



# Art and Design



‘ART, CRAFT AND DESIGN EMBODY  
SOME OF THE HIGHEST FORMS OF  
HUMAN CREATIVITY.’

*CURRICULUM 2014*



# Aims outlined in Curriculum 2014:

**The National Curriculum for Art and Design aims to ensure that all pupils:**

**Produce creative work, exploring their ideas and recording their experiences**

**(Explore and develop).**

**Become proficient in drawing, painting, sculpture and other art, craft and design techniques**

**(Investigating and making).**

**Evaluate and analyse creative works using the language of art, craft and design**

**(Evaluating).**

**Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.**

**(Knowledge and understanding).**

# Overview of KS1 and KS2

	Autumn	Spring	Summer
<b>Year 1</b>	Journeys What is sculpture?	Buildings Can buildings speak?	The Sea Under the sea
<b>Year 2</b>	* The space race Space	Helping others Portraits	* Global and National Events of importance Investigating materials (linked to the fire of London)
<b>Year 3</b>	Change Investigating patterns	Sustainability Changing environments	Yardley – Independent project Digital Art
<b>Year 4</b>	Relationships Still life	Exploration – Independent project Portraying relationships Distorting images	Under Attack Sculpture
<b>Year 5</b>	The Wider World Masks	Europe: Greece People in Action	Investigating the local area Urban landscapes
<b>Year 6</b>	* The Political World American Art	Changes Cartoons and photographs	Independent project linked to Year 6 production

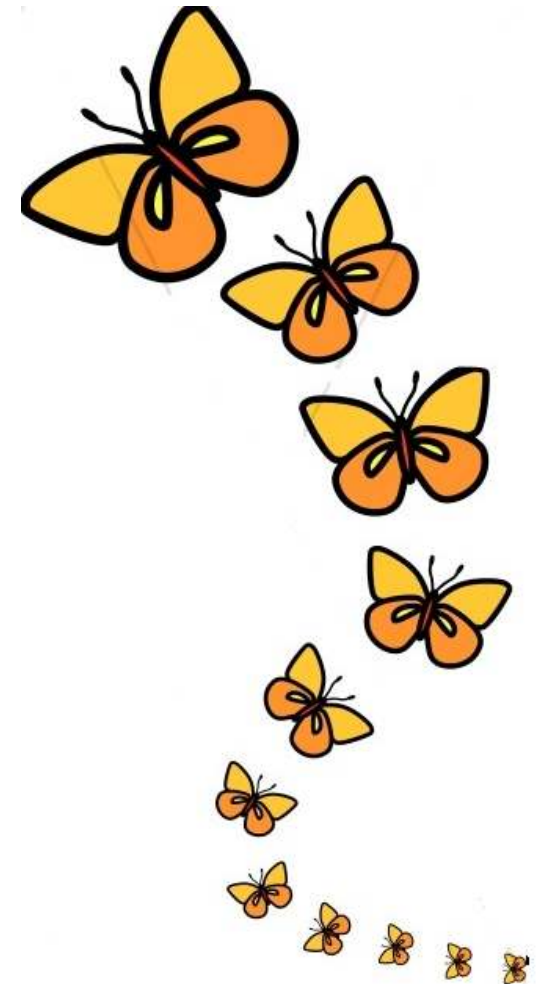
<b>Content</b> Pupils should be taught:	<b>Year 1</b>	<b>Year 2</b>
<b>Use a range of materials creatively to design and make products</b>	Autumn – papier mache Autumn – natural materials Spring – stain glass windows Spring – junk modelling Spring – modelling a tepee Spring – collage Summer – collage Summer – cup sea creatures Summer – weaving and creating a soft toy Summer – paper plate fish Summer – porthole collage Summer – under the sea class animation	Autumn - junk modelling Autumn – painting junk model Autumn – sewing: running & over stitch Spring – collage portrait Spring – 3d clay portrait Spring – abstract self portrait (choosing their own materials) Summer – basic weaving using paper Summer – weaving using loom Summer – Fire of London picture using chalk pastels Summer – Printing Summer – Tye dying and Batik Summer – Patten using ICT
<b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b>	Autumn – sketching transportation Autumn – papier mache tableaux Autumn – natural material sculpture Spring – sketching homes Spring – junk modelling Spring – modelling a tepee Spring - collage Summer – sketching Summer – collage Summer – cup sea creatures Summer – under the sea class animation	Autumn – sketching/design space crafts Autumn – junk modelling Autumn – painting junk model Autumn – modelling with plasterine & clay Spring - depiction of character Spring – collage portrait Spring – 3d clay portrait Spring – abstract self portrait (choosing their own materials) Summer – Fire of London picture using chalk pastels Summer – Printing Summer – Patten using ICT
<b>To develop a wide range of art and design techniques in using colour, pattern , texture, line, shape, form and space</b>	Autumn – papier mache tableaux Autumn – natural material sculpture Spring – rubbings and printing Spring – junk modelling Spring – collage Summer – colour wash Summer – paper plate fish Summer – weaving and creating a soft toy Summer – porthole collage	Autumn – junk modelling Autumn – painting junk model Autumn – sewing: running & over stitch Spring - depiction of character Spring – sketching faces in proportion Spring – collage portrait Spring – 3d clay portrait Spring – abstract self portrait (choosing their own materials) Summer – basic weaving using paper Summer – weaving using loom Summer – Printing Summer – Patten using ICT
<b>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</b>	Autumn – Anita Russell Autumn – Andy Goldsworthy Autumn – Athony James (Creaturama) Summer – Rotary animation – Walt Disney Summer – Rotary animation – Juneau project	Autumn – Athony James (Creaturama) Spring - depiction of character

