**Art and Design Curriculum**

**Great Linford Primary School**



The Art and Design programme of study at Great Linford Primary School is structured around The National Curriculum (Published in 2013). The intent of the Art and Design curriculum is to engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The Art and Design programme of study is split into 3 areas: Developing ideas, Mastering Skills and Inspired by artists. Mastering skills is subdivided into key skill areas: drawing, colour, texture, form, printing and pattern.

In addition to this, we structure learning to be interwoven with our three whole school curriculum drivers that underpin the whole school intent of our curriculum

**Curriculum Progression: Art and Design Skills**

**Developing ideas**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Respond to ideas and starting points. | Explore ideas and collect visual information.  Explore different methods and materials as ideas develop. | Develop ideas from starting points throughout the curriculum.  Collect information, sketches and resources. | Adapt and refine ideas as they progress.  Explore ideas in a variety of ways.  Comment on artworks using visual language. | Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources and present ideas imaginatively in a sketch book | Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language. |

**Mastering Skill - Drawing**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Extend the variety of drawings tools to include charcoal and felt tips.  Explore different textures and experiment with mark - building on previous experience.  Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. | Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people.  Continue to draw a way of recording experiences and feelings.  Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. | Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.  Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.  Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have. | Identify and draw the effect of light (shadows) on a surface, on objects and people.  Introduce the concepts of scale and proportion.  Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. | Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.  Look at the effect of light on an object from different directions.  Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. | Independently selects materials and techniques to create a specific outcome.  Work with a variety of scales and collaboratively.  Produce increasingly detailed preparatory sketches for painting and other work.  Introduce the concept of perspective. |

**Mastering Skill - Colour**

**(pigment – paint, inks, pastels, dyes and tools to apply colour – brushes, sponges, straws)**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Ensure they know the names of all the colours.  Begin to introduce mixing of colours to make new colours.  Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark | Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’  Make as many tones of one colour as possible using primary colours and white.  Darken colours without using black | Extend exploring colour mixing to applying colour mixing.  Make colour wheels to show primary and secondary colours.  Introduce different types of brushes for specific purposes.  Begin to apply colour using dotting, scratching, splashing to imitate an artist. | Make the colours shown on a commercial colour chart. Understand tertiary colours.  Work with one colour against a variety of backgrounds.  Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.  Use colour to reflect mood | Controlling and experimenting particular qualities of tone, shades, hue and mood.  Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.  Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. | Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.  Consider artists use of colour and application of it  (Pollock, Monet, Chagall |

**Mastering Skill - Texture**

**(Collage, weaving, threads, fibers, fabrics, surfaces, wood, clay)**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Simple paper and/or material weaving using a card loom.  Mix colours and paint strips of paper to weave with.  Add objects to the weaving - buttons, twigs, dried flowers.  Build on skills of using various materials to make collages –using some smaller items. | Develop skills of overlapping and overlaying to create effects.  Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.  Simple appliqué work attaching material shapes to fabric with running stitches.  Use various collage materials to make a specific picture. | Use smaller eyed needles and finer threads.  Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.  Tie dying, batik – ways of colouring or patterning material. | Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.  Start to place more emphasis on observation and design of textural art.  Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. | Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.  Consider methods of making fabric.  Look at work of other artists using textiles i.e, molly Williams, Jill Denton, Linda Caverley | Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.  Applies knowledge of different techniques to express feelings.  Use found and constructed materials.  Work collaboratively on a larger scale. |

**Mastering Skill - Form (3D experience, rigid and malleable materials)**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Use both hands and tools to build  Construct to represent personal ideas.  Cut shapes using scissors.  Carve into media using tools.  Pinch and roll coils and slabs using a modeling media.  Make simple joins by manipulating modelling material or pasting carefully. | Use a range of decorative techniques: applied, impressed, painted, etc.  Use a range of tools for shaping, mark making, etc.  Construct from found junk materials.  Replicate patterns and textures in a 3-D form.  Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy) | Use the equipment and media with increasing confidence.  Shape, form, model and construct from observation and / or imagination with increasing confidence.  Have an understanding of different adhesives and methods of construction  Begin to have some thought towards size  Simple discussion about aesthetics | Experienced surface patterns / textures.  Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)  Consider light and shadow, space and size.  Investigate, analyse and interpret natural and manmade forms of construction. | Shape, form, model and join with confidence.  Produce more intricate patterns and textures.  Take into account the properties of media being used.  Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) | Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings |

**Mastering Skill - Printing**

**(Fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene)**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Make rubbings showing a range of textures and patterns.  Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.  Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.  Print with block colours. | Create patterns and pictures by printing from objects using more than one colour.  Develop impressed images with some added pencil or decorative detail.  Relief printing - string, card, etc.  Use appropriate language to describe tools, process, etc. | Extends repeating patterns - overlapping, using two contrasting colours etc  Still prints with a growing range of objects, including manmade and natural printing tools  Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. | Use relief and impressed printing processes.  Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)  Explores images through monoprinting on a variety of papers  Explore colour mixing through overlapping colour prints deliberately. | Interpret environmental and manmade patterns and form  Discuss the nature of effects able to modify and adapt print as work progresses.  Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc | Experienced in combining prints taken from different objects to produce an end piece.  Designs prints for fabrics, book covers and wallpaper  Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) |

**Mastering Skill - Pattern**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Awareness and discussion of patterns around them – pattern hunt.  Experiment creating repeating patterns on paper using drawing or printing of own design. | Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.  Look at natural and manmade patterns and discuss.  Discuss regular and irregular – what does it mean? | Search for pattern around us in world, pictures, objects.  Use the environment and other sources to make own patterns, printing, rubbing.  Use sketchbooks to design own motif to repeat.  Create own patterns using ICT  Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground | Consider different types of mark making to make patterns.  Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)  Link to Maths – tessellation (Escher)  Geometry, shape lines (Mondrian/klee) | Organise own patterns  Use shape to create patterns  Create own abstract pattern  Patterns reflect personal experiences and expression. | Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.  Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)  Discuss own and artists work, drawing comparisons and reflecting on their own creations. |

**Inspired by artists (past and present)**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Describe the work of notable artists, artisans and designers. | Use some of the ideas of artists studied to create pieces. | Replicate some of the techniques used by notable artists, artisans and designers | Create original pieces that are influenced by studies of others. | Give details (including own sketches) about the style of some notable artists, artisans and designers. | Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles. |