

**Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The art curriculum at Bentfield takes account of all abilities, aptitudes and physical, emotional and intellectual development. Through art and design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. The purpose of art and design education is to give pupils the opportunity to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. Whilst it is essentially a practical subject, art will provide time for reflection and, with increasing sensitivity, pupils will acquire the ability to make informed, critical responses of their own work and that of others. There is great pleasure to be derived from art and design and, through deeper understanding, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims

The school art and design curriculum 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

Organisation

- Although our art curriculum is arranged into different areas of learning there will be no set order in which these need to be completed, and in many cases there will be an overlap, for example a project or task may include drawing *and* sculpture.
- Although there will be some stand-alone art lessons, this subject will be embedded in the wider curriculum as much as possible. Broader topic areas will allow pupils to encounter the skills, concepts and knowledge highlighted in this document. On many occasions the skills and knowledge highlighted in each year group will also be addressed through the Design Technology curriculum.
- Although famous artists, architects and designers have been given for some areas, these are only suggestions, and alternatives may be decided upon to aid cross-curricular planning.

Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artistic skills-drawing	Experiment with a variety of media Produce lines of different thickness and tone Start to produce different shapes, patterns and textures from observations, imagination and illustrations Draw from different viewpoints, e.g. front, back, above, below Make rubbings to collect textures and patterns	Begin to control the types of marks made with the range of media. Draw on different surfaces Develop a range of tone using a pencil and practise a variety of drawing techniques such as hatching, scribbling, stippling, and blending to create light/dark lines. Continue to develop observational drawing. Use viewfinders to focus on an area Continue to investigate and produce an expanding range of patterns.	Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes Develop intricate marks/patterns with increasing consideration to form and tone Experiment with ways in which surface detail can be added to drawings Begin to show an awareness of objects having a third dimension and perspective Use a sketchbook to plan and develop simple ideas	Continue to develop techniques to create intricate patterns, lines, marks and tone using different grades of pencil and other implements/media. Understand why they best suit Draw for a sustained period of time at an appropriate level Have opportunities to develop further drawings featuring the third dimension and perspective Experiment and investigate mixing media Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture Use different techniques for different purposes i.e. shading, hatching within own work. Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion Use sketchbooks to collect, record and plan for future works. Start to develop own style using tonal contrast and mixed media	Draw for a sustained period of time over a number of sessions working on one piece Develop their own style of drawing through: line, tone, pattern, texture Use different techniques for different purposes and explain what works well and why Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Use sketchbooks to collect, record and plan for future works. Adapt work according to views and describe how it might be developed further

Artistic skills- colour and painting	Explore using a variety of tools including different size brushes and implements i.e. sponges, pads, fingers Explore working with paint on different surfaces and in different ways Recognise and name the primary colours Start to mix a range of secondary colours, moving towards predicting resulting colours	Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media Mix and match colours to different artefacts and objects Explore lightening and darkening paint without the use of black or white	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Consider use of media, e.g. small brushes for small marks Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence	Demonstrate increasing control over the types of marks made and experiment with different effects and textures, e.g. blocking in colour, washes, thickened paint creating textural effects Start to develop a painting from a drawing Develop a greater understanding of the colour wheel and associated colour mixing	Confidently control types of marks made and experiment with different effects and textures Start to develop own style using tonal contrast and mixed media Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with increasing confidence building on previous knowledge	Confidently create different effects and textures with paint according to what is needed for a task Work in a sustained and independent way to develop own style of painting. This style may be through the development of colour, tone and shade Mix colour, shades and tones with confidence. Understand which works well in a painting and why
Artistic skills- printing	Create simple pictures by printing from objects, e.g. corks, sponge	Develop basic patterns by repeating images Recognise repeated patterns in the environment	Create mono-prints using different methods Create prints with two colour overlays	Create printing blocks using a relief or impressed method Create prints with three colour overlays and/or repeating patterns	Demonstrate experience in fabric printing and experiment with batik technique	Demonstrate experience in a range of printmaking techniques, describing the processes involved

