

**Art and Design Programme of Study**  
**Key Stage 1 and 2**

**Purpose of Study**

**The national curriculum states that;**

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.

**Our school curriculum will ensure;**

Children, through first hand experiences and theoretical studies, will gain a wide knowledge of both historical and modern artists. They will learn how art has progressed and its importance in history. In addition, they will also build on their own knowledge and skill progressively; recording this progression in sketch books.

**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.

**Our school curriculum will ensure;**

- All children (Y1 – Y6) will have sketch books for exploration and recording.
- Techniques will be taught on a progressive scale with children building on skills until Y6 where they will be expected to showcase all skills learnt.
- Children will learn the correct vocabulary for the different techniques they are learning within their year group.
- Children will study at least one modern and one historic artist each year, where possible these will be linked to class topics.
- Children will experience working alongside at least three practicing artists, in both the local and wider community.

## Art and design – KS1

### The National Curriculum states 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.

### Our school curriculum will ensure children are taught:

- To use a range of materials and techniques for drawing, painting and sculpture.
- About the work of at least one modern and one historical artists.

Children will also; be given opportunities to work on different scales and will be taught to understand the safety and basic care of materials and tools. Children will start all art projects by designing their outcome using the drawing techniques for their year group. At least 3 projects will be completed throughout each year group.

## Drawing

### Drawing

**Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.**

Control the types of marks made with a range of media.

Name, match and draw lines/marks from observations.

Draw on different surfaces with a range of media.

Observe and draw shapes from observations and invent new shapes.

In addition to these skills, children will also be taught a range of different techniques for each of the following mark making tools; charcoal, pencils, chalk and pastels.

- **Shading** using a variety of techniques Inc. **ink wash**, changing **pressure** for different tones
- Introducing children to different pencil grades

## Painting

### Painting

**Use a variety of tools and techniques including different brush sizes and types, hands, feet, rollers and pads.**

Mix and match colours to artifacts and objects.

Introduction to different types of paint and their properties.

Identify primary and secondary colours by name.

## Printing

**Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge.**

Make simple marks on rollers and printing palettes.

Make simple prints e.g. Mono-print.

Create simple printing blocks with press print.

In addition to these skills, children will concentrate on specific skills for each of the following types of paint; powder paints, water colours and poster paints.

- mixing **primary** colours using powder paints following an appropriate method; water, sponge, powder, mix.
- colour mixing to make **secondary** colours, green, purple and orange (using powder paints)

## Sculpture

### Textiles

**Match and sort fabrics and threads for colour, texture, length, size and shape.**

Change and modify paper, threads and fabrics, knotting, **fraying**, **fringing**, pulling threads, twisting, plaiting and create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel.

Apply shapes or decoration such as beads and feathers etc. with glue.

*Children will start with paper before progressing to fabrics to help develop their dexterity.*

### Modelling and Collages

**Experiment with construction and joining recycled, natural and manmade materials. Children will also experiment with**

Use simple 2-D shapes to create a 3-D form.

Arrange and glue materials to different backgrounds.

Fold, crumple, tear and overlap papers.

Collect, sort and match colours appropriate for an image.

Arrange shapes appropriately.

Select and use textured paper for an image.

Manipulate **malleable** materials in a variety of ways including **rolling** and **kneading**.

Create simple forms such as clay pots.

## Artists and designers

**Children should study at least one artist and one architect/designer in each year group. This should be added to the Artist log on staff share to be used as reference where needed.**

Children can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work. Can use their consideration of artist's work to improve their own.

### Key Vocab

**Drawing:** shading/shades, smudging, tones, pressure

**Painting:** secondary, primary

**Sculpture:** fraying, fringing, malleable, rolling and kneading

## Art and design – Lower KS2

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

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.

### Our school curriculum will ensure children are taught:

- To use a range of materials and techniques for drawing, painting and design. Building on prior knowledge and learning new techniques.
- About the work of at least one modern and one historical artists.

Children will also; be given opportunities to work on different scales and will be taught to understand the safety and basic care of materials and tools. Children will start all art projects by designing their outcome using the drawing techniques for their year group. At least 3 projects will be completed throughout each year group.

## Drawing

### Drawing

**Experiment with ways in which surface detail can be added to drawings.**

**Use sketch books to collect and record visual information from different sources.**

**Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.**

Experiment with different grades of pencil and other implements to draw different forms and shapes.

Begin to show an awareness of objects having a third dimension.

Experiment with different grades of pencil and other implements to achieve variations in tone.

Create textures with a wide range of drawing implements.

In addition to these skills, children will also be taught a range of different techniques for each of the following mark making tools; charcoal, pencils, chalk and pastels.

- **Stippling** using dots to create different **tones**
- shading using a variety of techniques, building on previously taught skills
- **highlighting** using an eraser

## Painting

### Painting

Experiment with different effects and textures including block colour, **washes**, thickened paint creating textural effects

Work on a range of scales e.g. Thin brushes on small picture etc.

