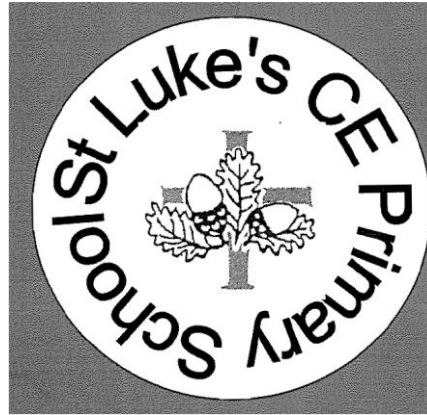


St. Luke's C of E (Aided) Primary School



Art & Design Information 2021-2022

SEPTEMBER 2021

Curriculum Overview

Early Years Foundation Stage

These are the Early Learning Goals that link most closely to the Art and Design National Curriculum:

An expected child at the end of EYFS:

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.

Curriculum Expectations

Key Stage One curriculum expectations –

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.

Key Stage Two curriculum expectations –

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.

Intent

At St. Luke's, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Each year group will cover art & design linked to their topic, this will also be based on the skills progression for that particular year group, teachers will then assess the children's progress and development on depth of learning which will also ensure any gaps or skills that need to be covered. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Art & Design Curriculum Coverage by Year Group

Work of other artists

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

KS1 Art and Design National Curriculum

To understand 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.

Children can:

- Describe the work of famous, notable artists and designers;
- Express an opinion on the work of famous, notable artists;
- use inspiration from famous, notable artists to create their own work and compare;
- use key vocabulary to demonstrate knowledge and understanding in this strand: 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.

KS2 (LKS2) Art and Design National Curriculum

To learn about great artists, architects and designers in history.


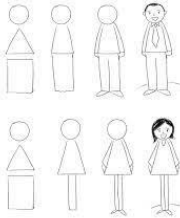

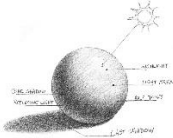
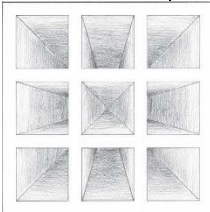



Children can:


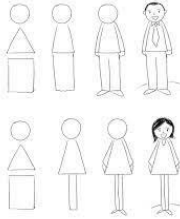

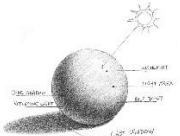
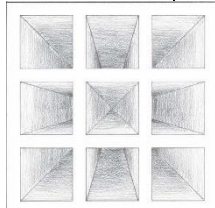



- Use inspiration from famous artists to replicate a piece of work;
- Reflect upon their work inspired by a famous notable artist and the development of their art skills;
- Express an opinion on the work of famous, notable artists and refer to techniques and effect;
- Use key vocabulary to demonstrate knowledge and understanding in this strand: 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 Brennan-Wood.
- Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.
- To learn about great artists, architects and designers in history.










KS2 (UKS2) Art and Design National Curriculum








Children can:











- Give detailed observations about notable artists', artisans' and designers' work;
- Offer facts about notable artists', artisans' and designers' lives;
- Use key vocabulary to demonstrate knowledge and understanding in this strand: 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.

	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists, craft makers and designers
<p>Drawing (pencil, charcoal, inks, chalks, pastels, ICT software)</p> 	<p>To know how to use a variety of drawing tools</p> <p>To know how to use drawings to tell a story</p> <p>To know how to create different lines</p> <p>To know about different textures</p> <p>To know how to draw people</p> 	<p>To know how to use a variety of drawing tools - Extend the variety including pastels, charcoal etc.</p> <p>To know how to explore different textures</p> <p>To know how to observe and draw landscapes</p> <p>To know how to observe patterns</p> <p>To know how to include anatomy such as faces, Limbs etc</p>	<p>To know how to experiment with tools and surfaces</p> <p>To know how to draw as way of recording experiences and feelings</p> <p>To discuss use of shadows, and the use of light and dark</p> <p>To know the purpose of sketching to make quick records</p>	<p>To know how to experiment with the potential of various pencils</p> <p>To know how to draw both the positive and negative of shapes</p> <p>To know how to use initial sketches as a preparation for paintings</p> <p>To know how to make accurate drawings of people - particularly faces in detail</p> 	<p>To know how to identify and draw the effect of light</p> <p>To know how to use scale and proportion</p> <p>To know how to create accurate drawings of whole people including proportion and placement</p> <p>To know how to work on a variety of scales</p> 	<p>To know the effect of light on objects and people from different directions</p> <p>To know how to interpret the texture of a surface</p> <p>To know how to produce increasingly accurate drawings of people</p> <p>To know and understand the concept of perspective</p> 	<p>To know the effect of light on objects and people from different directions</p> <p>To know how to interpret the texture of a surface</p> <p>To know how to produce increasingly accurate drawings of people</p> <p>To know and understand the concept of perspective</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac</p>   