<b>Content Pupils should be taught:</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To create sketch books to record their observations and use them to review and revisit ideas	<p>Autumn – exploring patterns from different eras</p> <p>Autumn – exploring colour wheel</p> <p>Autumn- evaluation of work</p> <p>Autumn – sketching</p> <p>Spring – exploring historical periods through pictures</p> <p>Spring - sketching</p> <p>Spring - evaluation of work</p> <p>Summer – exploring local area</p> <p>Summer - evaluation of work</p>	<p>Autumn – still life charcoal</p> <p>Autumn - evaluation of work</p> <p>Spring - evaluation of work</p> <p>Summer – exploring Celtic Roundhouses</p> <p>Summer – sketching</p> <p>Summer – designing their own tile pattern considering mathematical concepts</p> <p>Summer- evaluation of work</p>	<p>Autumn – exploring masks/headdresses from different cultures</p> <p>Autumn – exploring ancient Egyptian head attire</p> <p>Autumn – designing their own Egyptian style mask/headdress</p> <p>Autumn- evaluation of work</p> <p>Spring – sketching human figure in proportion</p> <p>Spring - evaluation of work</p> <p>Summer – exploring and locating landmarks</p> <p>Summer – still life charcoal</p> <p>Summer - sketching</p>	<p>Autumn- evaluation of work</p> <p>Spring – sketching a caricature</p> <p>Spring - evaluation of work</p> <p>Spring – sketching in the style of Manga art</p> <p>Spring – sketching frames for a comic strip</p>
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	<p>Autumn – making stencils and printers in order to print</p> <p>Autumn – camouflaged critters using paint and pastels</p> <p>Autumn – sketching</p> <p>Spring - sketching</p> <p>Spring - watercolours</p> <p>Spring – junk model dinosaurs</p> <p>Spring – painting models</p> <p>Summer – taking photographs</p> <p>Summer – collage of digital imagery</p> <p>Summer – manipulate photos using colour</p> <p>Summer – manipulate photos using ICT</p>	<p>Autumn – still life charcoal</p> <p>Autumn – still life watercolours</p> <p>Autumn - clay models</p> <p>Autumn - painting clay models</p> <p>Autumn – Andy Warhol inspired work using chosen medium</p> <p>Spring – taking photographs</p> <p>Spring – David Hockney style collage</p> <p>Spring – dream inspired collage</p> <p>Spring – paint a frame for a class animation</p> <p>Summer – sketching</p> <p>Summer – sculpture</p> <p>Summer – creating their tile design using mosaics</p>	<p>Autumn – designing their own Egyptian style mask/headdress</p> <p>Autumn – creating design using mod-roc</p> <p>Autumn – painting mod-roc mask</p> <p>Spring – taking photographs</p> <p>Spring – creating figures demonstrating movement and dynamism using chalk pastels</p> <p>Spring – modelling using mod –roc</p> <p>Summer – David Hockney style collage</p> <p>Summer – colour backwash</p> <p>Summer – sketching and watercolours</p>	<p>Autumn – weaving using paper</p> <p>Autumn – weaving using loom</p> <p>Autumn – water colours</p> <p>Autumn – embroidery</p> <p>Autumn – finger knitting</p> <p>Autumn – dream catcher</p> <p>Spring – sketching a caricature</p> <p>Spring – sketching in the style of Manga art</p> <p>Spring – sketching frames for a comic strip</p> <p>Spring – creating a comic strip using ICT</p>
About great artists, architects, and designers in history	<p>Spring – archaeology</p> <p>Mary Anning</p>	<p>Autumn – Cezanne</p> <p>Autumn – Andy Warhol</p> <p>Spring – Chagall</p> <p>Spring – Dali</p> <p>Spring – David Hockney</p> <p>Summer – Rotary animation – Walt Disney</p> <p>Spring – Rotary animation – Juneau project</p> <p>Sumer – exploring Celtic Roundhouses</p> <p>Summer – exploring Roman architecture</p>	<p>Spring – Umberto Boccioni</p> <p>Spring – Ju Ming</p> <p>Summer – David Hockney</p> <p>Summer – Lawrence Stephen Lowry</p> <p>Summer – Independent research into architects of a famous landscapes.</p>	<p>Autumn – exploring Peruvian weaving</p> <p>Spring – Comic art history – DC/Marvel/Dandy/Manga</p> <p>Spring – Francisco Goya</p>

