



# Art & Design

Through our Art and Design curriculum, we aim to give our pupils the knowledge and skills to express themselves creatively.

Our curriculum is designed to help pupils to:

- Develop skills, exploring a range of medium and techniques, building upon their prior experiences.
- Develop a love of making and creating, using their ideas to plan and design their own works of art.
- Build up their knowledge of the work of artists and share their own ideas and opinions to become critical thinkers.
- Appreciate how art and design reflects and shapes history and contributes to cultural creativity across the world.



## Reception Year

### Generate Ideas:

- Introduce sketchbooks and discuss how they can be used to record ideas
- Look at **Artists & Designers** such as Arcimboldi, Andy Goldsworthy, Wassily Kandinsky and examples of different media artwork; use local area as stimulus for artwork

### Making

### Key Vocab

<b>Drawing</b>	Choose and use different drawing materials to make marks, lines and curves Create a self-portrait using lines and curves expressively Observational drawings of familiar objects	<b>Colour mixing</b> <b>Pattern</b> <b>Line</b> <b>Print</b> <b>Collage</b> <b>Self-portrait</b> <b>Shade</b> <b>Names of primary colours</b>
<b>Painting &amp; Collage</b>	Use a variety of tools to spread paint Explore how to mix different paints to create new colours and different shades of the same colour Handle different materials and use to create pictures, models, etc	
<b>Printmaking</b>	Experimental printing with hands, feet, materials etc Press printing	
<b>Textiles &amp; Sculpture</b>	Pulls apart and reconstructs basic shapes Explore textures eg playdough and plasticine and creates a model Handles and manipulates materials such as threads, cottons, wool, raffia, grass	
<b>Digital</b>	Uses a paint programme to create images using selection of tools Uses devices to photograph nature which can be used as a stimulus for drawing / painting	

### Evaluate: Pupils should be given the opportunity to:

- Enjoy listening to other people's views about the artwork made by others
- With adult support, share an opinion about something a peer has made making reference to the technique used eg thin/thick lines
- Talk with another person about what you enjoyed about the making process



### Reception Artists and Designers should be able to

- Draw a self-portrait with main facial features clearly identifiable using different types of line
- Mix paint to create a range of different colours
- Create junk models that resemble objects in real life
- Create patterns with a variety of printing tools including body parts
- Create a landscape / picture using different materials and appropriate colours
- Create models that are recognisable eg animals
- Reshape materials to create patterns, images etc
- Use IT to create a picture and take photographs of the natural environment



**Year 1**

**Generate Ideas:**

- Develop use of sketchbook to record own responses to the world
- Understand how you could use your sketchbook for some activities e.g. drawing, cutting, sticking, collecting etc.
- Look at **Artists & Designers** such as Vincent Van Gogh, Jackson Pollock, Carl Warner, J W Turner, Kurt Jackson and African traditional art and craft as well as the local area for inspiration

**Making**

**Key Vocab**

<b>Drawing</b>	Use a range of different media to draw lines and shapes on different surfaces (pencil, charcoal, chalk, etc) Draw shapes from observation and use shading techniques Make rubbings to collect textures and pattern and add to them with dots and lines	<b>Primary &amp; secondary colour names</b> <b>Tone</b> <b>Texture</b> <b>Shading</b> <b>Shape</b> <b>Observation</b>
<b>Painting &amp; Collage</b>	Use a variety of tools and techniques including different brushes sizes, sponges, foams, etc. Experiment with colour mixing and using different tools and techniques eg layering, mixing media, etc. Mix and match colours to artefacts and objects Create textured paintings by adding materials eg sand, twigs, etc.	
<b>Printmaking</b>	Print with a range of hard and soft materials eg cork, sponge Create simple printing blocks to create repeating patterns Experiment with overlapping motifs and colour	
<b>Textiles &amp; Sculpture</b>	Match and sort materials according to specific qualities eg waterproof, warm, shiny Use appropriate materials to make an object (eg a pirate ship) Cut and shape fabric using scissors	
<b>Digital</b>	Change size of brushes in response to own ideas	

