Art & Design Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2

The INTENT of our Art & Design Curriculum

Art & Design Statement of Intent

Lord Puttnam, Chair of the Cultural Learning Alliance said that 'Learning through culture and the arts leads to creative thinking, confidence and problem-solving-all skills which are prized by employers and which young people need. If we fail to offer our young people the opportunity to participate in the arts and culture, then we fail to support them in becoming the leading thinkers, innovators, creative business and community leaders of the future.'

We know that our children come to us from a range of backgrounds and we want to ensure that ALL of them get to see beautiful pieces of art and to understand the importance of art in our heritage and culture. This is why all children in Year 3 visit a gallery and then learn how to set up their own back at school.

Some of our children start school with poorer speech and language skills and so this curriculum has been planned carefully to provide plentiful opportunities for pupils to talk about their learning and their work.

We are committed at St Meryl to teaching both skills and knowledge as believe both are important. So we expose children to a range of different artists and techniques and then allow them to try these out for themselves and create beautiful pieces of original artwork based on what they have learnt and experienced. What we teach children in art and design has been carefully planned, structured and sequenced to provide a clear progression of skills and knowledge that builds upon what has been taught before. There are clear, agreed expectations for end of year and key stage points.

Wherever possible we make good links with other curriculum areas whilst respecting the integrity of art and design as its own subject.

Aims of Art & Design

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.

National Curriculum Programmes of Study:

	KS1	KS2
	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. Pupils should be taught: • 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.

Implementation: St Meryl School Art & Design Scheme of Work and Plannin

	AUTUMN 1	SPRING 1	SUMMER 1
YEAR 1	Drawing	Collage	Digital Media
	Painting	Textiles	
YEAR 2	Drawing	Sculpture	
	Painting	Printing	Digital Media
YEAR 3	Drawing	Painting	Digital Media
		Collage	Sculpture
YEAR 4	Printing	Textiles	Digital Media
	Drawing	Painting	
YEAR 5	Drawing	Collage	Digital Media
	Painting	Sculpture	
YEAR 6	Drawing	Painting	Digital Media
			Textiles

Art & Design Progression of Skills and Knowledge

YEAR 1							
	Drawing	**Painting**	**Collage**	**Sculpture**	**Textiles**	**Printing**	**Digital Media**
Skills	1. Draw lines of different thicknesses- bold, light, thick and thin. 2. Make marks that represent personal qualities eg shy, giggly, brave etc. 3. Colour own work neatly generally staying in the lines.	1. Use thick and thin brushes and describe the effect. 2. Experiment with colour. Add white to colours to make tints and black to make tones. 3. Create colour wheels.	1. Use a combination of materials that are cut, torn and glued to make collage. 2. Collect natural materials from the local environment. Sort and arrange to make collage. 3. Mix materials to create texture.		1. Weave with paper strips on card looms and string on card looms- experiment with over and under. 2. Use a range of looms-zig-zag and looms made from unconventional objects like the spokes of wheels and natural things like branches. 3. Use plaiting and knotting. 4. Experiment with dyeing using natural materials eg beetroot, brown and red onion skins, and blackberries.		1. Use different programmes to create artwork.

					5. Tie-dye fabrics. 6. Do simple stitching on binca.		
Knowledge	1. Know and talk about art picturing whole-body portraits eg 'The Blue Boy' by Gainsborough. 2. Know and talk about body proportions.	1. Know and describe what a tint and a tone is. Know what the primary colours are.	1. Know and talk about the work of artists that use natural materials eg Andy Goldsworthy, Nils Udo, Richard Shilling. 2. Know and talk about the work of artists that use collage eg Matisse.		1. Know and talk about what weaving and dyeing is and artists that use dyeing and weaving.		1. Know and describe how to use digital media to create artwork.
YEAR 2							
	Drawing	**Painting**	**Collage**	**Sculpture**	**Textiles**	**Printing**	**Digital Media**
Skills	1. Draw lines of different thicknesses creating different	1. Talk about the effect of using thick and thin brushes and choose		1. Design own card sculptures 2. Make sculptures		1. Use repeating and overlapping shapes.	1. Take photos and experiment with composition

