering relevant skills across a series of lessons, based upon the work of their focus genre or artist/s.
- Many skills are woven throughout the focus area such as drawing and painting e.g. when the focus is sculpture, both drawing skills and painting skills will be woven into this learning.
- Teacher modelling supports children to gain confidence to try new ideas.
- As children progress through the school, they will begin to make their own decisions about the materials and skills they wish to use, engaging in an enquiry into which ones will be the most effective for their work. They will comment upon their reasoning for these choices based upon their skill developmental work and use visual language confidently to describe it.
- Individual, paired and group work projects are encouraged to allow the children to collaborate with their peer community and share ideas.
- Understanding and appreciating a range of cultural heritages is integral to our Art curriculum. The values of different cultures are drawn upon in lessons and linked to a focus artist/s.
- Artists' styles and movements are explored and discussed, considering how their work has contributed to the world of Art.
- As children progress through the school, they are able to draw upon previous learning and make links between similar artists and works to gain a deeper understanding of particular cultures, styles and movements.
- The subject of Art is one which encourages opinions, ideas and feelings to be expressed in order to develop concepts. In every lesson, children engage in critical, relevant discussions about the works of artists, craft-makers, architects and designers with a range of styles and movements from modern and historical times.
- Children engage in enquiry to examine how disciplinary skills can be used and combined to create a specific and desired effect.
- Children are encouraged to be ambitious by risk-taking and experimentation in a safe, supportive environment.

IMPACT

We will assess the impact of the Art curriculum in the following ways:

- Art will help support children positively to achieve personal and academic progress.
- Our high-quality teaching will ensure children learn new skills and build on these skills year on year.
- Pupils will have an increased subject specific vocabulary.
- Pupil discussions will be regularly planned to feedback on their learning.
- Progress will be assessed in different ways, including pupil engagement and enjoyment of the subject, motivation to learn, risk-taking and experimentation, creative output (which is often more process led than outcome led) relating to age related expectations in Art.
- Pupils will develop a visual awareness to enable them to express ideas coherently about their own work and the work of artists.
- Key skills will be developed across a series of lessons to promote mastery.
- Pupils will develop their independence when selecting the materials and skills they wish to use.
- Pupils will develop a greater appreciation of cultural heritages and values, drawing upon similarities and differences in a respectful manner.
- Critical thinking and enquiry skills will be enhanced through constant reflection and discussion.
- Children will have the ability to state opinions, ideas and feelings about their own and others' artworks in a thoughtful, respectful way.
- Throughout their time at Barrow URC, children will develop a bank of familiar artists, craft makers, architects and designers.
- There will be valuable learning experiences to enhance Art learning in other subject areas e.g. history.
- Freedom to express thoughts and ideas, making independent choices about their work.
- Greater levels of creativity and imagination.
- Confident and positive attitudes towards trying new materials, skills, and ideas to enable children to reach their full potential in the subject.
- Creating a classroom community of learning together and encouraging exploration of ideas.
- Development of positive values where children are ambitious, resilient learners.
- Reflection on standards achieved against the planned key enquiry questions.
- Children being able to connect different concepts to each other for deeper learning.
- Children will become more confident to take risks, to solve problems, to enhance self-belief, autonomy of thought and a sense of identity.
- Children will be inspired to follow future careers related to Art e.g. We are Sculptors, We are Abstract Artists... We are Fashion Designers...



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WHOLE SCHOOL PROGRAMME OF STUDY:

ART AND DESIGN

ART AND DESIGN – WHOLE SCHOOL PROGRAMME OF STUDY (2023/24)

ART – WHOLE SCHOOL PROGRAMME OF STUDY (2023/24)

