



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.

Year Group	Key Objectives	
Year One	Pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Pupils will use a range of materials creatively to design and make products Pupils will describe the differences and similarities between different practices and disciplines and making links to their own work.
	Pupils will develop a wide range of art and design techniques in using colour, line and shape. (See Appendix)	
Year Two	Pupils will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Pupils will learn about the work of a range of artists, craft makers and designers, including local examples
	Pupils will develop a wide range of art and design techniques in using pattern, texture, form and space (See Appendix)	
Year Three	Pupils will explore a range of historical and present-day artists, architects and designers, exploring and analysing the cultural and creative contributions they make to the world.	
Year Four	Pupils will 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. (See Appendix)	
	Pupils will use sketch books to record their observations and use them to review and revisit ideas.	

Year Six	Pupils will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Year Five	

Appendix – Progression of skills (Class teacher to highlight as a record of what has been taught to ensure all skills are covered by the end of each key stage)

Key Stage One

Drawing	<ul style="list-style-type: none"> • experiment with and control marks made with different media: pencils, rubbers, • crayons, pastels, felt tips, charcoal, ballpoints, chalks • draw lines and shapes from observations using different surfaces • invent lines and shapes in drawing • investigate tone by drawing light/dark lines, patterns and shapes • investigate pattern and texture by describing, naming, rubbing and copying
Digital Media	<ul style="list-style-type: none"> • explore ideas using digital sources i.e. internet, ipads • record visual information digitally • use a simple graphics package to create images and effects with lines, shapes, colour and texture
3D Design	<ul style="list-style-type: none"> • manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading • explore sculpture with a range of malleable media • work safely with materials and tools • experiment with constructing and joining recycled, natural and manmade materials
Painting	<ul style="list-style-type: none"> • use a variety of tools and techniques i.e. brush sizes and types • mix and match colours to artefacts and objects • work on different scales • experiment with tools and techniques e.g. layering, mixing • name and mix primary colours, shades and tones • create textured paint by adding material, i.e. sand or plaster
Printing	<ul style="list-style-type: none"> • print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables • take simple prints i.e. mono-printing • design and build repeating patterns and recognise pattern in the environment • create simple printing blocks for press print • experiment with overprinting motifs and colour
Textile	<ul style="list-style-type: none"> • choose fabrics/threads based on colour, texture and shape cut and shape fabric using scissors/snips • apply shapes with glue or stitching • apply decoration using beads, buttons, feathers etc • apply colour with printing, dipping, fabric crayons • create fabrics by weaving materials, i.e. grass through twigs
Collage	<ul style="list-style-type: none"> • create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc • collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour • arrange and glue materials to different backgrounds • fold, crumple, tear and overlap papers

Appendix – Progression of skills (Class teacher to highlight as a record of what has been taught to ensure all skills are covered by the end of each key stage)

Lower Key Stage Two

Drawing	<ul style="list-style-type: none"> • draw for a sustained periods of time. • use a sketchbook to collect and develop ideas from a range of sources • experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc • experiment with different grades of pencil to achieve varied tone • create texture and pattern in drawing with a range of implements.
Digital Media	<ul style="list-style-type: none"> • explore ideas using digital sources i.e. internet, ipads • record, collect and store visual information digitally • present recorded visual images using software e.g. Photostory, Powerpoint • use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.
3D Design	<ul style="list-style-type: none"> • plan, design and make models from observation or imagination. • develop skills in joining, extending and modelling clay. • use papier mache to create simple 3D effects • experiment with constructing and joining recycled, natural and manmade materials. • create textures and patterns in malleable materials including clay.
Painting	<ul style="list-style-type: none"> • experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. • create different effects and textures with paint • use language of and mix primary and secondary colours and use tints and shades
Printing	<ul style="list-style-type: none"> • create printing blocks using relief or impressed method • develop print techniques i.e. mono-printing, block printing, relief or impressed method • create repeating patterns • print with two colour overlays.
Textile	<ul style="list-style-type: none"> • use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. • develop skills in stitching, cutting and joining
Collage	<ul style="list-style-type: none"> • 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 up a visual vocabulary.

Appendix – Progression of skills (Class teacher to highlight as a record of what has been taught to ensure all skills are covered by the end of each key stage)

Upper Key Stage Two

Drawing	<ul style="list-style-type: none"> • work on sustained, independent, detailed drawings. • develop close observational skills • use a sketchbook to collect and develop ideas. • experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. • use different techniques for different purposes i.e. shading, hatching, blending. • develop drawing using tonal contrast and mixed media. • begin to use simple perspective in their work i.e. by using single focal point on horizon • begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.
Digital Media	<ul style="list-style-type: none"> • explore ideas using digital sources i.e. internet, ipads • record, collect and store visual information digitally • present recorded visual images using software e.g. Photostory, Powerpoint • use a graphics package to import or create/manipulate images. • create digital layered images from original ideas in sketchbooks
3D Design	<ul style="list-style-type: none"> • shape, form, model and construct from observation and imagination • use recycled, natural and manmade materials to create sculptures • plan a sculpture through drawing and other preparatory work • develop skills in using clay including slabs, coils, slips etc. • produce patterns and textures in malleable materials.
Painting	<ul style="list-style-type: none"> • develop a painting from a drawing. • experiment with different media and materials for painting. • create imaginative work from a variety of sources e.g. observational drawing, music, poetry. • mix and match colours to create atmosphere and light effects • identify, mix and use primary, secondary, complimentary and contrasting colours.
Printing	<ul style="list-style-type: none"> • create printing blocks using sketchbook ideas • develop techniques i.e. mono-printing, block printing, relief/impressed method • experiment with overprinting motifs and colour
Textile	<ul style="list-style-type: none"> • use fabrics to create 3D structures • experiment with a range of media to overlap and layer creating textures, effects and colours.
Collage	<ul style="list-style-type: none"> • add collage to a printed or painted background • use a range of media to create collages • use different techniques, colours and textures when designing and making pieces of work • use collage as a means of extending work from initial ideas.