



Curriculum

Art & Design - Whole School





Curriculum Art & Design - Intent

Intent:

“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.” Art and design - National curriculum in England

At Victoria Road we aim to ensure that all children have the opportunity to develop their passion and love of art by finding out about various artists in the world, both past and present and by learning techniques and skills that allow them to express themselves through art and its many different forms.

We strive to provide opportunities for children to not only produce creative work but to reflect upon this and develop their work further.

When our children leave Victoria Road at the end of Key stage 2, we want them to have an appreciation of how art and design not only enables us to develop creativity, but it also has the power to inspire.

At Victoria Road we believe in the importance of celebrating success. We endeavour to provide opportunities where children can celebrate their achievements by presenting their work to wider audiences.



Curriculum Art & Design - Implementation

Implementation

We teach the National Curriculum, supported by clear knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We provide the opportunity for spaced repetition and over learning as children revisit art elements, which ensures long lasting learning. This happens through a well-structured, exciting and developmental curriculum where teachers know and understand what learning has gone before and what will come after.

We deliver three units of work per year focusing on different art elements and making links to other curriculum areas where relevant.

We also provide the opportunity for exciting purposes for art. Including the Northwich art annual program for years 2 and 4.



Curriculum Art & Design- Impact

Impact

- Children will retain previous learning and will be able to make links between their current learning and learning that has taken place before.
- Children will be able to use a wide range of medium.
- Children will make informed choices when creating independent pieces.
- Children will confidently discuss their work and their choices, commenting on what effects they intended to create.
- Children will discuss how their work has been influenced by specific artists/styles.
- Children will develop knowledge and skills which will enable them to critically evaluate their work and improve this.



Curriculum

Art & Design Rationale EYFS and KS1

EYFS

By the end of Reception children should be able to use simple tools appropriately to express their ideas, thoughts and feelings through art. They should have some understanding of line and shape and how this can be used to create simple representations of events, people and objects. They should know that colours can change when mixed with other colours and choose colours for a particular purpose. Children should understand that using different media and combining these can create different effects

Year 1

By the end of year 1, children should have an increasing knowledge of line and shape. They should be able to explain the different forms a line can take (straight, curved, wavy, zigzag, thick, thin and cross hatching) and create simple representations with increasing accuracy. Building on colour mixing in Reception children should know that the primary colours are red, yellow and blue and that these can be mixed to create different colours. Children should understand that colour can create different feelings and should have some knowledge of warm and cool colours. Children should then be able to match colours to artefacts and objects with some degree of accuracy. When painting and drawing, children should be able to use a variety of tools and should understand that different tools create different effects. Children should be able to recognise patterns and explain what a repeating pattern is. They should also be able to explore texture using simple vocabulary to describe this (rough, smooth).
When working in 3D form, children should know how to manipulate clay for different purposes and how to construct and join materials.

Year 2

By the end of year 2 children should be able to use a range of materials creatively to design and make. Building on their knowledge of line in year 1 children should have a deeper understanding of how the thickness of a line or direction of a line can help to create a particular effect. They should be able to describe the use of line further by referring to its orientation (horizontal, vertical, and diagonal) and its appearance (bold). Children should be able to recognise basic geometric shapes within the environment and within the work of artists. Building on colour knowledge in year 1, children should know that green, purple and orange are made from mixing primary colours and are commonly referred to as the secondary colours. They should also know that by adding black and white to colours they can create tints and shades. By the end of year 2, children will have an increasing knowledge of texture and will be able to describe the qualities of texture in real objects and as depicted or suggested in the work of artists.