ART	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYES	Continuous provision - how to use the paint and workshop areas. Self portraits Painting – colour mixing Printing Autumn pictures and paintings Collaborative art: Andy Goldsworthy	Firework pictures Rocket models Painting - adding textures (Kandinsky/Pollock/Mondrian) Rangoli patterns Christmas crafts Christmas tree for domestic area	Winter pictures and scenes Collage Jack Frost Painting – making shades of a colour Cold colours Chinese New Year lanterns Dragon models	Drawing/painting/ making story characters Model homes Castles Spring pictures Baking and decorating buns/biscuits – Red Riding Hood lin	Farm pictures Observational flower/plant Drawing using pastels and chalk Focus Artist – Van Gogh (Sunflowers)	Seaside pictures Sea creature models Lighthouse model Seascape collage Minibeast paintings Webs – paper plates and wool Focus Artist – Matisse (Snail)
YEAR 1		Art focus: Drawing <u><i>Making Your Mark – Spirals</i></u> Use drawing, collage and mark-making to explore spirals. Introduce sketchbooks.		Art focus: Surface & Colour <u><i>Exploring Watercolour</i></u> Explore watercolour and discover we can use accidental marks to help us make art.		Art focus: Working in Three Dimensions <u><i>Making Birds</i></u> Sculptural project. Make drawings from observation, explore media, and transform the drawings of a from 2D to make a 3D bird.
YEAR 2	Art focus: Drawing <u><i>Explore and Draw</i></u> Introduce the idea that artists can be collectors & explorers as they develop drawing and composition skills.			Art focus: Surface & Colour <u><i>Mono-printing</i></u> Use a simple mono print technique to develop drawing skills, encourage experimentation and ownership.		Art focus: Working in Three Dimensions <u><i>Music & Art</i></u> Explore how we can make art inspired by the sounds we hear.
YEAR 3	Art focus: Drawing <u><i>Gestural Drawing</i></u> Make loose, gestural drawings with charcoal and explore art through drama and performance.			Art focus: Surface & Colour <u><i>Shape & Colour Collage</i></u> 'Painting with scissors' Collage and stencil in response to looking at artwork.		Art focus: Working in Three Dimensions <u><i>Telling Stories Through Drawing and Making Sculpture</i></u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.

ART	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4		Art focus: Drawing <u>The Art of Storytelling</u> Explore how artists create sequenced drawings to share and tell stories. Create accorian books or comic strips to retell poetry or prose through drawing.	Art focus: Surface & Colour <u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.			Art: Working in Three Dimensions <u>The Art of Display</u> Create a sculptural form then explore how the way we display our work can affect the way it is seen.
YEAR 5	Art focus: Drawing <u>Typography & Maps</u> Explore how we can create typography through drawing and design and use our skills to create personal and highly visual maps.			Art focus: Surface & Colour <u>Fashion Design</u> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.		Art: Working in Three Dimensions <u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
YEAR 6	Art focus: Drawing <u>2D to 3D Making</u> Explore how 2D drawings can be transformed into 3D objects. Work towards a sculptural outcome.			Art focus: Surface & Colour <u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Create a layered portrait.	Art: Working in Three Dimensions <u>Brave Colour</u> <u>Immersive Environment</u> Explore how artist use light, form and colour to create immersive environments.	

ART AND DESIGN IN EYFS

In Barrow URC, the EYFS Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confident and independent creators. Our EYFS curriculum will enable pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives

In Barrow URC, our EYFS curriculum attempts to strike a balance between 3D making and 2D opportunities such as drawing, printing or painting. The important thing is that our children enjoy each creative process.

Assessment is done in a very light, holistic and formative approach.

- What does success feel like to each child?
- What worked for them?
- What could you change / provide as teacher to help them progress further next time?

We approach each creative journey using the following simple criteria:

- **Connection** Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?
- **Enthusiasm** Has the activity engaged the child? Is it relevant and enabling?
- **Dexterity** Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?
- **Materials** Is the child able to explore materials in a playful, explorative way?
- **Articulation** Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

ART AND DESIGN - SEND PROVISION

Our Art and Design curriculum is planned and delivered to enable and challenge pupils of all abilities and learning needs. When teaching Art and Design, we will always consider the additional needs of SEND pupils and will implement support strategies to ensure the best learning possible. When necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks to support the needs of our pupils.

Supporting SEND Pupils in Art

Art & Design is an important area of learning for all pupils regardless of ability. It is often an area of the curriculum where pupils realise hidden abilities. Art & Design can provide opportunities for enjoyment and achievement that may be missing from other areas of the curriculum. It can be the case that a dyslexic child who finds writing a challenge will show outstanding artistic skill!