	Drawing	Painting	3D	Textiles	Printing	Collage	ICT
G&T	<ul style="list-style-type: none"> <li>*Depicting shadows and reflections using light and shade.</li> <li>*Combining different pressures and shading techniques.</li> <li>*Developing a personal style.</li> <li>*Choosing appropriate techniques to convey meaning or atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>*Including texture gained through paint mix or brush technique.</li> <li>*Show well developed control is to achieve effects.</li> <li>*Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>*Portrait work has a life like quality gained by choosing and applying the most appropriate techniques.</li> <li>*Making models on a range of scales that communicate observations from the real or natural world.</li> <li>*Producing sculptures that are well proportioned.</li> </ul>	<ul style="list-style-type: none"> <li>*Displaying precision in work.</li> <li>*Combining a range of sewing, printing, dyeing and joining techniques to good effect.</li> </ul>	<ul style="list-style-type: none"> <li>*Choosing the appropriate materials on which to print to suit the purpose.</li> <li>*Using drawings and designs to bring fine detail into my work.</li> <li>*Combining printing techniques within one piece of work to create impact and effect.</li> </ul>	<ul style="list-style-type: none"> <li>*Choosing the most appropriate materials to fit the purpose.</li> <li>*Conveying a definite theme that is apparent to any viewer.</li> </ul>	<ul style="list-style-type: none"> <li>*Using film and photography, graphics, and video and photo-editing software.</li> </ul>
Stage 6	<ul style="list-style-type: none"> <li>*Using line, tone and texture to represent objects in three dimensions.</li> <li>*Spending longer periods of time on more challenging activities, concentrating on particular views of objects.</li> <li>*Using tools such as viewing frames, effectively.</li> <li>*Using drawing as part of the investigation process and presenting work well in a sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>*Developing painting skills as parts of work that include initial studies and investigation.</li> <li>*Controlling brushes and materials with confidence.</li> <li>*Adopting a systematic approach when mixing and applying colour.</li> <li>*Using a good vocabulary of art terms related to colour concepts such as opacity and transparency.</li> </ul>	<ul style="list-style-type: none"> <li>*Using a similar range of materials as at earlier levels but with an increased sensitivity and control.</li> <li>*Using more advanced materials like wire and plaster.</li> </ul>	<ul style="list-style-type: none"> <li>*Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch &amp; backstitch) appliqué, embroidery, plaiting and finger knitting.</li> </ul>	<ul style="list-style-type: none"> <li>*Using a number of colours built up in a sequence.</li> <li>*Using precise repeating patterns by creating accurate printing blocks.</li> </ul>	<ul style="list-style-type: none"> <li>*Experimenting with techniques that use contrasting textures colours or patterns. (rough/smooth, light/dark, plain/patterned)</li> <li>*Experimenting with ceramic mosaic techniques to produce a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>*Using film and photography, graphics, and video and photo-editing software.</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>*Representing objects with correct proportions.</li> <li>*Observing how shape, colour and tone can be used to describe form.</li> <li>*Using observational drawings as opening studies for more developed work.</li> </ul>	<ul style="list-style-type: none"> <li>*Working in stages using different materials for particular effects.</li> <li>*Making some independent decisions about colour.</li> <li>*Beginning to understand and identify complimentary colours and warm and cool colours.</li> <li>*Speaking about the emotional impact of colour.</li> </ul>	<ul style="list-style-type: none"> <li>*Taking part in extended activities through different stages.</li> <li>*Working independently with a wider range of materials.