Curriculum

Art & Design Rationale LKS2

Year 3	<p>Children should be able to use a range of media to achieve variations in line, texture, tone, colour and shape and should select these appropriately to show feeling. Children will have a deeper knowledge of form through exploring more complex shapes and will begin to show some awareness of space when drawing. Following on from year 2 children should develop a secure understanding of primary and secondary colours and how to create tints, shades and tones. Children should also know how to create different effects and textures.</p> <p>In sculpture, they will explore form and shape, recognising the strength and weakness of a variety of medium,. They will build on their manipulative skills when folding, joining and cutting and work more independently, using tools safely and effectively.</p>
Year 4	<p>Using their knowledge of line, shape, colour and texture children should be able to alter and refine work using specific vocabulary to describe changes. Children should be able to observe how artists use light and shadow and begin to understand the relationship between two dimensional and three dimensional. Building on work in year 3 children should have a deeper understanding of how shape is used within art and should show an increasing awareness of this. Children should be able to make and match colours with increasing accuracy and when discussing this they should be able to use colour specific language. Children should be able to make informed choices when working with a range of media to create desired effects and textures.</p>



Curriculum

Art & Design Rationale UKS2

Year 5

In UKS2 teaching is designed to encourage children to use their existing knowledge to experiment and refine their composition using a range of media and in their interpretation of art.

By the end of year 5 children should have built on colour knowledge obtained in years 3 and 4 and should now be secure in identifying and creating primary and secondary, warm and cold and complementary colours. Children should be confident in selecting and using a variety of techniques to create effects e.g shadow and reflection.

Year 6

As Children reach the end of year 6 they should have a secure knowledge of the visual elements (line, tone, pattern , texture, form, space, colour and shape) and should be able manipulate and experiment with these to best suit the given task.

When painting, children will be able to choose appropriate paints, paper, and tools to create and adapt their work. They will be able to consider carefully the foreground and background in their work.

In sculpture, they will be able to join clay adequately and work reasonably independently to manipulate clay for a variety of reasons whilst recognising the limitations of this material.



Curriculum Map Whole School

	Autumn	Spring	Summer
EYFS	Drawing Printing	Painting Collage	3D form
Year 1	Painting Wassily Kandinsky	Drawing Joan Miro	Sculpture Paul Klee
Year 2	Printing L.S Lowry	Drawing Romero Britto	Painting Vincent Van Gogh
Year 3/4	Drawing Frida Kahlo	Collage Antoni Gaudi	Painting Monet
Year 4/5	Collage Sarah Eisenlohr	Drawing Paul Cezanne	Painting Pacita Abad
Year 6	Sculpture Henry Moore	Painting Henri Rousseau	Printing Laurie Hastings



Curriculum Map End points - EYFS

	Autumn term	Spring Term	Summer term
Art Appreciation	<ul style="list-style-type: none"> To know what an artist is. To know that artists create in different ways eg: painting, sculpture, drawing etc. 		
EYFS	<p>Drawing</p> <ul style="list-style-type: none"> Know how to draw with a variety of drawing tools Know how to draw lines that are thick, thin, wavy, straight Know how to hold a drawing tool with the correct grip <p>Printing</p> <ul style="list-style-type: none"> Know that different objects leave different impressions Know that print can create different textures Know that the print can be changed by the amount of pressure applied. 	<p>Painting</p> <ul style="list-style-type: none"> To know how to paint with a variety of painting tools (fingers, natural materials such as sticks and stones, brushes and sponges). To know that paint can create different effects when squirted, dribbled and poured. To know that they can create different textures using paint and adding in sand, sawdust, glue, tissue etc. To know colour names To know that when colours are mixed they make new colours To know how to create lines of different thicknesses and directions To know how to hold and use a paintbrush to create an end result. <p>Collage</p> <ul style="list-style-type: none"> Know how to safely gather and use materials and tools Know how to make a collage to express my ideas or feelings. 	<p>3D form</p> <ul style="list-style-type: none"> Know how to manipulate materials using sensory experiences Know how to construct 3D objects Know that tools can be used to manipulate materials Know how to use cutting tools correctly e.g scissors