In Barrow, we recognise the development of the senses is central to Art and Design. Through using sight, touch, emotional response and intellect, we learn about different elements of visual language: line, colour, texture, shape, form and space. For pupils with SEN, as with all pupils, personal experience and personal response might be a starting point for any activity. Direct handling and manipulation of materials build on a child's natural interest in shape, colour, rhythm and movement and can lead naturally into developing skills and confidence. For this to happen, though, careful planning is essential to ensure that there is success in all activities, commensurate with each pupil's level of development and ability.

Long-term planning in Barrow will take account of different learning styles and include a good variety of skills.

Our planning will:

- provide opportunities for learners to use all their senses
- ensure pupils experience a wide range of activities/materials
- help pupils to manage their behaviour by setting out clear expectations and engage them in practical work which ensures success
- nurture a sense of achievement
- acknowledge and celebrate every tiny step of progress.

An essential element of our Art and Design teaching is the creation of a degree of uncertainty, a chance for our pupils to discover for themselves the potential of materials and processes within a carefully structured and safe environment. Material and equipment will always be appropriate for children and young people with limited fine motor control and manual dexterity. In Barrow, we acknowledge that pupils on the Autistic Spectrum may dislike the feel of some materials e.g. the sound of pastels on paper or the feel of clay in the hand. For some pupils this may be a strong aversion and so lessons will be adapted to meet these needs.

ART AND DESIGN - IDENTIFYING THE MORE ABLE LEARNER

Art and Identifying the More Able Learner

In Barrow, we recognise that there is no absolute measure for more able learners in Art. However, we believe there are certain behaviours and skills that may be demonstrated that indicate a special talent. One of the key measures is a passion about Art eg when a child is drawn to sketching as a primary source of entertainment.

In Art, we use the following criteria to identify the characteristic of the More Able Learner;

- Show a passionate interest in the world of Art and Design and a strong desire to create the visual form
- Think and express themselves in creative, original ways
- Achieves , or shows potential in a wide range of contexts across the Art curriculum
- Works flexibly, confidently experimenting with a range of techniques and are often self-directed in making decisions in Art
- Applies their knowledge of Art, experiences and insight to unfamiliar creative processes
- Communicates their thoughts and ideas well in Art
- Critically evaluate visual work and draw connections between their own and others' work
- Draw confidently and adventurously
- Able to use design and colour innovatively and effectively







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KNOWLEDGE AND SKILLS PROGRESSION

ART AND DESIGN

EYFS ART & DESIGN KNOWLEDGE & SKILLS PROGRESSION



MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR



<p>SKILLS</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> 	Drawing	Skill & Control	Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.
		Medium	Pupils learn to draw in different ways to create different effects.
		Purpose	Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.
	Painting & Mixed Media	Skill & Control	Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.
		Techniques	Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.
		Formal Elements	<p>Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc.</p> <p>Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p> <p>Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt.</p> <p>Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.</p>
	Design	Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.	
<p>CREATIVITY</p> <p>Explore ideas, invent, imagine, problem solve</p> 	Craft	Use simple wax resist using crayons and ink is used to make pictures. Art is made by cutting, sewing, gluing and forming fabrics. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.	
	3D Sculpture, Printmaking, Digital, Clay etc.	<p>Printing Pupils make simple printing blocks from soft materials they have cut, shaped, or moulded.</p> <p>Digital: Children take photographs with digital cameras, learning to focus & position what they see then apply filters to the results.</p> <p>3D sculpture Pupils learn to create Form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p>	
	Develop & share ideas	Learn how ideas change, grow and develop as work is produced.	
	Experiences, Imagination	Create art from personal experiences and imagination.	

 KNOWLEDGE Learn great Artists, Craft & Design Learn how artists use formal elements	Artists, Craftspeople, Designers	Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.
	Formal Elements	Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern.
 REFLECTION (Which leads to personal development) Evaluate and Analyse own & others work	Identify similarities and differences to others' work	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work.
	Make choices & decisions	Compare their art to significant works of art recognising what is the same and what is different.

YEAR 1 ART & DESIGN KNOWLEDGE & SKILLS PROGRESSION


MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR





<p>SKILLS</p> <p>Become proficient in drawing, painting, sculpture and other art, craft, and design techniques</p> 	Drawing	Skill & Control	Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.
		Medium	Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms.
		Purpose	Draw from imagination & observation.
	Painting & Mixed Media	Skill & Control	They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.
		Techniques	They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a given task.
		Formal Elements	Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. Tone/Form: Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. Shape/Line: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.
	Design	Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.	
<p>CREATIVITY</p> <p>Explore ideas, invent, imagine, problem solve</p> 	Craft	Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.	
	Other Materials	Printing Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, poly-printing etc. 3D sculpture Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.	
	Develop & share ideas	This may be coming up with an idea linked to a theme or topic they are studying.	
	Experiences, Imagination	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.	

