



Art



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.

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.

KS1 Objectives

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.

At East Herrington Primary Academy we have broken the skills into 5 visual elements. These elements can be developed using a range of materials and processes, including ICT (e.g. painting and drawing, collage, printmaking, digital media, use of digital camera/video camera, textiles and sculpture).

Colour and Tone

The spectrum range of how colour is applied and experienced. The use of light and dark, shades, tints and tones.

Texture

The variety of different surfaces that can be recognised by touch e.g. Sculpture/ collage and textiles.

Pattern

The concept of repeated images and how these can be created.
E.g. Printing techniques

Line

Drawing– the use of line to convey shape or surface decorations.
Drawing shapes from observations
Experimenting with tone by drawing lines, patterns and shapes.

Shape, Form and Space

The 3D shape or 'solidness' of an object.
E.g. sculpture

Critical Studies

The appreciation and study of artists, crafts people and designers working in different times and in cultures; art movements and their effects on culture.

Year1 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.

Exploring and developing Ideas

Record and explore ideas from first hand observations

Ask and answer questions about their work

Develop their ideas– try something out, change their minds

Evaluating and Developing Work

Review what they have done and say what they think and feel about it

Identify what they might change in their current work or develop in the future

Colour and Tone

- Use poster paint in primary colours with various size brushes
- Add white to lighten colour
- Experiment with consistency by adding materials to paint e.g. Sand to thicken
- Explore the use of colour through a range of media e.g. ICT, Crayons, pencils, paper and fabric; along with natural colours e.g. tea and onion skins
- Using pencils, paint or crayon, understand that white lightens and black darkens

Texture

- Use collage media (fabric/paper/foil/tissue/beads etc) to investigate the range of ways the materials can be applied (by gluing, tearing, cutting, folding etc)
- Make rubbings of objects/surfaces using different media (e.g. Wax crayons, soft pencils)

Pattern

- Print with a range of hard and soft materials e.g. Cork, sponge
- Roll printing ink over found objects to create patterns e.g. Mesh, stencils

Line

- Describe lines e.g. Long/short, thick/thin, straight/curvy/wavy etc
- Discuss different tools and materials to make and explore different marks
- Experiment with use of tools/materials including pencils, crayons, wax, chalk etc
- Use a simple graphics package to create images, focus on using different line tools

Shape, Form and Space

- Build and construct models from junk materials.
- Use skills of cutting, bending and sticking.
- Handle, feel and manipulate various malleable materials.
- Manipulate a small lump of 'x' (play dough, moulding sand); squeeze it, apply pressure to change its form and shape.
- Work on a variety of scales

Critical Studies

- Explore the roles and purposes of artists, crafts-people and designers working in different times and cultures

Year 2 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

Exploring and developing Ideas

Record and explore ideas from first hand observations

Ask and answer questions about their work

Develop their ideas— try something out, change their minds

Evaluating and Developing Work

Review what they have done and say what they think and feel about it

Identify what they might change in their current work or develop in the future

Colour and Tone

- Use poster paint in primary colours with various size brushes
- Add white to lighten colour
- Experiment with consistency by adding materials to paint e.g. Sand to thicken
- Apply paint of various consistencies using various techniques e.g. Printmaking, rolling, stippling
- Explore the use of colour through a range of media e.g. ICT, Crayons, pencils, paper and fabric; along with natural colours
- Identify primary colours by name
- Mix shades and tones (white-grey-black)

Texture

- Explore how different textures can be represented through mark making using a range of media
- Create a simple weave on a card using papers, fabric strips/ yarns etc to reproduce colours/ textures

Pattern

- Investigate different consistencies of paint effects of pressure applied to the print
- Design more repetitive patterns
- Recognise patterns in the environment
- Record pattern investigation in sketchbooks e.g. rubbings

Line

- Teach the use of line to create a shape
- Describe lines e.g. Long/short, thick/thin, straight/curvy/wavy etc
- Discuss different tools and materials to make and explore different marks
- Experiment with use of tools/materials including pencils, crayons, wax, chalk etc
- Use a simple graphics package to create images, focus on using different line tools

Shape, Form and Space

- Develop skills when using 2D junk materials to make a 3D structure
- Develop handling and manipulating materials to include clay
- Model and sculpt a shape for a purpose from clay by pulling, squeezing and applying pressure to a single piece of clay
- Understand the safety and basic use of tools

Critical Studies

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

KS2 Objectives

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 (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

At East Herrington Primary Academy we have broken the skills into 5 visual elements. These elements can be developed using a range of materials and processes, including ICT (e.g. painting and drawing, collage, printmaking, digital media, use of digital camera/video camera, textiles and sculpture).

Colour and Tone

The spectrum range of how colour is applied and experienced. The use of light and dark, shades, tints and tones.

Texture

The variety of different surfaces that can be recognised by touch e.g. Sculpture/ collage and textiles.

Pattern

The concept of repeated images and how these can be created.
E.g. Printing techniques

Line

Drawing– the use of line to convey shape or surface decorations.
Drawing shapes from observations
Experimenting with tone by drawing lines, patterns and shapes.

Shape, Form and Space

The 3D shape or 'solidness' of an object.
E.g. sculpture

Critical Studies

The appreciation and study of artists, crafts people and designers working in different times and in cultures; art movements and their effects on culture.

Year 3 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.

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 (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.