Curriculum Map

End points - Year 1

	Autumn term	Spring Term	Summer term
Art Appreciation	<p>To recognise the work of artists and make links to their own work.</p> <ul style="list-style-type: none"> To know that artists have their own style and that they can be inspired by it. To know how to describe some simple characteristics of different kinds of art. To know how to make a comment about a piece of art. 		
Year 1	<p>Painting</p> <p>Using line, shape and colour, create paintings by mixing primary colours to create secondary colours and by using a variety of tools.</p> <ul style="list-style-type: none"> To know how to mix two primary colours to make a secondary colour (orange, green and purple). To know how to use line, shape, and colour in their paintings. To know how to use a variety of painting tools (e.g.: fingers, brushes, pencils, flat tools such as clay tools, lollipop sticks) and the effects they create. To know how to use an effective grip to control a wide range of painting tools (including different types and sizes of brushes). 	<p>Drawing</p> <p>To make marks for a purpose or meaning.</p> <ul style="list-style-type: none"> Know how to draw with an extensive variety of drawing tools. Know how to use line, shape and colour in their drawings. Know how to use an effective grip to control a wide range of drawing tools. Know how to use a viewfinder to look closely at an area of interest before drawing. 	<p>3D form</p> <p>To manipulate materials for a purpose.</p> <ul style="list-style-type: none"> Know how to manipulate and explore materials Know how to use tools safely and effectively



Curriculum Map

End points - Year 2

	Autumn term	Spring Term	Summer term
Art Appreciation	<p>To know about the work of, artists, craft makers and designers, describing differences and similarities between different practices (the difference between printing and painting.)</p> <ul style="list-style-type: none"> • Know how to talk about the differences and similarities between artists, crafts people and designers. • Know how to make links with their own work. • Know how art can impact on an individual's feelings. • Know how to develop their opinions in response to different artworks and to know that opinions will vary • Know how to develop their opinions in response to different artworks and to know that opinions will vary 		
Year 2	<p>Printing</p> <p>To create a simple print using impressed images and relief printing</p> <ul style="list-style-type: none"> • Know how to create a printed image by relief printing. 	<p>Painting</p> <p>Develop paintings using an increasing knowledge of the colour wheel the colour wheel.</p> <ul style="list-style-type: none"> • To know how to paint with a variety of painting tools. • To know that adding black or white creates a darker or lighter tone. • To know that a colour wheel is a chart representing the relationship between colours. • To know that different paints can be used for different purposes e.g.: ready mixed paint, acrylics etc. • To know how to use colour in their paintings create feelings • To know how to create colours to match artefacts 	<ul style="list-style-type: none"> • Drawing • To draw from something remembered or imagined as well as from direct experience. • Know how to use a sketchbook to plan ideas for drawings of varied scales. • Know how to draw for a sustained period from real objects. • Know how to use of the visual elements - line, shape, pattern and colour - in their drawing. • Know how to use marks in their drawings to describe thoughts and feelings. • Know how to effectively manipulate drawing tools and use them confidently.



Curriculum Map

End points - Year 3/4

	Autumn term	Spring Term	Summer term
Art Appreciation	<p>Art Appreciation To describe some of the techniques used by great artists, architects and understand that their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none"> • Know how to describe a piece of work, identifying the inspiration taken from famous artists, architects and designers. • Know and describe some of the starting points, processes and techniques used by great artists, architects and designers in history. • Know how to express an opinion on the work of famous, artists, architects and designers, referring to techniques and effect. 		
Year 4	<p>Drawing</p> <p>To to show texture within their drawings.</p> <ul style="list-style-type: none"> • To know why they might use different grades of pencils in their drawing and what effects can be created. • To know how to alter and refine their drawings and describe the changes they have made using art vocabulary. • To know how to show in their drawings that objects have a third dimension. • To know ways in which surface detail can be added to drawings. Know how to use images and information independently to inform their own drawing in their sketchbooks. • To know how to use research to inspire drawings from imagination and memory. 	<p>Collage</p> <p>Create a collage</p> <ul style="list-style-type: none"> • To know how to place and modify elements of collage. • To know how to select and manipulate colours and textures • To know how to use appropriate language to describe colours, equipment and processes. • To know how to express their feelings and ideas about their collage. • To know how to overlap and layer 	<p>Painting</p> <p>Develop skills by using different painting techniques to develop knowledge of the colour wheel to use and describe colour and to express mood.</p> <ul style="list-style-type: none"> • To know how to apply colour by using different techniques eg: dabbing, stippling, pointillism, adding texture to paint (scratching), washes, splashing and using different tools. • To know how to describe an exact colour eg: tint - adding white to a colour, tone - how light or dark a colour is and shade - adding black to a colour. • To know how colour can be used to reflect mood. • To know that the colour wheel is a circular chart that shows primary, secondary and tertiary colours. • To know tertiary colours can be made by mixing a primary colour with a secondary colour.