 KNOWLEDGE Learn great Artists, Craft & Design Learn how artists use formal elements	Artists, Craftspeople, Designers	Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.
	Formal Elements	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.
 REFLECTION (Which leads to personal development) Evaluate and Analyse own & others work	Identify similarities and differences to others' work	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.
	Make choices & decisions	Compare their art to appropriate works of art recognising what is the same and what is different.

YEAR 2 ART, CRAFT & DESIGN KNOWLEDGE & SKILLS PROGRESSION


MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR



<p>SKILLS</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> 	Drawing	Skill & Control	Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.
		Medium	Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.
		Purpose	Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.
	Painting & Mixed Media	Skill & Control	Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.
		Techniques	Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.
		Formal Elements	Colour: Develop colour mixing to make finer variations in secondary colours. Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Pattern & Texture: Create original patterns & make textures. Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.
	Design	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	
	Craft	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.	
	Other Materials	<p>Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>Digital: Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images.</p> <p>3D sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p>	

<p>CREATIVITY</p> <p>Explore ideas, invent, imagine, problem solve</p> 	Develop & share ideas	Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.
	Experiences, Imagination	Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.
<p>KNOWLEDGE</p> <p>Learn great Artists, Craft & Design</p> <p>Learn how artists use formal elements</p>  	Artists, Craftspeople, Designers	Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.
	Formal Elements	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.
<p>REFLECTION</p> <p>(Which leads to personal development)</p> <p>Evaluate and Analyse own & others work</p> 	Identify similarities and differences to others' work	Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.
	Make choices & decisions	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.

YEAR 3 ART, CRAFT & DESIGN KNOWLEDGE & SKILLS PROGRESSION


MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR




<p>SKILLS</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> 		Skill & Control	Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.
		Medium	Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.
		Purpose	Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)
	Painting & Mixed Media	Skill & Control	Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.
		Techniques	Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)
		Formal Elements	Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Line/Shape: Painting with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	Other Materials	<p>Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>	

 CREATIVITY Explore ideas, invent, imagine, problem solve	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
	Develop Ideas	Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.
KNOWLEDGE Aa (FACTUAL) Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
 REFLECTION (Which leads to personal development) Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.

Year 4 Art, Craft & Design Knowledge & Skills Progression

MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR

<p>SKILLS</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> 	Drawing	Skill & Control	Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
		Medium	Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
		Purpose	Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)
	Painting & Mixed Media	Skill & Control	Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.
		Techniques	Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.
		Formal Elements	Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. Line/Shape: Use line with greater confidence to highlight form and shape. Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.
	Design		Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.
	Craft		Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.
	Other Materials		Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. 3D sculpture Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.

 CREATIVITY Explore ideas, invent, imagine, problem solve	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space.
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
	Develop Ideas	Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.
Aa KNOWLEDGE (FACTUAL)  Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
 REFLECTION (Which leads to personal development) Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	Orally describe their work and the work of others, describing the formal elements of colour, line,
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.



YEAR 5 ART, CRAFT & DESIGN KNOWLEDGE & SKILLS PROGRESSION




MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR

SKILLS

Become proficient in drawing, painting, sculpture and other art, craft and design techniques



<div>SKILLS</div> <div>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</div> <div>   </div>	Drawing	Skill & Control	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.
		Medium	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.
		Purpose	Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.
	Painting & Mixed Media	Skill & Control	Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.
		Techniques	They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
		Formal Elements	Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. Tone/Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. Line/Shape: Uses line or shape to create original compositions. Pattern Texture: Uses pattern & texture for purposeful effect.
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	Other Materials	Printing Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. 3D Sculpture: Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Digital: Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.	

 CREATIVITY Explore ideas, invent, imagine, problem solve	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.
	Experiences, Imagination	Take risks when trying out materials, investigate and explore the properties of materials.
	Develop Ideas	Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.
 KNOWLEDGE (FACTUAL) Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> – Describe the art. Social, historical factors affect the work. • <i>Process</i> – When & how made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.</p>
 REFLECTION (Which leads to personal development) Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
	Awareness of choices & decisions	Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.