	shapes and patterns 2. Colour own work neatly increasingly staying in the lines 3. Show pattern and texture by adding dots and lines.	different brushes for different tasks 2. Choose when to add white to different colours to make tints and black to make tones. Talk about the effect 3. Paint and create portraits.		from card. Roll, twist, curl, strips of card and paper to make 3-d features 3. Use papier-mache to create sculptures. Roll, curl, twist strips of newspaper to make features 4. Paint sculptures 5. Use clay to form shapes and models.		2. Use objects to create prints eg fruit, vegetables and sponges 3. Press, roll, rub and stamp to create prints. 4. Make own printing blocks by scratching on polystyrene tiles and making string shapes glued to card tiles 5. Experiment with different rollers to make prints.	2. Cut up and re-arrange parts of photos.
Knowledge	1. Know and talk about the work of artists that used pointillism eg Seurat and Signat.	1. Know and talk about in more detail what a tint and a tone is and what the effects are when white and black is		1. Know and talk about famous sculptors and their work eg Henry Moore and Barbara Goldsworthy.		1. Use knowledge from maths about shape properties-talk about and describe them.	1. Know and talk about photography and how images can be re-arranged and adapted.

		added to colours. 2. Know and talk about the work of portrait artists eg Picasso, Kahlo, Van Gogh ad Rembrandt.					
YEAR 3							
	Drawing	**Painting**	**Collage**	**Sculpture**	**Textiles**	**Printing**	**Digital Media**
Skills	1. Use different hardnesses of pencils to show line, tone and texture.	1. Use different brush techniques with thick and thin brushes to produce shapes, textures,	1. Use tessellation, mosaic and montage 2. Explore the surface pattern and textures of a	1. Make a small-scale sculpture (maquette) using papier-mache. 2. Experiment with different			1. Use ICT to explore how paint software can be used to make symmetrical, repeated, rotated and

	2. Annotate sketches to elaborate and show understanding of ideas. 3. Develop sketching techniques- cross-hatching etc (no rubbers!) to show tone and texture. 4. Use shading to show light and dark. 5. Life drawing-parts of the body and whole body noting the positions and proportions of body parts.	patterns and lines. 2. Mix colours effectively. 3. Use watercolours to produce washes for backgrounds then add detail on top. 4. Experiment with creating different moods with colour. 5. Create texture by using varying thicknesses of paint, different brush marks and mixing other materials such as sand with paint.	range of different papers 3. Use tissue paper in different ways to create texture- combine it with other types of paper to produce a collage.	construction techniques eg rolling and folding card, layering and overlapping card. 3. Design and make a structure using different construction materials.			translated patterns.

Knowledge	Know and talk about what an art gallery is after a trip to Tate Britain. Know and talk about the role and importance of art galleries. Know and talk about how to set up and run an art exhibition.			1. Know and talk about the work of Henry Moore and how he created small-scale maquettes before his final sculptures.			
YEAR 4							
	Drawing	**Painting**	**Collage**	**Sculpture**	**Textiles**	**Printing**	**Digital Media**
Skills	1. Draw different viewpoints in the outside environment. 2. Use a range of maps including transport maps, aerial photographs and abstract art, experiment with lines, shapes and patterns.	1. 1. Use different brush techniques with thick and thin brushes to produce shapes, textures, patterns and lines. 2. Mix colours effectively. 3. Use watercolours to produce washes for backgrounds			1. Use cross stitch and backstitch 2. Quilt, pad and gather fabric. 3. Create mixed media incorporating some stitching. 4. Use batik and fabric printing/painting.	1. Make a card printing block by building up a shape out of layers of card glued in place. 2. Use the card to create prints, experimenting with overprinting and combining different colours, changing the	1. Look at a range of different film and video extracts on a theme and use as inspiration for own work. 2. Take photographs in different outside locations from different creative viewpoints. Use to create

