

ART AND DESIGN: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

“Every child is an artist.” - Pablo Picasso

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

Curriculum Content:	The key things we want pupils to know/be able to do:
<p>Children have access to a wide range of media throughout the year. They can access and explore this during continuous provision, both indoors and outdoors.</p> <p>Drawing & Painting Colour wheel project</p> <p>3D Using textures to create new effects, including collage</p> <p>Key Artists Piet Mondrian (20th century abstract art, modernism) Jackson Pollock (20th century abstract impressionism)</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> • Be able to use the colour names. • Explore what happens when they mix colours. • Be able to describe what they can see. • Experiment to create different textures. e.g. sand, sponges, sticks, rollers • Understand that different media can be combined to create new effects. <p>Begin to develop confidence in explaining and discussing their ideas and recording their experiences.</p> <ul style="list-style-type: none"> • Follow and share their own interests through their artwork. <p>Understand Art: Share personal opinions and ideas.</p>

	<ul style="list-style-type: none"> • Comment on their own work and that of others saying why they like it and how to make improvements. <p><i>By the end of FS2:</i></p> <ul style="list-style-type: none"> • Pupils show good control and co-ordination in large and small movements. They handle equipment and tools effectively for mark-making. • Pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
--	---

YEAR 1

Curriculum Content:	The key things we want pupils to know/be able to do:
<p>Children begin to use sketchbooks to record their developing skills and final projects. Art and design projects make links with other areas of the curriculum with a focus on the environment around us in year one.</p> <p>Drawing & Painting Seasons - record a tree as it changes throughout the year</p> <p>Cityscapes - skylines and building forms from the cities and towns studied</p> <p>3D Buildings - create 3D sculptures of landmarks and familiar buildings</p> <p>Key Artists Paul Klee (20th century cubism) Darrell Wakelam (21st century 3D sculpture)</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> • Explore a range of media such as charcoal, chalks, pencils, paint, wax resist. • Independently explore and select tools and colours for a specific purpose in their own creative work. • Begin to work in a sketchbook. • Explore 3D and 2D form and its related vocabulary. <p>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</p> <ul style="list-style-type: none"> • Be able to describe what they can see and represent this in their work. • Identify areas for development within their own work and explain why something has or has not worked. • Explain their reasons for selecting specific tools. <p>Understand Art: Share personal opinions and ideas.</p> <ul style="list-style-type: none"> • Comment on similarities and differences in their own work and that of others. • Comment on ways that work has been improved.

YEAR 2

Curriculum Content:	The key things we want pupils to know/be able to do:
<p>All children have a sketchbook where they are able to show their progression and experimentation of form, colouring mixing and tone. Work is annotated and children are introduced to a wider breadth of art styles from different periods.</p> <p>Drawing & Painting</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> • Use a sketchbook to build a portfolio of sketches and artwork, showing progression of skills using media such as watercolour, sculpture, collage or montage.

<p>Painting the Past - depictions of the Great Fire of London and Tudor houses (mixed media painting and printing)</p> <p>Flowers - poppies as a symbol of remembrance</p> <p>3D Animals - interpretations of animals using clay</p> <p>Key Artists Georgia O'Keeffe (20th century abstract art) Henry Moore (20th century modern art) William Turner (19th century romanticism)</p>	<ul style="list-style-type: none"> ● Begin to independently mix primary colours to make secondary and use the associated vocabulary (with some success). ● Record from direct observation (still life or photographs). <p>Demonstrate growing confidence in explaining and discussing their ideas and recording their experiences.</p> <ul style="list-style-type: none"> ● Be able to make annotations on their work (notes or labelling). <p>Understand Art: Share personal opinions and ideas.</p> <ul style="list-style-type: none"> ● Compare their own work to those of famous artists ● Discuss ways in which an artist has influenced my work. <p><i>By the end of Key Stage 1 all pupils should have been taught:</i></p> <ul style="list-style-type: none"> ● 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.
--	--

YEAR 3

Curriculum Content:	The key things we want pupils to know/be able to do:
<p>Children use their sketchbooks 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.</p> <p>Drawing & Painting What is God like?</p> <p>UK landscapes</p> <p>3D Roman armour</p> <p>Artist Michaelangelo (16th century high renaissance)</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> ● Predict with accuracy the new colours they will mix using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint). ● Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel). ● Explore the versatility of media through mark making (pressure of pencil/brush, use of tools to apply media, quality of line). ● Explore 3D forms responding to a theme (cardboard modelling, clay, nets, modroc, papier mache.) <p>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> ● Generate ideas to inform a piece of art (this could be as a class, small group or independently).