</li> <li>*Requiring less support when selecting materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>*Developing more control over the making process.</li> <li>*Collecting materials and ideas for work and experiment with materials before using them.</li> <li>*Using more advanced printing and dyeing techniques, combining different processes.</li> </ul>	<ul style="list-style-type: none"> <li>*Approaching work in stages to use simple processes to make some more complex designs.</li> <li>*Developing work from initial studies and investigations.</li> <li>*Understanding how printing differs from other art processes and how it is used in different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>*Using collage to explore wider art themes.</li> <li>*Return to work using a range of techniques to develop the final image.</li> </ul>	<ul style="list-style-type: none"> <li>*Using film and photography, graphics, and video and photo-editing software.</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>*Observing and recording the shapes, patterns and textures found in objects.</li> <li>*Working in a combined schematic and observational way with confidence in placing objects.</li> <li>*Using drawing as the starting point for work in other media as well as in its own right.</li> </ul>	<ul style="list-style-type: none"> <li>*Showing control in the use of colour.</li> <li>*Understanding that paint is used in different ways for different effects.</li> <li>*With guidance, adding detail to work.</li> </ul>	<ul style="list-style-type: none"> <li>*Working on a larger scale when appropriate.</li> <li>*Showing sufficient control to join and manipulate materials for the purpose intended.</li> <li>*Showing a developing understanding of the qualities of the materials used.</li> </ul>	<ul style="list-style-type: none"> <li>*Joining, positioning and manipulating materials with some independence.</li> </ul>	<ul style="list-style-type: none"> <li>*Working with a range of processes, controlling materials and tools.</li> <li>*Using printing to illustrate and explore ideas, commenting on what is done.</li> </ul>	<ul style="list-style-type: none"> <li>*Mixing paper and other materials with different textures and appearances.</li> </ul>	<ul style="list-style-type: none"> <li>*Using film and photography, graphics, and video and photo-editing software.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>*Using images and symbols to name and describe feelings and ideas.</li> <li>*Representing familiar objects as a 'schema' by combining shapes.</li> <li>*Drawing confidently from imagination.</li> <li>*Combine schematic and observational approaches.</li> <li>*Add detail to artwork.</li> </ul>	<ul style="list-style-type: none"> <li>*Exploring the tactile and visual qualities of a paintbrush.</li> <li>*Combining materials and tools and enjoy finding out how to achieve different effects.</li> <li>*Mixing paints from a limited range.</li> </ul>	<ul style="list-style-type: none"> <li>*Joining simple objects together.</li> <li>*Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects.</li> <li>*Adding colour, pattern and texture to objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Sorting, matching and naming different materials.</li> <li>*Exploring materials to see how they are made.</li> <li>*Using joining processes such as tying and gluing.</li> <li>*Weaving on simple frames for different effects.</li> <li>*Using paints, dyes, crayons and other media to make individual and group design on textiles.</li> </ul>	<ul style="list-style-type: none"> <li>*Using objects and basic tools and equipment to make patterns and images.</li> </ul>	<ul style="list-style-type: none"> <li>*Using cut and torn paper and other materials to make simple patterns and images.</li> <li>*Recognizing that materials look and feel different, choosing the most suitable materials for an effect.</li> </ul>	<ul style="list-style-type: none"> <li>*Using film and photography, graphics, and video and photo-editing software.</li> </ul>
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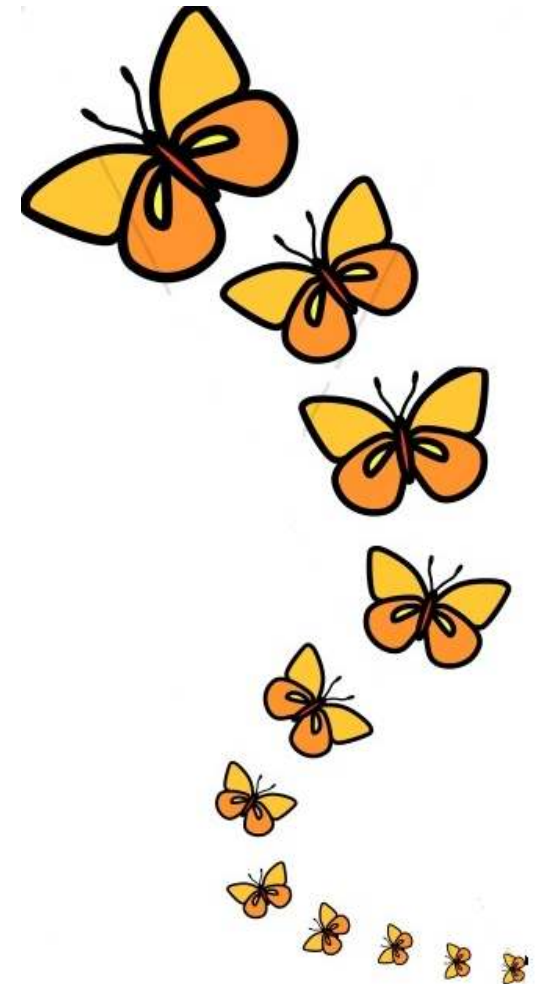
# Artists

