Art & Design

Our scheme of work fulfils the statutory requirements outlined in the National Curriculum (2014). The National Curriculum Programme of Study for Art 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.

Art in the Early Years Provision

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|  | Physical Development | Expressive Arts and Design |
| On Entry (Skills acquired from Nursery) | * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour mixing. |
| Reception | * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.   * Develop overall body-strength, balance, coordination and agility. | * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. |
| ELG | * Hold a pencil effectively in preparation for fluent writing - using   the tripod grip in almost all cases.   * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. |

]The following statements from the 2021 Development Matters are prerequisite skills for Art within the National Curriculum

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| Key Stage 1 (2X Y1 units & 1x Y2 unit) | | | |
|  | Unit | Learning Intentions | National Curriculum Outcomes:  Pupils should be taught… |
| Advent 1 | Art and Design Skills | 1. To understand that sketchbooks are for developing ideas and trying things out. 2. To make a print design 3. To mix different shades of green. 4. To make a print 5. To draw with different media. 6. Understand that artists can tell stories with their work. | * 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. * To use a range of materials creatively to design and make products. * About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Lent 1 | Formal Elements of art | 1. To create repeating patterns 2. To explore different texture 3. To create a picture using collage and frottage 4. To create a 3D drawing 5. To apply an understanding of tone to create a 3D drawing | * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. * To use a range of materials creatively to design and make products |
| Pentecost 1 | Landscapes using different media | 1. To identify the key features of a landscape 2. To explore different textures 3. To paint using different tints and shades 4. To reproduce and apply an artist’ colour range to their own work. 5. To create details using controlled painting and other materials and objects | * 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. * About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Become proficient in drawing, painting, sculpture and other art, craft and design techniques. |

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| Lower Key Stage 2 (2X Y3 units & 1x Y4 unit) | | | |
|  | Unit | Learning Intentions | National Curriculum Outcomes:  Pupils should be taught… |
| Advent 1 | Art and Design Skills | 1. To understand that sketchbooks are for developing ideas and trying things out. 2. To draw cartoon characters, inspired by the style of other artists 3. To understand how to create tint and shade of a colour. 4. To draw from observation 5. To use different materials to make a three-dimensional artwork. 6. To use different materials to make a three-dimensional artwork. 7. To use different materials to make a three-dimensional artwork. | * 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. * About great artists, architects and designers in history. * To develop a wide range of Art and design techniques iin using colour, pattern, texture, line, shape, form and space. * 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. |
| Lent 1 | Formal Elements of art | 1. To develop a range or mark- making techniques. 2. To create patterns using printing techniques 3. To create patterns using a stamp. 4. To create patterns using reflection and symmetry. 5. To create geometric pattern | * 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. * About great artists, architects and designers in history. * To develop a wide range of Art and design techniques iin using colour, pattern, texture, line, shape, form and space. * 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. |
| Pentecost 1 | Prehistoric art | 1. To learn how prehistoric man-made art and to reflect this style in their work. 2. To scale up drawings and sketches in a different medium. To apply and blend charcoal to create tone and texture. 3. To experiment with the pigments in natural products to make different colours. 4. To develop painting skills. 5. To collaborate in small or large groups to create a joint piece of artwork. | * 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. * About great artists, architects and designers in history. * To develop a wide range of Art and design techniques iin using colour, pattern, texture, line, shape, form and space. * 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. |

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| Upper Key Stage 2 (2X Y5 units & 1x Y6 unit) | | | |
|  | Unit | Learning Intentions | National Curriculum Outcomes:  Pupils should be taught… |
| Advent 1 | Formal Elements of art: Architecture | 1. To draw by interpreting forms from direct observation. 2. To compose a print from larger observational drawing. 3. To transform the look of a building in the style of a famous artist. 4. To design a building in an architectural style. 5. To design a monument. | * Improve their mastery of art and design techniques, including drawing. * Create sketchbooks to record their observations. * 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. * Learn about great artists, architects and designers in history. |
| Lent 1 | Make my voice heard | 1. To create graffiti art. 2. To draw emotions 3. To create an impactful piece of art. 4. To produce a finished piece of art. 5. To create a sculpture | * 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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. * Learn about great artists, architects and designers in history. |
| Pentecost 1 | Design for a purpose | 1. To understand how visual language can be used to communicate personality and interests. 2. To work collaboratively to a specific design brief. 3. To work collaboratively to a specific design brief. 4. To design a product which is appealing and purposeful. 5. To present a product pitch. | * 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. * To improve their mastery of art and design techniques |