<p>David Hockney (20th century pop art)</p>	<ul style="list-style-type: none"> • Use sketchbooks to develop and annotate their ideas. • Record from direct observation (still life or photographs). <p>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</p> <ul style="list-style-type: none"> • Study a minimum of one artist, including the identification of the artists style, period in Art history, media, technique. • Comment on the content and mood of artists' work. • Form and share a reasoned opinion on the artists work. <p>(All of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words).</p>
---	--

YEAR 4

Curriculum Content:	The key things we want pupils to know/be able to do:
<p>Children use their sketchbooks 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.</p> <p>Drawing & Painting Ancient Greece</p> <p>Seascapes/under the sea</p> <p>3D Greek clay pots</p> <p>Artist Katsushika Hokusai (18th/19th century Ukiyo-e) Ansel Adams (20th century photography)</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> • Revisit the secondary colours and be able to mix all three using primary colours. Explore a range of media (watercolour paint, powder paint, poster paint). • Use media with increasing accuracy and control to create outcomes (chalk, charcoal, pencil, coloured pencil, pastel). • Explore the versatility of media through mark making (pressure of pencil/brush, use of tools to apply media, quality of line). • Explore 3D forms responding to a theme (cardboard modelling, clay, nets, modroc, papier mache.) <p>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> • Generate ideas to inform a piece of art (this could be as a class, small group or independently). • Use sketchbooks to develop and annotate their ideas. • Record from direct observation (still life or photographs). • Demonstrate perseverance when creating a piece towards a brief. <p>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</p> <ul style="list-style-type: none"> • Study a minimum of one artist, including the identification of the artist's style, period in art history, media, technique. • Comment on the content and mood of artists' work.

	<ul style="list-style-type: none"> Form and share a reasoned opinion on the artists work. (All of the above should involve opportunities for both verbal and written responses-possibly with the support of sentence starters and key words).
YEAR 5	
Curriculum Content:	The key things we want pupils to know/be able to do:
<p>Children use their sketchbooks to improve their mastery of techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Drawing & Painting Portraits - self-portraits and portraits of significant figures studied</p> <p>Rainforests - use of a foreground and background to create perspective</p> <p>3D Diorama - create a rainforest diorama</p> <p>Artists Henri Rousseau (19th century Post-Impressionism) Frida Kahlo (20th century Surrealism)</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p> <ul style="list-style-type: none"> Explore a range of media (such as chalk, charcoal, oil pastel, watercolour paint, powder paint, poster paint, pencil crayon). Use media purposefully and skillfully to communicate detail linking to the Formal Elements of Art in drawing. Explore 3D forms (cardboard modelling, clay, nets, modroc, papier mache.) <p>Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.</p> <ul style="list-style-type: none"> Develop a range of ideas before deciding upon a final outcome. Use sketchbooks to develop, refine and annotate their ideas. Have opportunities to choose the media appropriate for their personal outcome (this should be informed by their annotations). Record from direct observation with increasing accuracy and detail (still life or photographs). <p>Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.</p> <ul style="list-style-type: none"> Study a minimum of one artist, including the identification of the artist's style, period in Art history, media, technique. Comment on the content and mood of artists' work. Form and share a reasoned opinion on the artists work. (All of the above should involve opportunities for both verbal and written responses).
YEAR 6	
Curriculum Content:	The key things we want pupils to know/be able to do:
<p>Children use their sketchbooks to improve their mastery of techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Explore and refine their application of practical skills and record through the use of a range of media.</p>

Drawing & Painting

Industrial Revolution - towns, cities and inventions from this era

Native American Art - a cultural study of people, animal and patterns

3D

Lowry inspired figures using modroc, papier mache or wire sculpture

Artist

L.S.Lowry (20th century Naive Art)

Tribal art

- Be able to mix all three secondary colours and begin to explore tertiary colours and the concept of contrasting and harmonious colours.
- Be able to apply different pencil pressures to create a range of tonal values (light, medium and dark).

Gain confidence in developing and documenting ideas: producing creative work, exploring their ideas and recording their experiences.

- Develop a range of ideas before deciding upon a final outcome.
- Use sketchbooks to develop, refine and annotate their ideas.
- Record from direct observation with increasing accuracy and detail (still life or photographs).

Understand Art: The analysis of artists work, the formulation of personal opinions and ideas.

- Study a minimum of one artist, including the identification of the artist's style, period in Art history, media, technique.
- Comment on the content and mood of artists work with increasing depth using subject specific vocabulary.
- Form and share a reasoned opinion on the artist's work.
(All of the above should involve opportunities for both verbal and written responses).

By the end of Key Stage 2 all pupils should have been 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.

GLOSSARY

The Formal Elements: Shape, Colour, Line, Tone, Texture, Pattern, Form, Space.

Drawing: The making of marks using any media (does not necessarily mean drawing with a pencil).

Observational Drawing: drawing from observation - this can be from still life or a sourced image.