- ▶ Anita Russell
- ▶ Andy Goldsworthy
- ▶ Walt Disney
- ▶ Juneau project
- ▶ Cezanne
- ▶ Andy Warhol
- ▶ Chagall
- ▶ Dali
- ▶ David Hockney
- ▶ Umberto Boccioni
- ▶ Ju Ming
- ▶ Lawrence Stephen Lowry
- ▶ Comic art history – DC/Marvel/Dandy/Manga
- ▶ Francisco Goya



# Teaching art

- ▶ Leading own Learning
- ▶ Control vs Freedom - opportunities for freedom
- ▶ Experiment
- ▶ Think critically







# Art 'outside' the curriculum



# Art 'outside' of the curriculum.

**Art in the Park projects – in association with Aston Hall.**

**Free Spirit – charity link – National Arboretum (Staffordshire)**

**Creaturama – Anthony James**

## **Competitions –**

Easter Egg Competition (annually.)

Carol Concert Poster/Leaflet Design – Year 5 and 6 (annually.)

Ambulance Mascot Design.

Royal Mail Stamp Competition.

Cure Leukaemia T-Shirt Design.



# Art 'outside' of the curriculum

## **Shakespeare Schools Festival**

2011 - 12 – Romeo and Juliet.

2012 - 13 – Twelfth Night.

2013 - 14 – Romeo and Juliet.

2014 - 15 – Twelfth Night.

2015 – 16 - Twelfth Night.

2016 – 17 – A Midsummer Night's Dream

2017 – 18?

## **WOW (Welcome to Our World project) – Hippodrome**

Funded by local computer games company, CentreSoft.