Artistic skills-sculpture	Explore a variety of malleable media such as modelling clay, papier maché, salt dough Manipulate malleable materials in a variety of ways including rolling, pinching and kneading Impress and apply simple decoration	Experiment with construction by joining recycled, natural and manmade materials Cut shapes using scissors and other modelling tools Demonstrate experience in surface patterns/textures and use them when appropriate	Experience modelling over an armature or a constructed foundation Shape and model materials for a purpose	Use recycled, natural and man-made materials to create a 3D model Plan a sculpture through drawing and other preparatory work	Join clay adequately, e.g. by using a slip, and construct a simple base for extending and modelling other shapes Produce larger ware by using pinch, slab and coil techniques Produce intricate textures in malleable media	Use a range of previously experienced techniques to produce a sculpture/3D model based on a theme Use equipment and media with confidence
Artistic skills-textiles	Show experience in cutting, shaping, gluing and layering textiles Demonstrate how to thread a needle Use a needle and thread to stitch together two pieces of fabric	Begin to identify different forms of textiles and fabrics and where they can be found Apply decoration to textiles	Gain experience in applying colour with dipping, fabric crayons, dyes Develop skills in cutting, stitching and joining different fabrics (including sewing)	Gain experience in applying colour with dipping, fabric crayons, dyes	Further develop skills in sewing, including embroidery	Use a number of different stitches creatively to produce different patterns and textures Demonstrate experience in combining techniques to produce a finished textile piece
	Throughout all these areas children should be given the opportunity to discuss and review their own work and the work of others. They should develop the ability to express thoughts and feelings about artworks from different genres, and explore a range of great artists, craft makers, architects and designers throughout history.					

National Curriculum objectives

	Key Stage 1	Key Stage 2
	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 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

Unit Planner

Year	Units		
	Autumn	Spring	Summer
1	Autumn floor drawings and autumn leaves Drawing, painting, plasticine printing, leaf rubbings, wax resist leaves	Making and decorating pebbles Sculpture using different materials Andy Goldsworthy	Drawing spiral snails Drawing, colour wheel and mixing (paints and chalks) Wassily Kandinsky
2	Colour wheel and colour mixing using pastels Abstract work- Paul Klee- Castle and the Sun	Be an architect- drawing, collage, 3D modelling Famous architects- Christopher Wren, Norman Foster, Frank Lloyd Wright	Aboriginal art Painting and drawing Textiles, including fabric resist and dying
3	Drawing like a caveman Various media including chalks and charcoal	Fossils- mono-printing/polystyrene printing Painting on textiles- life size fossils 3D modelling- mountains	Portraits and self portraits Drawing and painting Hans Holbein the Younger
4	Mosaics- printing and collage Antoni Gaudi, Invader (street artist)	Rainforest paintings- Henri Rousseau Textile tablecloth painting- Quentin Blake	Egyptian art Painting and drawing Hieroglyphics and papyrus work
5	Pen and ink drawing Propaganda posters- Philip Zec Painting and wax resist- Henry Moore shelters	Sculpture- Greek clay pots, vases and plates Grayson Perry	Bayeaux Tapestry Drawing, sewing, collage
6	Abstract painting Alma Woodsey Thomas and Chris Ofili Textiles and collage- Freedom quilts	Mayan masks and sculptures Guatemalan worry dolls	Planning a production (designing and making scenery, costumes and props)

Knowledge Table

Year	Knowledge
1	• To identify and describe a range of different drawing materials, such as pencils, wax crayons, oil and chalk pastels, and felt tip pens. • To know and use primary and secondary colours. • To identify different forms of printing, e.g. books, posters, pictures, fabrics.
2	• To understand and explain the terms line, tone, colour, shape, pattern and texture. • To know and use complimentary colours. • To know the differences between drawing, painting, printing, sculpture, collage and textiles.
3	• To explain different drawing techniques, such as hatching, cross hatching, stippling, contouring, scribbling and feathering. • To understand the importance of observational drawing and using a sketch book to make preparatory studies. • To identify portraits and self-portraits and explain the difference between the two. • To name and identify a range of different fabrics.
4	• To describe the difference between two and three dimensions, and explain techniques to show perspective when drawing. • To name some famous artists and explain how we can identify their work. • To explain different printing techniques, such as mono-printing, block printing, relief/impressed method.
5	• To name different genres of art and when they have occurred throughout history, e.g. renaissance, pop art, cubism etc. • To understand the terms composition, scale and proportion and consider them when working. • To know and use primary, secondary, tertiary, complimentary and contrasting colours.
6	• To name a variety of artists, architects and designers, and understand the historical and cultural development of their art forms. • To name and use different stitches when sewing. • To explain a range of finishing techniques in a variety of media, e.g. glaze for pottery.