**Evaluate:** Pupils should be given the opportunity to:

- Enjoy listening to other people's views about the artwork made by others
- With adult support, share an opinion about something a peer has made making reference to the technique used eg thin/thick lines
- Talk with another person about what you enjoyed about the making process



### Year 1 Artists and Designers should be able to

- Talk about how people feel in paintings and drawings
- Describe what they see and give an opinion about the work of an artist
- Ask questions about a piece of art
- Create lines of different thickness and use shading in their drawings
- Name primary and secondary colours
- Create a repeating pattern in print
- Cut and use materials for a given purpose
- Can use IT to create a picture with varying line colour and thickness



**Year 2**

**Generate Ideas:**

- Be confident using their sketchbook as a place to record their individual responses
- Practice and develop sketchbook use for activities such as collecting, sticking, writing notes and drawing to: discover, show what they have seen, experiment;
- Look at **Artists & Designers** such as Roy Lichtenstein, Andy Warhol, Christopher Marley and explore local artists and Tudor architecture in Cambridge and other local villages

**Making**

**Key Vocab**

<b>Drawing</b>	Explore line and colour using different grades of pencil, pastel, charcoal, wax and chalk to shade dark and light Control the types of marks made with different media Draw from a different range of starting points (stimuli) including close looking, drawing from memory or imagination Work on different scales and from different angles, perspectives Use drawings as a base for collage	<b>Bold</b> <b>Fine detail</b> <b>Names of different types of drawing media and paint (charcoal, chalk, pastel, watercolour, etc)</b> <b>Contrast</b> <b>Scale</b> <b>Mould</b> <b>Smooth</b> <b>Coil</b>
<b>Painting &amp; Collage</b>	Mix different colours and use different brushes and types of paint to create shade and tone Name different types of paint and their properties Sort and group materials for different purposes and arrange and glue materials to different backgrounds Fold, crumple, tear, cut and overlap papers and arrange shaped and colours to create an image	
<b>Printmaking</b>	Design and create individual printing blocks around a theme (Christmas) Explore using different media and colours to achieve design	
<b>Textiles &amp; Sculpture</b>	Cut with increasing accuracy using scissors and other implements and carve using tools Pinch and roll coils and slabs using modelling media Make simple joins	
<b>Digital</b>	Use digital media to create records of models made	

**Evaluate:** Pupils should be given the opportunity to:

- Enjoy listening to other people's views about the artwork made by others
- Express and share an opinion about the artwork and their own creations
- Share work with others and listen to what they think about what they have made



### **Year 2 Artists and Designers should be able to**

- Describe what they see and give an opinion about the work of an artist using simple subject specific vocabulary
- Ask questions about a piece of art related to the media used
- Create drawings using different media that show an understanding of shading
- Mix paint to create shade and tone
- Sculpt and manipulate materials to create a desired effect
- Create a digital record of their work



**Year 3**

**Generate Ideas:**

- Continue to develop their use of their own sketchbook to record their responses to the world and to plan and develop their own ideas
- Develop a sense of ownership of how the sketchbook is used so it starts to become an individual record showing exploration of drawing, colour, design and has notes and ideas
- Look at **Artists & Designers** such as Neolithic art, Viking artefacts, Katsushika Hokusai, Mexican art, iconic city skylines including King’s College Cambridge, the River Cam and The Backs

