A picture containing graphical user interface

Description automatically generatedArt & Design

# Curriculum Expectations

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| **Engage** | **Activate** | | |
| **EYFS Expectations** | **Key Stage 1 NC Expectations** | **Key Stage 2 NC Expectations** | **Key Stage 3 + NC Expectations** |
| **Expressive Arts and Design (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.  **Expressive Arts and Design (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. | Pupils should be taught:   * 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. | 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; * 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. | * Pupils should be taught: * to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas * to use a range of techniques and media, including painting * to increase their proficiency in the handling of different materials * to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. |

**Implementation**

Art & Design will be taught through engaging, motivating and progressive units across the school. Art & Design lessons will:

* start with an engagement/thought provoking stimulus
* share a ‘Big Learning Question’
* lead to some ‘key enquiry questions’
* take the questions into a scheme of work
* allow pupils to develop their own Knowledge Organisers
* allow pupils to evidence their learning using scrapbooks, photographs and art work/sculptures

**Impact**

To evidence that our pupils can do more and know more in Art & Design we will:

* Collate evidence to monitor progress
* Review knowledge organisers
* Interview pupils
* Monitor teaching
* Review schemes of work
* Follow achievements through progression maps

**Intent**

We offer a structure and sequence of lessons to help our pupils progress through the National Curriculum Expectations at a level appropriate to their needs (right stage).

All pupils will have the opportunity to learn:

* creativity
* evaluative & reflective skills
* specific techniques and skills
* manipulate various tools and mediums
* appreciate the work of others

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|  | **EYFS** | **KS 1** | **KS 2** | **KS 3+** |
| **Exploring & Developing** | Continuous provision to allow pupils to experience, explore and enjoy art | Children can:   1. respond positively to ideas and starting points; 2. explore ideas and collect information; 3. describe differences and similarities and make links to their own work; 4. try different materials and methods to improve; 5. use key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve. | Children can:   1. use sketchbooks to record ideas; 2. explore ideas from first-hand observations; 3. question and make observations about starting points, and respond positively to suggestions; 4. adapt and refine ideas; 5. use key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine. | Children can:   1. review and revisit ideas in their sketchbooks; 2. offer feedback using technical vocabulary; 3. think critically about their art and design work; 4. use digital technology as sources for developing ideas; 5. use key vocabulary: sketchbook, develop, refine, texture, shape, form, pattern, structure. |

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| **Drawing** | Continuous provision to allow pupils to experience, explore and enjoy using different colour making tools | **To become proficient in drawing techniques.**  Children can:   1. draw lines of varying thickness; 2. use dots and lines to demonstrate pattern and texture; 3. use different materials to draw, for example pastels, chalk, felt tips; 4. use key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | **To become proficient in drawing techniques.**  Children can:   1. experiment with showing line, tone and texture with different hardness of pencils; 2. use shading to show light and shadow effects; 3. use different materials to draw, e.g. pastels, felt tips; 4. show an awareness of space when drawing; 5. use key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | **To become proficient in drawing techniques.**  Children can:   1. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; 2. depict movement and perspective in drawings; 3. use a variety of tools and select the most appropriate; 4. use key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. |

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| **Painting** | Continuous provision to allow pupils to experience, explore and enjoy using brushes, paints and other ways to transfer colour onto paper and screens | **To become proficient in painting techniques.**  Children can:   1. name the primary and secondary colours; 2. experiment with different brushes (including brushstrokes) and other painting tools; 3. mix primary colours to make secondary colours; 4. add white and black to alter tints and shades; 5. use key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | **To become proficient in painting techniques.**  Children can:   1. use varied brush techniques to create shapes, textures, patterns and lines; 2. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; 3. create different textures and effects with paint; 4. use key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | **To become proficient in painting techniques.**  Children can:   1. create a colour palette, demonstrating mixing techniques; 2. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; 3. use key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. |
| **Sculpture** | Continuous provision to allow pupils to experience, explore and enjoy making objects out of materials | **To become proficient in sculpting techniques.**  Children can:   1. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; 2. use a variety of techniques, e.g. rolling, cutting; 3. use a variety of shapes, including lines and texture; 4. use key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | **To become proficient in sculpting techniques.**  Children can:   1. cut, make and combine shapes to create recognisable forms; 2. use clay and other malleable materials and practise joining techniques; 3. add materials to the sculpture to create detail; 4. use key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | **To become proficient in sculpting techniques.**  Children can:   1. plan and design a sculpture; 2. use tools and materials to carve, add shape, add texture and pattern; 3. develop cutting and joining skills, e.g. using wire, coils, slabs and slips; 4. use materials other than clay to create a 3D sculpture; 5. use key vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast. |

