

Art and Design

Our goal for Art and Design education is that children are able to use their creativity to interpret and respond to the world around them, by developing:

- proficiency with art and design skills and techniques;
- understanding of the history of art;
- and the ability to use their skills and imagination to create and express themselves through art.

Year	Generating and developing ideas from experiences and artists	Making (mastering techniques)							Evaluating and communicating
		Drawing	Painting	Sculpture	Printing	Collage	Textiles	Digital Media	
EYFS	<ul style="list-style-type: none"> - Create art based on personal experiences - Make use of props and materials when role-playing characters in narratives and stories. 	Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; Hold a pencil comfortably using the tripod grip; - Use a range of small tools, including scissors, paintbrushes and cutlery; Show accuracy and care when drawing and copying.							Recognise and describe key features of their own and others' work; share their creations with others
KS1	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip-dye techniques. 	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	Show interest in and describe what they think about the work of others When looking at creative work, express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")
LKS2	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to you what they like and what they will do next). Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
UKS2	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

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Vocabulary

<u>Media</u>	<u>Tools</u>	<u>Colour</u>	<u>Tone & texture</u>	<u>Perspective</u>	<u>Artistry</u>	<u>DT</u>
painting drawing sculpture collage textiles printing digital media multimedia	pencil crayon charcoal paint ink chalk paintbrush pastel clay acrylics	colour (wheel) primary colours cool warm neutral complimentary colour-mix hue	line (straight / wavy / sharp / thick / thin etc) sketch shade blur smudge tone texture movement pattern (repeated / random) reflection	portrait landscape background foreground focal point design depth space negative space scale proportion shape form balance distortion	mood atmosphere vision rhythm unity variety value contrast comparison abstract	design function develop product construct model material template cut build mechanism join