**Making**

**Key Vocab**

<p><b>Drawing</b></p>	<p>Use line and colour thinking about the direction of shading                  Use different media to create shadows, light and dark as well as hatching &amp; cross-hatching                  Draw on different scales and perspectives                  Develop understanding of perspective drawing including vanishing points and 2 perspective drawing techniques                  Observational drawing of 2D &amp; 3D shapes                  More accurate drawings of people or animals, particularly faces in detail                  Use sketching to make quick records of something observed</p>	<p><b>Cross-hatch</b>  <b>Tints and tones</b>  <b>Back/foreground</b>  <b>Abstract</b>  <b>Realistic</b>  <b>2D &amp; 3D</b>  <b>Perspective</b>  <b>Proportion</b>  <b>Malleable</b></p>
<p><b>Painting &amp; Collage</b></p>	<p>Extend exploring colour mixing and using different brushes for different purposes                  Explore painting on different surfaces                  Use white and black to create tints/tones and other hues of the primary and secondary colours                  Experiment with a range of techniques and materials to create mood, feeling, movement and add areas of interest</p>	
<p><b>Textiles &amp; Sculpture</b></p>	<p>Change the surface of a malleable material to build an object considering size and perspective                  Know how to make secure joins when using a malleable material                  Shape, form, model and construct from observation and/or imagination                  Understand about different adhesives</p>	
<p><b>Digital</b></p>	<p>Use simple filters to manipulate and create images                  Combine digital images with manually produced images</p>	

**Evaluate:**

Pupils should be given the opportunity to:

- Share with others why a work was made a particular way and how it was made
- Make suggestions about others’ work, using things they have seen or experienced themselves
- Discuss problems they encountered and how they were solved





### Year 3 Artists and Designers should be able to

- Use sketches to produce a final piece of art
- Use different grades of pencil to shade and to show different tones and textures
- Draw 3D shapes and city skylines with increasing accuracy with attention to scale and perspective
- Draw faces of people or animals with increasing accuracy and detail showing expression
- Use different brushes and paint mixes to create a background or a group artwork
- Create an object from a malleable material which has secure joins
- Identify the techniques used by different artists and imitate these
- Recognise when art is from different cultures and different historical periods
- Use digital images and combine with other media in own art and with others' work



## Year 4

### Generate Ideas:

- Practice and develop sketchbook use incorporating activities such as: drawing to: discover, show what you have seen, experiment, explore colour and paint, testing ideas etc.
- Look at **Artists & Designers** such as Anthony Gormley, representations of water including Claude Monet, Georges Seurat, Heather Galler, Roman mosaics, Greek sculpture, Easter Island carvings

### Making

### Key Vocab

<b>Drawing</b>	Further develop concepts of scale and proportion and work in a variety of scales Accurate drawings of whole people to include proportion, placement and shape of body Drawing from different directions Explore the effect of light (shadows) on a surface and represent in different media	<b>Proportion</b> <b>Tessellate</b> <b>Mosaic</b> <b>Montage</b> <b>Armature</b> <b>Mono-print</b> <b>Embellish</b>
<b>Painting &amp; Collage</b>	Use different techniques and tools such as dots, splashes, scratching Collect, sort, name and colour match a range of natural and man-made materials to create an image Use coiling, overlapping, tessellation, mosaic and montage	
<b>Printmaking</b>	Explore images through mono-printing on a variety of papers	
<b>Textiles &amp; Sculpture</b>	Experiments with soft sculpture Cuts and joins patterns embellishing the components Recreates 2D images in a 3D piece using different construction techniques and materials Construct an armature and embellish with a variety of materials (wool, string, twigs, etc) exploring how to bring different media together both technically and visually	
<b>Digital</b>	Create images, video and sound recordings and explain why they were created Computer generated drawings	

### Evaluate: Pupils should be given the opportunity to:

- Take photos of their work whilst in progress and the finished project so a record can be kept
- Present their work to an audience and explain the planning, making and evaluating process using appropriate language



### Year 4 Artists and Designers should be able to

- Draw whole body images with detailed body shape and proportion
- Use marks and lines to show texture in own art
- Use line, tone, shape and colour to present figures and forms in movement
- Show reflections in own art
- Use a mono print technique with accuracy
- Knows how construct an armature and use as a base for a model
- Can integrate digital images into own art



**Year 5**

**Generate Ideas:**

- Use sketchbooks as a place to raise questions so the link between sketchbook and art and design developing skills becomes understood
- Enjoy looking at artwork by artists, craftspeople, architects and designers; discuss their intentions and reflect upon responses
- Look at **Artists & Designers** such as Bob McCall, Giuseppe Arcimboldi, Henry Moore, William Morris, Georgia O’Keefe, Clarice Cliff, Anglo Saxons