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| **Collage** | Continuous provision to allow pupils to experience, explore and enjoy using materials to complete and create pictures | **To become proficient in collage.**  To develop a wide range of art and design techniques in using texture, line, shape, form and space.  Children can:   1. use a combination of materials that have been cut, torn and glued; 2. sort and arrange materials; 3. add texture by mixing materials; 4. use key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange. | **To improve their mastery in collage.**  Children can:   1. select colours and materials to create effect, giving reasons for their choices; 2. refine work as they go to ensure precision; 3. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; 4. use key vocabulary: texture, shape, form, pattern, mosaic. | **To improve their mastery in collage.**  Children can:   1. add collage to a painted or printed background; 2. create and arrange accurate patterns; 3. use a range of mixed media; 4. plan and design a collage; 5. use key vocabulary: shape, form, arrange, fix. |

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| **Textiles** | Continuous provision to allow pupils to experience, explore and enjoy using fabrics to explore textures, dressing up and joining/layering fabrics | **To become with textiles.**  To develop a wide range of art and design techniques in using colour, pattern and texture.  Children can:   1. show pattern by weaving; 2. use a dyeing technique to alter a textile’s colour and pattern; 3. decorate textiles with glue or stitching, to add colour and detail; 4. use key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | **To improve their mastery with textiles.**  Children can:   1. select appropriate materials, giving reasons; 2. use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; 3. develop skills in stitching, cutting and joining; 4. use key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | **To improve their mastery with textiles.**  Children can:   1. experiment with a range of media by overlapping and layering in order to create texture, effect and colour; 2. add decoration to create effect; 3. use key vocabulary: colour, fabric, weave, pattern. |

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| **Printing** | Continuous provision to allow pupils to experience, explore and enjoy art using different resources to transfer colour (paint, ink etc) | **To become proficient in printing.**  To develop a wide range of art and design techniques in using colour and texture.  Children can:   1. copy an original print; 2. use a variety of materials, e.g. sponges, fruit, blocks; 3. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 4. use key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects. | **To improve their mastery in printing.**  Children can:   1. use more than one colour to layer in a print; 2. replicate patterns from observations; 3. make printing blocks; 4. make repeated patterns with precision; 5. use key vocabular: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | **To improve their mastery in printing.**  Children can:   1. design and create printing blocks/tiles; 2. develop techniques in mono, block and relief printing; 3. create and arrange accurate patterns; 4. use key vocabulary: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; |

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| **Work of Other Artists** | Continuous provision to allow pupils to experience, explore and enjoy looking and interacting with published art works | **To understand the work of a range of artists, craft makers and designers.**  Children can:   1. describe the work of famous, notable artists and designers; 2. express an opinion on the work of famous, notable artists; 3. use inspiration from famous, notable artists to create their own work and compare; 4. use key vocabulary: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. | **To learn about great artists, architects and designers in history.**  Children can:   1. use inspiration from famous artists to replicate a piece of work; 2. reflect upon their work inspired by a famous notable artist and the development of their art skills; 3. express an opinion on the work of famous, notable artists and refer to techniques and effect; 4. use key vocabulary: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. | **To learn about great artists, architects and designers in history.**  Children can:   1. give detailed observations about notable artists’, artisans’ and designers’ work; 2. offer facts about notable artists’, artisans’ and designers’ lives; 3. use key vocabulary: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt. |