Mix colours and know which primary colours make secondary colours

Use more specific colour language e.g. light green, blue-green

### **Printing**

Create printing blocks using a relief or impressed method.

Print with two colour overlays.

In addition to these skills, children will concentrate on specific skills for each of the following types of paint; powder paints, water colours and poster paints.

- colour mixing to make **tones**; pink, light-green
- **blending** to create **washes** (using water colours)
- using objects to create **textures** e.g. straw bubbles, string (using poster paints)

## **Sculpture**

### **Textiles**

**Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effects**

Develop skills in stitching, (including simple **running stitch**) cutting and joining.

Experiment with paste.

Apply colour with printing, dipping, fabric crayons.

### **Modelling and collage**

**Plan, design and make models from observation or imagination.**

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.

Change the surface of a malleable material using a range of different skills including **scoring** and **pinching**.

Join malleable materials adequately and construct a simple model.

Create surface patterns and textures in a malleable material.

## **Artists and designers**

**Children should study at least one artist and one architect/designer in each year group. This should be added to the Artist log on staff share to be used as reference where needed.**

Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Can learn about 'how to' from studying other artist's work.

## **Key Vocabulary**

**Drawing:** stippling, tones, highlighting

**Painting:** tones, blending, washes, textures

**Sculpture:** scoring, pinching, running stitch

## Art and design – Upper KS2

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

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.

### Our school curriculum will ensure children are taught:

- To use a range of materials and techniques for drawing, painting and design. Building on prior knowledge and learning new techniques.
- About the work of at least one modern and one historical artists.

Children will also; be given opportunities to work on different scales and will be taught to understand the safety and basic care of materials and tools.

## Drawing

### Drawing

**Work from a variety of sources including observation, photographs and digital images. Develop close observation skills, using a sketchbook to collect and develop ideas.**

Experiment with media to make different marks, lines, patterns, textures and shapes.

Start to develop their own style using mixed media and a variety of techniques (at least three)

Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background.

In addition to these skills, children will also be taught a range of different techniques for each of the following mark making tools; charcoal, pencils, chalk and pastels.

- **hatching** and **cross-hatching**, making criss-cross patterns to create different **textures**
- **scrubbling**, using circular motions to build shading and tones

## Painting

### Painting

Develop a painting from drawing.

Create imaginative work from a variety of sources e.g. Observational drawing, themes, poetry and music  
Carry out preliminary studies, trying out different media, materials and mixing appropriate colours  
Mix and match colours to create atmosphere and light effects.  
Be able to identify primary and secondary colours.  
Be able to identify complimentary and contrasting colours.

### **Printing**

Create printing blocks using a relief method (raised).

In addition to these skills, children will concentrate on specific skills for each of the following types of paint; powder paints, water colours and poster paints.  
- using different brush strokes; **drybrush** (painting over dry paint) and **flat wash** (smooth even wash of colour).

## **Sculpture**

### **Textiles**

**Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effects**

Use fabric to create 3-d structures

Use different **grades** of threads and needles to create cross stitches and back stitches. Experiment with a range of stitches.

Experiment with a range of media to overlap and layer to create interesting colours, textures and effects.

### **Modelling and collage**

**Plan, design and make models from observation or imagination.**

Add collage to a painted, printed or drawn background.

Use a range of media to create collages.

Use different techniques, colours and textures when designing and making pieces of work.

Join malleable materials adequately using **slipping** and **scoring** and construct a simple model.

Produce **intricate** textures in malleable media.

## **Artists and designers**

**Children should study at least one artist and one architect/designer in each year group. This should be added to the Artist log on staff share to be used as reference where needed.**

Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Can learn about 'how to' from studying other artist's work. Identify artists who have worked in similar ways to their own work.

### **Key Vocabulary**

**Drawing:** hatching, cross-hatching, textures, scrumbling

**Painting:** drybrush, flat wash

**Sculpture:** slipping, scoring, grades, intricate

## Artists and designers

### Historical Artists

Y1 and 2: **Leonardo da Vinci** and **Vincent van Gogh**

Y3 and 4: **Pablo Picasso** and **Michelangelo**

Y5 and 6: **Claude Monet** and **Raphael**

**Modern Artists** – will be chosen by class teacher to coincide with chosen class topics (one artist should be studied for each year group)

### KS1

Children should outline personal likes and dislikes, describing what they like/dislike and comparing to other art work.

### LKS2

Children should use some artistic vocab to compare and contrast art from similar genres.

### UKS2

Children should be able to describe and explain the methods and techniques used to create a variety of different genres.

## Alternative Arts

Children will experience at least two alternative art forms, photography, graphic design, street art (graffiti) throughout their school journey. This will be either during class activities or as part of the art week experiences.