YEAR 6 ART, CRAFT & DESIGN KNOWLEDGE & SKILLS PROGRESSION




MAIN PROGRESSION TARGETS THAT SEQUENCE YEAR ON YEAR

SKILLS

Become proficient in drawing, painting, sculpture and other art, craft and design techniques



	Drawing	Skill & Control	Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.
		Medium	Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.
		Purpose	Learn styles of drawing & how it is used; 1. graphic (<i>cartoon, graffiti, fashion etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials.
	Painting & Mixed Media	Skill & Control	Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.
		Techniques	Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.
		Formal Elements	Colour: Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. Tone/Form: They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. Line/Shape: Uses line with confidence to represent own ideas and compositions. Pattern/Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.
	Design	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.	
	Craft	Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.	
	Other Materials	Printing Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. 3D sculpture Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Digital: Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.	

 <h2>CREATIVITY</h2> <p>Explore ideas, invent, imagine, problem solve</p>	Sketchbooks	Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.
	Experiences, Imagination	Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media
	Develop Ideas	Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.
 <h2>KNOWLEDGE (FACTUAL)</h2> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Learn about artists, craftspeople, architects, & designers	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> – Describe the art. What social, historical factors affect the work? • <i>Process</i> – When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>
 <h2>REFLECTION</h2> <p>(Which leads to personal development) Evaluate and Analyse own & others work</p>	Increasing understanding of art purpose & intention	They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy eg fashion designer, architect, graphic designer, textile artist, fine artist, CAD, games designer, etc.
	Awareness of choices & decisions	Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting positive feedback from other pupils.

ART EXPECTATIONS UPON LEAVING EYFS

- Drawing - Pupils should be able to draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals. They should have practiced shading techniques through simple colouring exercises and experimented making different marks using a range of tools and techniques.
- Painting - Pupils should have had experience of painting. They should know how to hold a paintbrush comfortably, be able to mix and apply basic colours to make secondary colours. They should have experienced painting lines, dots, patterns and shapes, trying to paint neatly to edges.
- Media - They should have experienced a range of craft activities such as modelling with clay, cutting with scissors, simple printing and creating things using fabrics and textures. They should have made digital art using cameras and editing apps.
- Ideas - Pupils should have made art from observation and using their imagination.
- Knowledge - Pupils should have seen the work of significant artists and discussed their personal opinions of them.
- Evaluation - They should have talked about how art makes them feel and the emotions it evokes.

ART EXPECTATIONS UPON LEAVING KS1

- Drawing - Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly.
- Painting – there should be an increased ability to control brushes and paint to render ideas & observations. They should have used different paints and surfaces, be able to mix primary & secondary colours confidently and use different painting techniques such as stippling, dripping, spattering etc.
- Media - there should be a well-developed ability to apply formal elements in their work using drawing, painting, craft and mixed media. Pupils should have designed & invented complex forms to solve problems, experienced craft processes such as weaving, sewing, cutting, fabrics, wire, clay and collage.
- Ideas – Should understand how to develop ideas over time. Express ideas about things they want to make. Use imagination to invent and create. Select aspects of significant art to incorporate in own work.
- Knowledge – Learn how artists use formal elements in work to create effects, ideas and feelings. Study significant works of art.
- Evaluation – Identify similarities and differences in own and others work. Make choices and decisions. Give and receive constructive praise and criticism.

ART EXPECTATIONS UPON LEAVING LOWER KS2

- Drawing - Further developed skills in drawing using 2D and 3D shapes, becoming aware of proportion, scale and order of drawn forms. Develop shading using a range of media. Learned sketching techniques, mark making and drawing in different media. Draw for different purposes and reasons.
- Painting – Increasing control using different painting techniques, painting on different surfaces exploring textures, pattern, colour, line, shape and form. Create ideas, thoughts, moods and feelings through paint.
- Media – Design & make for purpose, experience a range of craft mediums such as collage, embroidery, sewing, weaving, felt. Have learned simple printing techniques and used blocks to make repeat patterns. Created 3D sculptures and forms in a range of materials. Created digital images and edited these using appropriate apps.
- Ideas – Have used sketchbooks to record observations, thoughts, ideas, research & explore. Used art to express ideas & feelings, made art for pleasure and to develop ideas.
- Knowledge – Given opinions of art using a more complex vocabulary related to the formal elements of art. Studied how significant artists work both in the past and today.
- Evaluation – Used evaluation in the classroom to understand what they need to do to improve. Learned how to advise others and receive constructive criticism.