Conceptual Links

There are many aspects of this curriculum which will address the concepts of **creativity, freedom, love, beauty, happiness, well-being, value, individuality, identity spirituality, strength, pride, protest, diversity**

In addition to this more specific concepts can be linked to specific units, such as:

Technology- Use of photography, digital media, computer art software, Futurism

Religion and Faith- Renaissance, Baroque, Byzantine Art

Dreams and Fantasy- Surrealism, Expressionism

Nature and Environment- Impressionism, Land/Earth Art

Culture and Tradition- Inuit or Aboriginal Art, Oriental Art, African Art, Middle eastern Art

Love and Romance- Pre-Raphaelite, Romanticism

Wealth, Consumerism and Commercialism- Contemporary Modern Art, Pop Art

Art and Design Curriculum Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern. Fabric Sketchbook, Pages, Measure, Size, Cover Observation, Object, Drawing, (Water Soluble), Colour, Texture, Fabric Reflect, Discuss, Share, Think Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance, Sculpture	arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Intention, Pressure, Line Graphite, Watercolour, Pencil, Mark making, Line, Hatching, Stippling, Blending, Lightening, Darkening, Recycled, Natural, Man-made, Tone, Shape, Reflect, Present, Share, Discuss, Feedback Intention, Exploration, Reaction, Response Personal, Imagination Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary	Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body Mark Making, Sweeping, Fast, Slow, Gentle, Hard, Soft Tone, Tonal Values, Dark, Light, Mid-tone, Squint Tools, Positive & Negative Shapes, Silhouette, Lighting, Shadow, Atmosphere Body, Movement, Repetitive, Portrait, Self Portrait, Hans Holbein, Andy Warhol Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback Graphite, Watercolour, Pencil, Charcoal, Mark making, Line,	Colour match Shadows, Colour, Shading, Tone, Mid-Tone, Positive and Negative Space, Sketching, Camouflage, Natural, Manmade, Portrait, Self Portrait, Papyrus, Template, Blocking – colour, Patterns, Repeating patterns Antoni Gaudi, Quentin Blake, Henri Rousseau, Hokusai, Volcano, Tsunami, Textile, Hieroglyphics Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble Primary Colours, Secondary Colours, Tertiary Colours, Tints, Hues, Wash, Water Colour, Acrylic, Gouache Paint Sewing, stitching, textiles,	Graphite, Watercolour, Charcoal, Water Soluble Pencil, Pencil, Mark making, Line, Hatching, Cross, Hatching Stippling, Blending, Lightening, Darkening, Recycled, Natural, Man-made, Shade, Tone, Mid-tone, Lithograph, Typography, Lettering, Graphics, Design, Lighting, Composition, Foreground, Background Primary Colours, Secondary Colours, Tertiary Colours, Tints, Hues, Wash, Water Colour, Acrylic, Gouache Paint. Communicate, Emotions, Purpose, Intention, Glaze, Slip, Kiln, Oxide, Firing, Prototype, Grayson Perry, Clay, Pottery, Porcelain, joints, grazing Design Brief, Colour, Sew,	Chris Ofili , Alma Thomas, Mayan masks, Textile, Freedom Quilts Mark Making, Sweeping, Fast, Slow, Gentle, Hard, Soft Tone, Tonal Values, Dark, Light, Mid-tone Photograph, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback, Evaluation, Reflecting, Experimentation Graphite, Watercolour, Pencil, Charcoal, Mark making, Line, Hatching, Stippling, Blending, Lightening, Darkening, Recycled, Natural, Man-made, Contours Primary Colours, Secondary Colours, Tertiary Colours, Tints, Hues

Reflect, Share, Discuss Watercolour, Brush, Wash Wet on dry /Wet on wet Mark making, Primary colours, secondary colours, Colour mixing, Media, Papier Mache'	Colours (Green, Purple, Orange), Tints, Hues Medium, Surface, Texture, Impasto, Textile, Media	Hatching, Stippling, Blending, Lightening, Darkening, Recycled, Natural, Man-made, Contours Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Primary Colours, Secondary Colours, Tints, Hues	textures, patterns, cotton, synthetic	Stich, Fabric, Collage, Texture, Shape, Form, Tapestry , Material, Purpose, Pattern Cutting Present, Share, Reflect, Respond, Feedback, Similarities, Differences	Wash, Water Colour, Acrylic, Gouache Paint Sewing, stitching, textiles, textures, patterns, cotton, synthetic Production. Props, design, construct, evaluate
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