**Making**

**Key Vocab**

<b>Drawing</b>	Uses a range of materials to produce line and colour for observational botanical drawings with small detail Uses contrast and mid-tones to create realism in drawings Use lines to represent movement in drawings	<b>Still life</b> <b>Composition</b> <b>Symbolism</b> <b>Rendering</b> <b>Architecture</b> <b>Maquette</b> <b>Botanical</b> <b>Motif</b> <b>Applique</b> <b>Decoupage</b>
<b>Painting &amp; Collage</b>	Investigate shade adding black and white tones, grey and tints Mix flesh colours Use colours to represent moods Embellish using a variety of techniques including drawing, painting, applique, decoupage, etc. Still life composition painting with using watercolours, pastels, etc.	
<b>Printmaking</b>	Combine both pictorial and pattern prints made from a variety of materials to recreate a scene	
<b>Textiles &amp; Sculpture</b>	Create a piece of 3D artwork in response to a stimulus from a different culture; choose media Uses a malleable material to create an object to scale eg clay maquette Uses contrasting colours in stitching and weaving Create a wire sculpture using papier mache Create a clay maquette as a model / sketch for an observational drawing	
<b>Digital</b>	Create a digital animation Use close-up photography as a stimulus for artwork	

**Evaluate:** Pupils should be given the opportunity to:

- Show they know the names of tools, techniques and formal elements of their artworks
- Understand that art is subjective and we all have our own legitimate understanding
- That ideas can come through hands-on exploration and develop knowledge of what different materials and techniques can offer



### Year 5 Artists and Designers should be able to

- Use a range of drawing techniques to show minute details
- Skilfully use their tools to produce drawings that show movement
- Confidently mix colours for different purposes
- Use a range of print techniques to recreate a scene
- Understand the purpose of and know how to produce models as a base for further artwork
- Create a digital animation
- Use a camera confidently to take photographs which show minute detail



**Year 6**

**Generate Ideas:**

- Use sketchbooks as a place to raise questions which can be explored and answered outside the sketchbook
- Look at a variety of types of source material and understand the difference
- Develop questions to ask when looking at artworks or stimulus
- Look at **Artists & Designers** such as Henri Matisse, Damien Hirst, Tracey Emin, Chris Ofili, Frank Lloyd Wright, Mayan architecture

**Making**

**Key Vocab**

**Drawing**

Selects appropriate media and techniques to achieve a specific outcome using marks, lines and curves  
 Uses a variety of techniques to interpret texture and show the effect of light on objects and people  
 Work collaboratively on a variety of scales  
 Draw with increasing accuracy – people and perspective

**Painting & Collage**

Investigate symbols, forms, shapes and space and tones, shade, hues and mood  
 Explore the use of texture in colour and the use of colour to express moods and feelings  
 Using known artists as a stimulus, explore and develop own artwork

**Textiles & Sculpture**

Recreate images in 2D & 3D looking at one area of experience e.g. recreate a landscape painting, focusing on textures  
 Uses a malleable material to create an object in the style of a past era  
 Dye fabrics using tie-dye, batik etc  
 Develop experience in embellishing, using more advanced stitching and applique techniques

**Digital**

Enhance digital media by editing including sounds, video, animation, still images and installation

**Negative / positive space**  
**Resist**  
**Modroc**  
**Figurine**  
**Batik**  
**Installation**

**Evaluate:** Pupils should be given the opportunity to:

- Express and share an opinion about artwork understanding their opinion is legitimate
- Share how other artists or artworks inspired them
- Present their work in retrospective i.e. to the class, parents, in assembly



### **Year 6 Artists and Designers should be able to**

- Explain why they have chosen different tools, specific techniques and media to create own art
- Explain their style of work and how it has been influenced by a famous artist
- Recreate both 2D and 3D images with increasing accuracy with particular attention to scale and proportion
- Create a piece of textile artwork using a range of techniques to produce and embellish
- Use feedback to make amendments and improvement in their own art
- Use a range of e-resources to create art