

Art & Design



Curriculum Overview

Aims of ART & DESIGN:

- ✓ To ensure that children produce creative work, exploring their ideas and recording their experiences
- ✓ To ensure that children become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ✓ To ensure that children evaluate and analyse creative works using the language of art, craft and design
- ✓ To ensure that children know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year Group	Objectives
EYFS	<ul style="list-style-type: none">• Babies explore media and materials as part of their exploration of the world around them. (0-11 Months)• Explores and experiments with a range of media through sensory exploration. (8-20 Months)• Notices and is interested in the effects of making movements which leave marks. Experiment with finger painting. (8-20 Months)• Experiments with blocks, colours and markers. Draw or create with pens, pencils, crayons etc. (22-36 Months)• Understand that they can use a line to enclose a space, and then begin to use these shapes to represent objects. Children should experiment by drawing different lines. (30-50 Months)• Beginning to be interested in and describe the texture of things. Introduce the children to selection of materials and discuss how they feel. (30-50 Months)• Explores what happens when they mix colours. Allow the children to investigate mixing colours together and discovering what they have created.(30-50 Months)• Selects tools and techniques needed to shape, assemble and join materials they are using. Allow the children to experiment with a variety of materials, such as clay and paper mache etc. (40-60 Months)
Year 1	<p>Sculpture</p> <ul style="list-style-type: none">• Use a range of materials creatively to design and make products e.g. clay, dough and plasticine. <p>Drawing</p> <ul style="list-style-type: none">• Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and

	<p>known geometric shapes by using colours and pencils.</p> <p>Painting</p> <ul style="list-style-type: none"> • Use painting as a medium to develop and share ideas. Involve experiences and imagination. Use mixed or powered paints and thick or thin paint brushes. • Use primary and secondary colours when painting. • Link the children's paintings to local artists in the area.
Year 2	<p>Sculpture</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products e.g. making a clay pot and adding lines, shape and texture using tools effectively. <p>Drawing</p> <ul style="list-style-type: none"> • Create and use a wide range of patterns and colours e.g. pencils, pastels, charcoal. • Refine skills in drawing and develop and share ideas. Focus on using lines using a range of sizes, thickness and shapes. <p>Painting</p> <ul style="list-style-type: none"> • Use primary colours to make secondary colours. • Add white and black to colours to change their tone. • Link the children's paintings to the famous artist Van Gogh.
Year 3	<p>Sculpture</p> <ul style="list-style-type: none"> • Introduce the children to the sculpture and artist Ray Lonsdale. (Tommy) Get them to replicate the work to gain understanding and improve technique and control. • Plan, create and evaluate a sculpture using clay. Recap a sculpture they have made and incorporate some of what has been covered. • Add texture to show forms of expression. (wrinkles) <p>Drawing</p> <ul style="list-style-type: none"> • Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape, colour and space. <p>Painting</p> <ul style="list-style-type: none"> • Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. • Refer to the artist Andy Warhol for inspiration or comparison.
Year 4	<p>Sculpture</p> <ul style="list-style-type: none"> • Create a 3D model using paper mache. Add paper curlings to add detail and make it more interesting. • Introduce the children to the sculpture and the artist Alexander Calder. Allow the children to replicate the work to gain understanding and improve technique and control.

	<p>Drawing</p> <ul style="list-style-type: none"> • Create visual texture using shading to add effect. Use a range of different grades of pencil. <p>Painting</p> <ul style="list-style-type: none"> • Conduct an in-depth analysis of a watercolour painting. Refer to the artist Claude Monet. • Begin to create a sketch book of what you have discovered. • Plan, create and evaluate a painting using watercolours. • Children are to develop their drawing skills using charcoal and pencils. Choose the appropriate techniques i.e. line, shape, colour and space. • Introduce the concept of negative space. (Background of a painting)
<p>Year 5</p>	<p>Sculpture</p> <ul style="list-style-type: none"> • Plan and create a sculpture using mouldable material. Evaluate using artistic language. • Study and replicate the famous sculptor Antony Gormley. <p>Drawing</p> <ul style="list-style-type: none"> • Experiment with shading and perspective. • Know that a short, hard line gives a different feeling to a more flowing one. • Children to continue with their sketch book, record, revisit and review their ideas <p>Painting</p> <ul style="list-style-type: none"> • Refer to the Miro Art Project when painting. Use this project for inspiration. • Children must choose to design using a range of materials (e.g. pencil, charcoal, paint, clay)
<p>Year 6</p>	<p>Sculpture</p> <ul style="list-style-type: none"> • Independently plan, create and evaluate the sculptor Henry Moore. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to create form and texture i.e. shading and perspective. <p>Painting</p> <ul style="list-style-type: none"> • .Review and revisit their work. Work in pairs to recreate a well-known piece of art made by Piet Mondrian. • Introduce the colour wheel to use “harmonious colours” and “contrasting colours”.