Curriculum Map

End points - Year 4/5

	Autumn term	Spring Term	Summer term
Art Appreciation	<p>To research and discuss the ideas and approaches of great artists, architects and designers and understand that their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none"> I know which approaches specific artists, architects and designers use and why. I know how to work in a similar way to artists I have studied. I know how to develop my own artistic techniques through the study of artists, architects and designers 		
Year 5	<p>Collage</p> <p>To design and make a collage.</p> <ul style="list-style-type: none"> To know how to be selective over their choice of images, techniques and materials. To know how to develop their collage based on work of a chosen artist. To know how to assemble components carefully to represent an idea. To know how to describe and evaluate the inspiration behind their collage. 	<p>Drawing</p> <p>To use a variety of techniques in their drawing to create mood and texture, shadow, direction and reflection.</p> <ul style="list-style-type: none"> To know how to work from observation, experience and imagination. To know how to use their sketchbook to develop ideas for drawings. To know how to make informed choices in drawing including media and the visual elements: line, tone, pattern, texture, colour and shape. To know how to select and mix suitable media within a single piece to create different effects. To know how to use shading and tone to add depth and shape to their drawings. To represent light and shadow through shading. 	<p>Painting</p> <p>To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and imagination.</p> <ul style="list-style-type: none"> To know that complementary colours are directly opposite each other on the colour wheel. To know how to select and mix suitable media within a single piece, justifying their selection.



Curriculum Map

End points - Year 6

	Autumn term	Spring Term	Summer term
Art Appreciation	<p>To critically discuss the ideas and approaches of great artists, architects and understand that their work was shaped by the historical and cultural context in which it was created.</p> <p>I know how to respond critically when exploring the work of artists, architects and designers.</p> <p>I know how to apply my critical thinking to the work I produce.</p>		
Year 6	<p>Sculpture</p> <p>To independently make a 3D model and justify choices of materials used.</p> <ul style="list-style-type: none"> To know how to create a plan for a 3D form, responding to a stimulus To know which materials and tools are most appropriate for the purpose To know how to use sketchbooks to gather researched information to inform final 3D form. To know how to review and revisit their ideas - making suitable adjustments during construction and justifying their decisions in a final evaluation. To know how to effectively manipulate clay using skills such as slabs, coils, slips, etc. 	<p>Painting</p> <p>To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and imagination.</p> <ul style="list-style-type: none"> To know how to describe an exact colour eg: hue - describes the colour within a spectrum, tint, tone and shade. To know how to develop ideas using painting techniques or mixed media in their sketchbook. To know how to work from observation, experience and imagination and to begin to develop their own painting style. To use the correct terminology for painting materials they have selected. 	<p>Printing</p> <p>Print on to different surfaces, combining colours and techniques building up an image(s) using screen or lino printing.</p> <ul style="list-style-type: none"> To know the effect printing on different surfaces will have on my artwork. To know how to combine colours for effect. To know how altering my print will affect my image. To know how to screen print. To know how to make informed choices when printing and explain these.