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<p>Colour (painting - powder paints, ink, dye, poster paint, water colours, acrylics)</p>	<p>To know how to experiment with and using primary colours</p>	<p>To know how to name all the colours</p> <p>To know how to mix colours</p>	<p>To know how to describe colours by objects</p>	<p>To know how to colour mix - Using powder paints</p>	<p>To know how to colour mix and match colours; tints, tones, shades</p>	<p>To know about hue, tint, tone, shades and moods when using colour</p>	<p>To know about hue, tint, tone, shades and moods when using colour</p>	<p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</p>

<p>textiles, pencils, crayon, pastels)</p> 	<p>To know the names of a range of colours</p> <p>To know how to mix and experiment with colours</p> <p>To know the names of different tools that bring colours together</p> <p>To know how to use a range of tools to make coloured marks on paper</p>	<p>using powder paints</p> <p>To know how to find collections of colour - colour charts and wheels</p> <p>To know how to apply colour with a range of tools</p>	<p>To know how to make as many tints/tones of one colour as possible (using white)</p> <p>To know how to darken colours with and without using black</p> <p>To know how to use colour on a larger scale</p> 	<p>To know how to make colour wheels</p> <p>To know how to use different types of brushes</p> <p>To know how to use techniques when applying colour e.g., dotting, scratching, splashing etc</p>	<p>To know how to observe colours and their effects</p> <p>To know how to select suitable equipment for the task</p> <p>To know how to choose colours to reflect moods</p> 	<p>To know how to explore the use of texture in colour</p> <p>To know the purpose of certain colours</p>	<p>To know how to explore the use of texture in colour</p> <p>To know the purpose of certain colours</p> <p>To know how to use colour to express feelings</p>	 
<p>Texture (textiles, clay, sand, plaster, stone)</p> 	<p>To know how to handle, manipulate and enjoy using materials</p> <p>To participate in a range of sensory experiences</p> <p>To know how to create simple collages</p> <p>To know how to create some simple weaving</p>	<p>To know how to weave</p> <p>To know how to create a collage</p> <p>To know how to sort according to specific qualities</p> <p>To know how textiles create things</p>	<p>To know about overlapping and overlaying to create effects</p> <p>To know how to use large eyed needles - creating running stitches</p> <p>To know to create simple appliqué work</p> <p>To know to explore other simple stitches</p> <p>To know how to create collages</p>	<p>To know how to use smaller eyed needles and finer threads</p> <p>To know how to weave</p> <p>To know how to use techniques such as tie dying or batik</p> 	<p>To know how to use a wider variety of stitches</p> <p>To know to experiment with creating mood, feeling, movement</p> <p>To know how to compare different fabrics</p>	<p>To know how to use stories, music, poems as stimuli when creating a piece of art</p> <p>To know how to select and use materials</p> <p>To know how to embellish work</p> <p>To study and know about artists who create art with fabrics</p>	<p>To know how to develop experience in embellishing</p> <p>To know how to apply knowledge of different techniques to express feelings</p> <p>To know how to collaboratively on a larger scale</p>	<p>Linda Coverley, Molly Williams, William Morris, Gustav Klimt</p>  

