College Road Primary Art & Design Curriculum

NC Purpose of study – *for reference*

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should **engage, inspire and challenge** pupils, equipping them with the knowledge and skills to **experiment, invent and create** their own works of art, craft and design. As pupils progress, they should be able to **think critically and develop a more rigorous understanding** of art and design. They should also know how **art and design both reflect and shape our history**, and **contribute to the culture, creativity and wealth of our nation.**

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	Foundation	Year 1	Year 2
		Key stage 1 Subject Content (all covered by skills progression) **Pupils should be taught:** • **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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**	
Artists	Van Gough Barbara Hepworth Giuseppe Arcimboldi Andy Goldsworthy	Matisse – paper art Rousseau – jungle/plant painting Aboriginal Art Hundertwasser - houses/town design Children's Illustrators – Emma Yarlett, Bethan Woolvin and Alexis Deacon	Eric Carle- collage David Hockney- digital art Durer – print Cezanne- landscape
Use a range of materials to design and make products	DM1. 3D Find out how to build using construction kits, junk materials and natural materials DM2. 3D Discover how to model using different modelling materials such as plasticine, clay and dough. Barbara Hepworth DM3. DT Experiment with ways of joining materials together. DM 4 Make use of props and materials when role playing characters in narratives and stories.	DM1. Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thick card to understand the difference between 2D and 3D. DM2. Explore a range of mediums and discover their range of effects when designing and making a product. *See DT coverage and skills progression*	DM1. Investigate different methods of designing, including drawing and use of ICT. Decide on methods, materials and processes. DM2. Use a range of mediums to design products and decide on a preference. DM3. Experiment with different types of materials to design and make products. *See DT coverage and skills progression*
Share ideas, experience and imagination (using drawing, painting and sculpture).	SI. Talk about the stories and ideas in their art work, sharing with others how and why they generated ideas. SI2. Make art individually and collaboratively. SI3. Think about what art is and share ideas with others. Andy Goldsworthy SI 4. Act out an imaginary ideas, stories , real-life events or narratives.	SI1. Share ideas about what art is and where it can be found. SI2. Work as part of a group to create a piece of work. SI3. Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.	SI1. Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work. SI2. Discover together how to use drawing as a precursor for other art work, including for example in a class sketch book. SI3. Make art individually and collaboratively, sharing and comparing ideas for design, technique and use of materials.

Develop a range of art and design techniques	AD1. Discover how to make pictures and patterns by cutting and sticking a variety of materials e.g. wallpaper, cellophane, tissue paper, fabric. AD2. Experiment to create different textures and investigate what happens when paint colour is mixed . AD3 Begin to name colours AD4. Identify that different tools can be used to apply paint, including fingers, brushes, cotton buds, sticks with a range of sizes. AD5. Find out how to print by loading an object with paint and applying it to a surface; make repeated patterns and print into different surfaces. Giuseppe Archimboldo	AD1 Colour: Name all the main colours and investigate colour-mixing including different shades. AD2 Colour: Apply colour with a range of tools. AD3. Collage: Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background. (Collaborative Moon collage, Matisse paper art seasons circle)	AD1 Colour: Make as many tones of one colour as possible (using white) AD2 Colour: Darken colours without using black AD3. Collage: Experiment with a range of materials and methods to create a variety Identify how to cut shapes accurately from paper and thin card and cut different kinds of line. Eric Carle AD4. Printing: Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers).Make mono prints by spreading paint. Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints. AD5. 3D Clay: Make models in clay or other malleable materials for particular purposes. Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush. Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons- Creating nativity scene AD6. ICT: Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes. David Hockney
Study of a range of artists	A1. Have opportunities to discover and explore the work of professional artists. A2. Describe a picture created by an artist. A3. Begin to use techniques to create similar effects.	A1. Look at, talk about and compare the work of artists who use different kinds of techniques including drawing, collage, use of ICT, etc. A2. Create a piece of art in the style of an artist-	A1. Discuss and describe the work of notable artists, artisans and designers, noting similarities and differences. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.

