



Art and Design Curriculum

Essential Knowledge

National Curriculum: Purpose of Study

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.

National Curriculum 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.

National Curriculum

Key Stage 1

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.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity Sketchbooks	Use rough paper to explore ideas in an open-ended way.	Experiment, using rough paper to draw and explore ideas. Use experiments to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
ART knowledge Learn about artists, craftspeople, architects, & designers	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Study significant works of art, craft, design and Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	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? Look at art for pleasure and purpose, talk about why they like it, developing their use of the	Study significant works of art using the following method: <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.	Study significant works of art using the following method: <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.

				language of art (formal elements).	<i>Mood</i> – what emotions does the work convey? 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.	<i>Mood</i> – what emotions does the work convey? 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.
Collage/Textiles	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.	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	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.	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.	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.	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.

		cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.				
Design	Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.	Pupils should respond to a simple design brief with a range of ideas. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	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.	Design and make art for different purposes, such as stage sets, cars, puppets, toys, books etc. and see clear links to how this works in the creative industries.	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.	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.

<p style="text-align: center;">Drawing Skill</p>	<p>To develop their ability to create lines and simple 2D shapes when drawing.</p> <p>To create light and dark tones with a pencil.</p> <p>To use a range of drawing media including, crayons, coloured pencils.</p> <p>To learn how to control the pressure of their drawing materials.</p> <p>To explore similarities and differences between media and explore mark making.</p> <p>To draw from imagination, observation and for pleasure.</p>	<p>To develop their ability to create lines and simple 2D shapes with increased control.</p> <p>To experiment with tonal shades using different pencil grades. (HB, 2B, 4B).</p> <p>To use a range of drawing media including, crayons, coloured pencils, charcoal, and chalk.</p> <p>To learn how to control the pressure of their drawing materials.</p> <p>To have the opportunity to draw for pleasure. Learning to notice their style and use a range of sources such as images, observation, and imagination.</p>	<p>To develop their ability to create lines and range of 2D & 3D shapes with increased control.</p> <p>To use different tonal shades with different pencil grades. (HB, 2B, 4B).</p> <p>To use a range of drawing media including, crayons, coloured pencils, charcoal, chalk, felt pens, biro, drawing ink and pastels.</p> <p>To draw for pleasure and record experiences such as trips. Describe, copy, and imagine how things might have looked in the past.</p> <p>Draw things they can see (natural, still life or from photos they have taken)</p> <p>To draw with expression and begin to experiment with gestural and quick sketching.</p>	<p>To develop ability to draw and render 2D & 3D shapes.</p> <p>To become aware of proportion, scale, and order.</p> <p>To make progress in controlling line & shading with a range of media graphite, chalks, and charcoal to describe shape, form and light and shade.</p> <p>To learn distinctive styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p>	<p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>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.</p> <p>Awareness of various mark making techniques for purpose & intention.</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
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<p>Drawing Medium</p>				<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Drawing Purpose</p>			<p>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)</p>	<p>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)</p>	<p>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.</p>	<p>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>)</p>

						7. Digital (<i>using computers, tablets, film</i>) other materials.
Painting & Mixed Media Skill and Control	Children to know the different types of paint and the properties of each such as poster paint, powder and water colours. Develop skills in mixing paint, blending colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as clay models.	Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Pupils learn to paint with increasing accuracy. Learn to measure & mix the paint needed & apply paint sensitively with 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, and understand the various purposes they have. Pupils study how some other artists' paint, applying elements of this to their work.	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.	Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they are given further opportunity to 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.	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 an 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 and choose for a given purpose.
Painting & Mixed Media 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	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	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.)	Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.	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	Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be

	suitable for a give task.	effects such as spattering, stippling, dripping, pouring etc. to paint expressively.			expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.	familiar with a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.
Painting & Mixed Media Formal Elements	Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.	Colour: Develop colour mixing to make finer variations in secondary colours.	Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.	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.	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.	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: Pupils further develop their ability to make colours darker and	Tone/Form: Pupils learn why light colours appear to be to us and dark objects look	Tone/Form: Learn how depth is created by varying the tones or colours, such as in	Tone/Form: Pupils paint awareness of how tone can make paintings more realistic	Tone/ Form: Pupils learn how to represent form with increasing	Tone/Form: They can control paint to make things appear lighter and further

	lighter and understanding of how this affects form.	further away, then explore this in their art.	skies and landscapes and how much more interesting this makes the painting.	or more expressive, learning to manipulate light and shade for dramatic effect.	sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white	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.
	Shape/Line: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.	Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.	Line/Shape: Painting with line for expression and to define detail.	Line/Shape: Use line with greater confidence to highlight form and shape.	Line/Shape: Uses line or shape to create original compositions.	Line/Shape: Uses line with confidence to represent own ideas and compositions.
	Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt.	Pattern & Texture: Create original patterns & make textures.	Pattern/Texture: Create more complex patterns and textures.	Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.	Pattern Texture: Uses pattern & texture for purposeful effect.	Pattern/Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.

Printing	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.		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.		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		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.		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.		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					Digital: Produce	Digital: Produce

					digital art using computers, drawing & painting programs, vector drawing & photo manipulation for example.	more complex digital art using computers, drawing & painting programs, vector drawing & photo manipulation for example.
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