ART EXPECTATIONS UPON LEAVING UPPER KS2

- Pupils should be able to draw complex forms using 2D and 3D shapes to help them. They should have a grasp of basic one-point perspective and learned how to model forms using shading, light and tone. They should have drawn using a range of mark making techniques in a range of media, making their own choices and decisions when drawing. There should be an awareness of different styles of drawing for different purposes and reasons.
- Painting – Pupils should paint with greater confidence and control, understanding how to mix and blend primary & secondary colours, create tone and textures and apply paint sensitively for purpose. They understand how to use and apply the formal elements when painting.
- Media – Pupils should have designed and made art for different purposes. They should have explored craft techniques and developed their skill in cutting, joining and forming when working in a range of craft materials. They will have developed their printing ability by printing geometric patterns, made 3D sculptures, and created digital art using photography and editing apps.
- Ideas – Pupils will be familiar with using a sketchbook to record thoughts, ideas, feelings, research, investigations and explorations in media. They will be more confident at taking risks, working independently and mistake making. They will have worked from their imagination, from observation and used art to express their thoughts and feelings.
- Knowledge – Pupils will have studied significant art in some depth and be aware of a basic chronological development of art over time. They will know the content, process, form, mood technique of deconstructing art. They will be aware of the different purposes of art in society and as a creative occupation.
- Evaluation – Pupils will be sensitive to the inner difficulty of the creative process and be able to use discussion and feedback to build confidence in themselves and others.



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

PLANNING EXAMPLES

ART AND DESIGN

2.1 DRAWING: EXPLORE & DRAW

Introduce the idea that artists can be collectors & explorers as they develop drawing and composition skills.

PRIOR LEARNING

Year 1: Making Your Mark – Spirals

Use drawing, collage and mark-making to explore spirals. Introduce sketchbooks.

VOCABULARY

Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern

Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch

Wax resist, Graphite, Watercolour, Brush, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback

CURRICULUM LINKS

Geography: Adapt to explore habitats.

Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.

Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing.

PSHE: Peer discussion, Collaboration.

JOB ROLE:

We are illustrators

CURRENT LEARNING

Week 1:

- I can see how some artists explore the world around them to help them find inspiration
- I can explore my local environment (school, home, etc), collect things which catch my eye and make some preliminary drawings.

Week 2

- I can explore composition by arranging the things that I have collected.
- I can take photographs of my artwork and I can think about focus and light.

Week 3:

- I can use careful looking to practice observational line drawings, and I can focus for 5 or 10 minutes

Week 4:

- I can hold an object and I can make a drawing thinking about the way the object *feels*.

Week 5:

- I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.

Week 6:

- I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.

Weekly Plenary Discussion:

- I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.

NATIONAL CURRICULUM

The national curriculum for art and design aims to ensure that all pupils in KS1 should be taught:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To 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
- To use drawing to develop and share their ideas, experiences and imagination
- To evaluate and analyse creative works using the language of art, craft and design

FUTURE LEARNING

Year 3 – Gestural Drawing

QUESTIONS

- Where do artists find inspiration?
- What inspires us in our local environment?
- How are the lines the same/different?
- How can we arrange the things we have collected to make them look visually pleasing?
- Why have you chosen this composition?
- Can you sort by colour, size, material, type?
- How will we take the best photograph?
- Are there any shadows on your object?
- Why do we need to think about light and dark?
- Which media will you use to draw? Why?
- Do you think your drawing shows what the object feels like?
- Do you think your continuous drawing resembles the object you have drawn?
- How much concentration did you need for the continuous line drawing/feely drawing?
- Can you forget what you know from sight?
- How does this make your drawing look?
- What lines can you see? Are they straight, wiggly, thick or thin?

LINKED ARTISTS

- Andy Goldsworthy
https://www.youtube.com/watch?v=9DlCMgtJr0Q&ab_channel=Tate
- Alice Fox
<https://www.alicefox.co.uk/>
- Hassan Hajjaj
- Nicole White
<https://www.accessart.org.uk/explore-draw/>