Drawing	D1. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. D2. Use and begin to control a range of media. Draw on different surfaces and coloured paper. D3. Produce lines of different thickness and tone using a pencil. D4. Start to produce different patterns and textures from observations, imagination and illustrations. D5. Look and talk about what they have produced, describing simple techniques and media used.	D1. Experiment with a range of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. D2. Begin to control the types of marks made with the range of media. D3 Draw using close observation to represent real objects. D4. Start to record simple media explorations in a sketch book. D5. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling and blending to create light/dark lines. D6. Investigate textures by describing, naming, rubbing, copying. D7. Produce an expanding range of patterns. D8. Observe anatomy (faces, limbs) D9. Look at and talk about own work and that of other artists and the techniques they had used. D10. Draw for a sustained period of time.	D1. Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. D2. Control the types of marks made with the range of media. D3. Use a sketchbook to plan and develop simple ideas. D4. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. D5: Name, match and draw lines/marks from observations. D6. Continue to Investigate textures and produce an expanding range of patterns. D7. Discuss own work and others work, expressing thoughts and feelings. D8. Draw for a sustained period of time - improving and reviewing their work.

	Year 3	Year 4	Year 5	Year 6
	Key stage 2 Subject Content (covered by skills progression) 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. • to create sketch books 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 • about great artists, architects and designers in history			
Artists	Lion Man (Stone Age sculpture) Will Kurtz – sculpture – Monet – river landscapes –painting David Hockney – landscapes. Vincent Handford – printing -	Andy Warhol- pop art – Anglo Saxons Georges Seurat – pointillism- T1 Islamic tiles- T4 Portrait- Frida Kahlo	Willy Stower- painting a ship Hans Holbein – Tudor portraits Hokusai- Japanese art Frank Hurley – photographer	Lowry- landscapes Mike Godwin- Bird Art Cathy Miles- sculpture Hannah Hoch- Collage
Improve mastery of Art and Design techniques	ADT1. Printing: Mastered printing techniques of using layers of colour and repeating patterns. ADT2. 2D Painting: Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively. ADT3. Collage and sculpture: Select and arrange materials and for a striking effect when creating sculpture.	ADT1. 3D Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. **Ancient Greek Pillars**, **Mod Rock.** ADT2. ICT Use ICT art software to make art works by cropping, cutting and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from internet to use as inspiration and store in a folder. ADT4. TEXTILES- Create weaving. **Vikings**	ADT1. 2D: Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood. William Morris ADT2. Create paintings by combining colours, tones and tints to enhance the mood of a piece. ADT3. 3D: Create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture. ADT4. Textile: Use fabric printing techniques and explore using dyes. Cross stitch- ADT5. Printing: Mastered printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work	ADT1. ICT: Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists using digital media. ADT2. 2D: Create paintings by choosing and combining colours, tones and tints to enhance the mood of a piece. Lowry ADT3. 3D: Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating a collage.
Learn about and take	AA1. Replicate some of the techniques used by notable artists, artisans and designers. AA2. Look at and talk about the work of artists.	AA1. Create original pieces that are influenced by the studies of notable artists, artisans and designers.	AA1. Show and explain the influence of notable artists, artisans and designers within their work.	AA1. Create original pieces that show a range of influences and styles from notable artists, artisans and designers.

		AA2. Look at and talk about the work of artists who use different mediums and identify what techniques may have been used	AA1. Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.	AA2. Show how the work of those studied was influential in both society and to other artists.
Drawing	D1. Develop intricate patterns/ marks with a variety of media. . D3. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. D4. Begin to show an awareness of objects having a third dimension and perspective. D6. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. D7. Draw for a sustained period of time while improving and reviewing own work.	D1. Develop intricate patterns using different grades of pencil and other implements to create lines and marks. D3. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. D5. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. D6. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	D1. Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. D2. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. D3. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. Start to develop their own style using tonal contrast and mixed media. D4. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. D5. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. D6. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. D7. Explore a range of great artists, architects and designers in history	D1. Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. D2. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. D3. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. D4. Develop their own style using tonal contrast and mixed media. D5. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. D6. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. D7. Explore a range of great artists, architects and designers in history. D8. Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.

Art Created	Stone age Sculpture Paper Mache sculpture River Landscapes painting Printing	Light house painting using pointillism Pop Art Islamic tile art	Painting of a ship Tudor portraits Japanese art Photography	Landscapes Bird Art Sculpture Collage