	3. Experiment with and create own signs and symbols. 4. Experiment with line (direct, meandering, curved, and straight), shape, pattern (geometric, symmetrical, and asymmetrical), colour (pure, mixed, earthy and natural, artificial, bright, dull) and texture (rough, smooth, shiny, shimmering).	then add detail on top. 4. Experiment with creating different moods with colour. 5. Create texture by using varying thicknesses of paint, different brush marks and mixing other materials such as sand with paint.				arrangement of the prints. 3. Use stencils to create prints on fabric.	own work and displays of work. 3. Make own films experimenting with different lighting effects and camera angles.
Knowledge	1. Know and talk about the work of Aboriginal artists and	1. Know and talk about the work of watercolour artists eg			1. Know and talk about artwork involving quilting, batik and printing on	1. Know about the work of artists that use printing. Look	1. Know and talk about some photographic artists eg

	how they use lines and abstract shapes.	Turner, Monet, Klee, Georgia O'Keefe and describe their techniques. 2. Know what primary and secondary colours are.			fabric eg Indian art and textiles.	at 'Bash' by Paolozzi.	Kasten, Man Ray, Rodchenko.
YEAR 5							
	Drawing	**Painting**	**Collage**	**Sculpture**	**Textiles**	**Printing**	**Digital Media**
Skills	1. Collect objects and arrange to make still life compositions. 2. Use viewfinders to select and draw different sections of a still life composition, 3. Use charcoal and chalk to draw the still life composition. 4. Create different lines,	1. Experiment with colour families with primary, secondary and tertiary colours, complementary and contrasting colours. 2. Create light and dark tones and hues of colours. 3. Paint a still life composition by painting an all-over	1. Use cut paper techniques to overlap images to create a sense of movement. 2. Create a montage of reproduced images.	1. Make basic forms eg pyramids, cubes and cylinders from card. 2. Make a clay container by rolling, measuring, cutting and joining pieces of clay with slip. 3. Elaborate on the basic clay container by creating texture and			1. Use digital media to create artwork and include sound, video, animation, still images and installations.

	tones and textures to create the effect of light, shade and 3-d effects.	background colour first then lightly sketching objects over the top before painting in.		pattern, imprinting and adding shapes.			
Knowledge	1. Know and talk about still life and artwork/artists involved with still life eg Cezanne, Picasso, Mary Fedden, Mary Potter.	1. Know and talk about primary, secondary and tertiary colours.	1. Know and talk about the work of artists that use photo montage eg Hannah Hoch and work like 'Meet the People' by Paolozzi..	1. Know and talk about how clay has been used throughout history eg Greek urns and vases, the ancient Egyptians and their kilns, wheels being used in the Bronze age etc. 2. Know and talk about the work of some artists and sculptors that use shape to good effect in			1. Know and talk about apps and programmes that have been used to create artwork.

				their work eg Caro.			
YEAR 6							
	Drawing	**Painting**	**Collage**	**Sculpture**	**Textiles**	**Printing**	**Digital Media**
Skills	1. Sketch drawings of different people in different places. 2. Experiment in more detail with creating the feel of different movement through the use of lines, tones and shapes. 3. Draw different facial expressions. Apply colour	1. Paint people and figures in action. Paint the background first then lightly sketch on the figures before painting in.			1. Paint and print on fabric creating texture and interest. 2. Experiment with layering fabric and securing with stitching. 3. Pad and quilt fabric. 4. Pleat and fold fabric, secure with stitching 5. Experiment with creating sound in textile work by using different materials that		1. Look at a range of film and video extracts on a theme as inspiration for their own work in a range of mediums. 2. Take photographs in different locations, use programmes and apps. to distort and adapt images and create

	using coloured drawing pencils.				rustle and crackle etc. 6. Add other materials to textile work by knotting and tying.		different effects. 3. Make own films experimenting with lighting effects and camera angles.
Knowledge	1. Know and talk about dynamism in art. Know about artists such as John Wells (Sea Bird Forms'), Giacomo Balla ('The car has passed'), Hirst, Helen Saunders.	1. Know and talk about paintings involving people and figures in action eg 'The Mud Bath' by David Bomberg, 'Study for Returning to the Trenches' by Wynne-Nevinson.			1. Know and talk about the term 'mixed media.' Know about artists and artwork involving mixed media eg Georges Braque, Klee, Jane Frank.		1. Know and talk about the work of photo collage artists eg Hannah Hoch. 2. Know and talk about apps and programmes that have been used to create artwork. 3. Know and talk about some basic cinematic devices that have been used to create

							different effects.