Exploring and developing Ideas

Select and record from first hand observation, experience and imagination

Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating and Developing Work

Compare ideas and methods in their own and each others' work and say how they feel about them; adapt their work according to their views and develop it further

Develop and record work in sketchbooks

Colour and Tone

- Use poster paint in primary and mix secondary colours
- Use specific colour language
- Explore the use of colour through a range of media e.g. ICT, Crayons, pencils, paper and fabric
- Use a range of tools to apply paint
- Experiment with different effects and textures e.g. washes, thickened paint, textural effects

Texture

- Develop a simple running stitch
- Examine textures (e.g. Wood, stone, brick, plastic and fabrics) and make rubbings of surfaces then use these in their own composition
- Use sketchbooks to record textures

Pattern

- Experiment with press printing— develop an awareness of the effects of pressing into a surface, then producing a printing block (e.g. polystyrene)

Line

- Create a range of lines e.g. Long/short/ thick/thin, straight/curved, broken/ continuous
- Experiment with different grades of pencil, to create line, texture and tone
- Record drawing and mark making in sketchbooks
- Use graphic packages to create images

Shape, Form and Space

- Explore card construction using a range of skills e.g. Cutting, folding, bending, slotting, scoring and sticking
- Create a basic clay form (thumb pot)
- Add detail to simple clay pot using 'slip' joining method

Critical Studies

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Year 4 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.

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 (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.

Exploring and developing Ideas

Select and record from first hand observation, experience and imagination

Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating and Developing Work

Compare ideas and methods in their own and each others' work and say how they feel about them; adapt their work according to their views and develop it further

Develop and record work in sketchbooks

Colour and Tone

- Use poster paint in primary and mix secondary colours
- Use specific colour language
- Explore the use of colour through a range of media e.g. ICT, Crayons, pencils, paper and fabric
- Use a range of tools to apply paint
- Experiment with different effects and textures e.g. washes, thickened paint, textural effects

Texture

- Develop skills in stitching, cutting and joining
- Use simple appliqué to create layers/texture
- Reintroduce weaving. Introduce terms of warp and weft, use more complex weaving frames
- Use sketch books to develop and record ideas/textures

Pattern

- Create a relief block print (an image protruding from a block e.g. Potato print, card glued to a block or thick card, string glued to card or block)
- Investigate different types of pattern—build up repeated patterns
- Experiment with the effects of two colour overlays

Line

- Use line to create texture and depth: cross shading, shading, dots etc
- Experiment with different grades of pencil, to create line, texture and tone.
- Record drawing and mark making in sketchbooks
- Begin to show awareness of objects being 3D
- Use graphic packages to create images

Shape, Form and Space

- Create and decorate 3D structure using various materials
- Consolidate joining techniques (slip method) used in Year 3 to create a coil pot
- Use paper mache to create object/artefact/sculpture

Critical Studies

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Year 5 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.

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 (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.

Exploring and developing Ideas

Select and record from first hand observation, experience and imagination

Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating and Developing Work

Compare ideas and methods in their own and each others' work and say how they feel about them; adapt their work according to their views and develop it further

Develop and record work in sketchbooks

Colour and Tone

- Use poster paint in primary and mix secondary colours
- Introduce the colour spectrum
- Mix and match colours to create atmosphere and light effects
- Introduce idea of the uses of paint e.g. Thin paint for background, thick paint for foreground
- Develop tonal effects within a composition

Texture

- Use various stitches e.g. Running stitch, cross stitch and more complicated embroidery stitches
- Use sketchbooks to develop ideas and textures
- Create a piece of craft based texture work e.g. Batik
- Use appliqué and embroidery to create texture and details

Pattern

- Develop an awareness of screen printing and how stencils can be used to create repeated patterns
- Create two or three print colour overlays
- Work into your prints with a range of media e.g. Pens, colour pens and paints

Line

- Create line drawings using fine liners, brushes and pen nibs with black ink
- Develop techniques of shading and hatching
- Use viewfinders to develop close observational skills. Record in sketch books.
- Use graphic packages to create images

Shape, Form and Space

- Create and decorate 3D structures using various materials
- Produce a decorative clay tile
- Use mod roc to create a sculpture

Critical Studies

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Year 6 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.

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 (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.

Exploring and developing Ideas

Select and record from first hand observation, experience and imagination
Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating and Developing Work

Compare ideas and methods in their own and each others' work and say how they feel about them; adapt their work according to their views and develop it further
Develop and record work in sketchbooks

Colour and Tone

- Use poster paint in primary and mix secondary colours
- Introduce the colour spectrum
- Identify complimentary and contrasting colours
- Mix and match colours to create atmosphere and light effects
- Introduce idea of the uses of paint e.g. Thin paint for background, thick paint for foreground
- Develop tonal effects within composition

Texture

- Use various stitches e.g. Running stitch, cross stitch and more complicated embroidery stitches
- Use sketchbooks to develop ideas and textures
- Create a piece of craft based texture work e.g. Batik
- Use appliqué and embroidery to create texture and details

Pattern

- Develop an awareness of lino printing and how work can be developed through layers of colour and imagery
- Use equipment and tools safely
- Work into your prints with a range of media e.g. Pens, colour pens and paints

Line

- Develop techniques of shading and hatching
- Use viewfinders to develop close observational skills. Record in sketch books.
- Develop understanding of perspective drawing; objects appear smaller in the distance, parallel lines converge.
- Develop awareness of composition, scale and proportion e.g. Foreground, middle ground and background
- Use graphic packages to create images

Shape, Form and Space

- Create and decorate 3D structures using various materials
- Use internal wire structure to support modroc or paper mache
- Create a clay slab pot (cube) by joining rolled slabs

Critical Studies

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures