

Our Curriculum for Art & Design

Aims

At Totley All Saints, we aim 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.

Art & Design: Key stage 1

Knowledge & Skills

Early Learning Goal – Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Early Learning Goal – Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Our Curriculum for Art & Design

NC Programme of study	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> 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 1	<ul style="list-style-type: none"> Use a variety of tools/media to make marks, lines and curves & select with thought, different materials considering content, shape, surface and texture to design and make an alien vehicle. Select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to design & make a simple craft product (peg doll). Sort and use a range of materials according to specific qualities, e.g. warm, cold, shiny, smooth to applique a design (pair of pants). 	<ul style="list-style-type: none"> Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques to paint OR explore tone using different grades of pencil, pastel and chalk to create a self-portrait. Develop and share their ideas by looking at examples of Chinese landscapes. Know how to spread and apply watercolours to make a background using wide brushes and other tools to express backgrounds and context. Manipulate & model clay and control form to sculpt a Christmas tea light holder, and add surface features. 	<ul style="list-style-type: none"> Know how to mix primary colours to create secondary colours and how to make shades and tints. Experiment with line, shape and form to make a self-portrait. Use shape and form techniques (pinching), to make a tealight holder from a thumb pot. Use and manipulate pattern and texture (peg doll & pants). 	<ul style="list-style-type: none"> Explore and discuss works by different abstract artists (Mondrian, Rothko, Klee, Pollock, Delaunay), and look for similarities and differences in their paintings. Look at examples of Chinese landscapes depicted by various artists and discuss their techniques. Explain what we like/dislike about a painting and why.
Year 2	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products (Great Fire of London Pictures). Create Christmas characters by sewing felt. Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. Can make quick line and shape drawings from observation adding light/dark tone, colour and features. Can record ideas, observations and designs in a visual journal to support the development of ideas and skills. 	<ul style="list-style-type: none"> Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood. Use colour and painting skills and apply surface techniques to create or suggest a place, time or season. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (Seaside pictures, Portraits of Florence Nightingale, Island landscapes, seascapes). 	<ul style="list-style-type: none"> Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work. Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons Use dyes to achieve a planned effect (e.g. a solid colour, dip-dyeing or tie dyeing). 	<ul style="list-style-type: none"> Examine images of the seaside by TS Lowry in the naïve art period and compare these with a range of artists depicting the seaside in Victorian times; use of colour, shape, form & style. Compare and contrast scenes & techniques in landscapes by Van Gogh using impasto (thick applications of paint) & Metzinger using pointillism (many dots of colour) and fauvism (bright slashes of aggressive colour) with city scapes by the impressionist Monet (using broken colour).

Our Curriculum for Art & Design

Art & Design: Key stage 2

Knowledge & Skills

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.

NC Programme of study	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> about great artists, architects and designers in history.
Year 3	<ul style="list-style-type: none"> Draw familiar things from different viewpoints and combine images to make new images (Stone Henge). Sketch using different marks and lines to produce texture (shading, hatching & cross-hatching; fossils, fruit cross-sections). Experiment with shading using different media to achieve a range of light and dark tones, to create mood and feeling. Draw and sketch to represent figures using pastels, chalks & charcoal on different papers (of varied colour & texture considering the intent & style of their drawing). Experiment with media to create emotion in art (compare bold, sharp lines with blurring & smudging). Know how to use images created, scanned and found; altering them where necessary to create art (pop art). Use a colour wheel to identify complimentary colours to design contrasting prints. 	<ul style="list-style-type: none"> Print and mark-make using poster paint with natural materials & hands/fingers (cave paintings). Use watercolour tones & solid silhouettes to recreate Stonehenge at sunrise/sunset. Know how to make moulds and casts using fossils imprinted into clay, using plaster of Paris. Use line, shape and solid colour to represent a figure (using pencil, charcoal, felt-tip pens) and mark with care to represent things seen, imagined or remembered Construct a structure using wire and linear or soft media before then covering the surface with Modroc to make a form/figure. Explore lines, marks and tones through monoprinting on a variety of papers to create an image. Explore images and recreate texture in a Collograph print using e.g. corrugated card, string, pressprint. Cut a simple stencil and use this for making printed shapes. 	<ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style (Julian Opie). Compare different works by Julian Opie, and compare his work with local artist Pete McKee. Research sculptures by Antony Gormley, Henry Moore & Giacometti. Use their work to generate ideas and create their own style. Compare own print design and pattern making with that of wellknown designers or familiar patterns (explore pop art by Andy Warhol and use his work to replicate a style).

Our Curriculum for Art & Design

<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</h2>	<ul style="list-style-type: none"> • Sketch animals in local habitats; make quick studies from observation to record action or movement with some fluency. • Sketch leaves and plants in different environments use a viewfinder to select a view and visual clues in an image, then record what is in the frame • Experiment with shading using soft and hard pencils to to achieve a range of light and dark tones, black to white to draw shells. 	<ul style="list-style-type: none"> • Use crayons to create shade and tones. • Understand how artists use warm and cool colour using this when mixing paint to express a mood in a work (seascapes). • Create an accurate print design following given criteria (repeating leaf patterns) • Explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint (leaves). • Plan, take and digitally process photographs for a creative purpose, working as part of a group (leaves). • Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers (seascapes). 	<ul style="list-style-type: none"> • Understand that Kandinsky's concentric circles uses an abstract form and has symbolic significance; take inspiration from his work to create Egyptian sunset silhouettes. • Research Andy Goldsworthy and learn how he produces site specific sculptures and land art situated in natural and urban settings; take inspiration from his work to create natural sculptures. • Study post-impressionism & the depiction of light and colour through art by artists such as Vincent Van Gogh. • Paint in the style of Van Gogh's seascapes to depict real-life subject matter using geometric or distorted forms.
	<ul style="list-style-type: none"> • Use Sketching to represent animals in local habitats with attention to appropriate scale and proportion • Identify and draw the effect of light by sketching autumn leaves and plants in different environments • Use coloured pencils to experiment with tones to draw autumn leaves Use sketchbook for recording textures/patterns • Experiment with shading using soft pencils to draw shells 	<ul style="list-style-type: none"> • Know how to use clay to mould and create Egyptian artefacts (amulets) Selecting and using materials to embellish work • Use crayons to create shade and tones by experimenting with line, cross hatching & colour mixing 	<ul style="list-style-type: none"> • Take inspiration from artist Kandinski circles to create Egyptian sunset silhouettes. • Research Andy Goldsworthy and take inspiration to create natural sculptures • Paint in the style of Van Gogh's seascapes

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<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</h2>	<ul style="list-style-type: none"> • Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. • Plan & complete extended sets of drawings in sketchbooks to plan a 3D piece. • Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/design. • Sketch, draw & paint river pictures, experimenting with hues and tones. • Sketch buildings around school and the local area, and build up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut material. • Show understanding of the concept of perspective • Sketch and draw river pictures investigating the effect of light on objects and people from different directions • interpret the texture of a surface 	<ul style="list-style-type: none"> • Study 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages. • Design, make and decorate a coil clay pot in the style of Ancient Greece by using different techniques to Shape, form, model and join. • Embellish a surface using a variety of techniques, including drawing, painting and printing to create a Viking shield. • Plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images OR plan, take and digitally process photographs for a creative purpose, working as part of a group (Totley buildings) • Select and use materials investigating the properties of different media eg textilesto make & embellish Viking shields. 	<ul style="list-style-type: none"> • Explore and collage the different types of columns in Ancient Greek architecture. • Use a digital camera to capture objects to be cut and pasted into another image to create a digital collage (buildings in the local area). • Use a digital programme to develop virtual designs for shields. • Compare different styles of river paintings of Turner and Monet using romanticism and impressionism and emulate one of these. • Explore and collage the different types of columns in Ancient Greek architecture.
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<h2>Year 6</h2>	<ul style="list-style-type: none"> • People in action- sketch human figures in different poses - produce increasingly accurate drawings of people to appropriate scale and proportion • Annotate work in sketchbooks • Landscapes inspired by rainforest- concept of perspective. Use of hue, tint, tone, shades to show mood - explore the use of texture in colour • Begin to use simple perspective using single focal point & horizon • Begin to develop an awareness of composition, scale & proportion • Show an awareness of how paintings are created 	<ul style="list-style-type: none"> • Collage- Explore Cubism - rejection of perspective - Cubist portraits • use colour to express feelings • Experiment with a range of media to overlap & layer creating interesting colours textures & effects • Use recycled, natural & man-made materials • Use collage as a means of extending work from initial ideas 	<ul style="list-style-type: none"> • Henri Rousseau Amazonian scenes • Cubism Pablo Picasso, Romerro Britto, & Jean Metzinger • Compare ideas, methods & approaches in their own & other's work including famous artists • Adapt their work & describe how they might develop it further
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