								
<p>Form (3D work, clay, dough, Box modelling, wire, paper, cardboard sculptures, mod roc)</p>	<p>To know how to handle, feel and manipulate a range of materials</p> <p>To know how to use materials to construct</p> <p>To know how to build with small and large construction toys</p> <p>To use materials that are malleable to shape, mould and form new creations</p> 	<p>To know how to use materials to construct</p> <p>To know how to use materials to make known objects for a purpose</p> <p>To use clay or dough to carve, mould and manipulate</p> <p>To use clay/dough to pinch and roll - modelling</p> <p>To know how to join materials together - make simple joins - fixing and fastening techniques</p>	<p>To have an awareness of natural and man-made forms</p> <p>To use expression of personal experiences and ideas</p> <p>To shape and form from direct observation (Malleable and rigid materials)</p> <p>To know how to use a range of decorative techniques</p> <p>To know how to replicate patterns and textures in a 3-D form</p> <p>To research the work of other sculptors</p>	<p>To be able to shape, form, model and construct malleable and rigid materials</p> <p>To know how to plan and develop their own models</p> <p>To show understanding of different adhesives and methods of construction - fixing and fastening techniques</p> <p>To know about aesthetics and how to add extra detail to a design.</p>	<p>To know how to create plans and develop ideas through research</p> <p>To know how to create surface patterns / textures on clay/dough sculptures.</p> <p>To know how to discuss own work and work of other sculptors</p> <p>To investigate, analyse and interpret natural and manmade forms of construction</p> 	<p>To know how to plan and develop ideas</p> <p>Shape, form, model and join</p> <p>To know how to use observation or imagination when using materials including - clay, paper, mod roc</p> <p>To know some of the properties of media - such as clay, mod roc etc</p> <p>To know how to discuss and evaluate own work and that of other sculptors</p>	<p>To know how to plan, develop and evaluate ideas</p> <p>To know how to use materials to shape, form, model and join - including wire/mod roc, paper</p> <p>To know how to use observation or imagination when using materials</p> <p>To know some of the properties of media</p> <p>To know how to discuss and evaluate own work and that of other sculptors</p>	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy</p>   
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>To know how to create rubbings</p> <p>To be able to print with variety of objects</p> <p>To know how to print with block colours</p>	<p>To know how to create patterns when printing</p> <p>To know how to develop impressed images</p>	<p>To know how to print with a growing range of objects</p> <p>To be able to identify the different forms of printing</p>	<p>To know how to create relief and impressed printing recording textures/patterns</p> <p>To know the technique - mono-printing</p>	<p>To be able to use a sketchbook for recording textures/patterns</p> <p>To know how to interpret environmental and manmade patterns</p>	<p>To know how to combine prints</p> <p>To know how to design prints</p> <p>To be able to discuss and evaluate</p>	<p>To know how to build up drawings and images of whole or parts of items using various techniques</p>	<p>Picasso, Dan Mather, Andy Warhol</p> 

		<p>To know how to create relief prints</p> 		 <p>To know how to use colour mixing through overlapping colour prints</p>	<p>To know how to modify and adapt print</p>	<p>own work and that of others</p>	<p>To know how to create a screen printing</p> <p>To explore printing techniques used by various artists</p> 	
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>To know how to create repeating patterns</p> <p>To know how to create irregular painting patterns</p> <p>To know and understand some simple symmetry</p>	<p>To develop awareness and discussion of patterns</p> <p>To know how to create repeating patterns</p> <p>To know how to create symmetry in their artwork</p> 	<p>To know how to experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>To know about natural and manmade Patterns</p> <p>Discuss regular and irregular</p>	<p>To know about pattern in the environment</p> <p>To know how to create patterns on a computing programme</p> <p>To know how to make patterns on a range of surfaces</p> <p>To know how to use symmetry in their artwork</p> 	<p>To know how to explore environmental and manmade patterns</p> <p>To know and use tessellation in artwork</p> 	<p>To know how to create own abstract pattern to reflect personal experiences and expression</p> <p>To know how to create pattern for purposes</p>	<p>To know how to create own abstract pattern to reflect personal experiences and expression</p> <p>To know how to create pattern for purposes</p> 	<p>Joan Miro, Bridget Riley, Escher, Paul Klee</p> 

Year	Progression in Art Vocabulary from Foundation Stage to Year 6.
FS	22-36 months: Colour, marks. 30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.
1	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p>Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.</p>
2	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p>Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>
3	<p>Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p> <p>Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p>

	<p>Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p> <p>Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.</p> <p>Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p>
4	<p>Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> <p>Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p> <p>Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.</p> <p>Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p> <p>Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.</p>
5	<p>Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p> <p>Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p> <p>Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.</p> <p>Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p>Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.</p>
6	<p>Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p>Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p>Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p>Collage & Textiles:</p>
	<p>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p> <p>Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.</p>