



# Art and Design Curriculum

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# Art and Design Curriculum

*“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”*

*Quentin Blake*

Art is a valued and highly regarded part of our school curriculum. It contributes significantly to a child’s personal and emotional development. Within our art curriculum, children will experiment with their use of colour, texture, form, pattern and different materials and processes. We encourage self-evaluation of work within the art lesson, fostering the expectation that the children develop resilience and strive to enhance their skills. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design and as well as other artists’ work. 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. We aim to ensure our pupils know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## 1. The structure of our Art and Design curriculum

Our class structure (phases of 3 mixed age classes of children in two year groups each) means topics in Art and Design are taught on a two-year cycle.

In Early Years and Key Stage One, pupils’ learning focuses on experimenting with a range of different media and mark-making and observing how the way they manipulate the media can affect its tone, colour and texture.

Key Stage 1:

- 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 pupils will hone their skills and attempt to master techniques as well as critique their own and each other’s work in order to make improvements.

Key Stage 2:

- 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.

Each new topic starts by revisiting and reviewing the skills and knowledge secured in previous year groups, to ensure they are known and retained.

Key knowledge and skills to be revisited throughout:

- Create a sketch book to record their observations and use them to review and revisit ideas;
- Think critically about their art and design work, evaluating effectively in order to make clear improvements in future art work;
- Use language appropriate to skill and technique;
- Work in a safe, organised way, caring for equipment.

## **2. Teaching of Art and Design**

As far as possible, Art and Design is taught in a cross-curricular way. The skills and knowledge acquired are deepened through the use of art as a context for learning in other subjects, where links are appropriate and meaningful; however, this does not weaken the focus on the development of artistic skills and knowledge which remain the focus of teaching within an Art and Design lesson. The standard and quality of artistic skills and techniques pupils have acquired within an art lesson will be expected in any cross-curricular work for example: geography map work or historical drawings.

Art and Design is not timetabled to be taught every term; instead, it is blocked across the year. This allows a longer period of time to be dedicated to Art and Design in the terms it is taught, enabling knowledge to be deepened and topics explored in more depth than would otherwise be the case.

Units of work usually start with teachers introducing a new and significant artist whilst drawing on learning that has come before. This is intended to ensure learning is more meaningful, and pupils' ability to make links and draw comparisons with and between past learning is strengthened. Typically, sequences of lessons start with pupils learning and understanding key facts and concepts, then moving on to applying their understanding and evaluating what they have learned by, for example, creating work to reflect their understanding. This approach ensures that pupils are challenged to move beyond the learning about art techniques and artists, to using their knowledge in more sophisticated ways.

From Year 1, all children are given sketch books to record their observations, experiment with different techniques and media and to review and revisit ideas. These books are transferred to the child's new class as they move through the school. This ensures children can refer back to previous learning and acknowledge the progress they have made due to their own evaluations and continued practice.

Children will be introduced to a new and significant artist in each topic. These artists will be chosen thoughtfully, ensuring the children are exposed to a range of styles, techniques, materials, cultures and historical periods.

Artwork is celebrated through displays within the class, throughout the school and organized parent/carer events.

### 3. Progression in Skills and Knowledge

	Nursery	Reception
<b>Drawing</b>	<p>Exploring different mark-making media                      Developing hand grip, cause and effect                      Make deliberate marks                      Assign meaning to marks.</p>	<p>Drawing with different media: pencils, coloured pencils, felt pens, oil pastels, chalk.                      Create closed shapes with continuous lines                      Create simple representations of events, people and objects,                      Choose particular colours to use for a purpose.                      Draw with increasing complexity and detail, such as representing a face with a circle and including details.                      Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>
<b>Painting</b>	<p>Holding a paintbrush                      Dipping brush in the pots                      Making marks with the brushes                      Develop the skills needed to handle paint/paper/brushes</p>	<p>Using paint to convey an image                      Mix colours                      Select a colour for purpose                      Choose when to use smaller paintbrushes</p>
<b>Sculpture</b>	<p>Manipulating clay/salt dough by rolling, squeezing etc.                      Making prints in clay with different objects                      Use their imagination to consider what they can do with different materials.                      Make simple models which express their ideas.</p>	<p>Manipulate clay/salt dough by adding/changing the texture                      Use simple tools and techniques to add effects to clay/dough                      Develop their own ideas and then decide which materials to use to express them. Join different materials</p>
<b>Design: Printing and Collage</b>	<p>Print with a variety of objects.                      Print with fruit and vegetables.                      Explore printing with colour                      Understand that tools can be used for a purpose</p> <p>Experience the use of sensory trays e.g. rice, pasta, sand.                      Using glue to stick                      Cut up paper, pictures etc.</p>	<p>Print patterns using a range of objects                      Manipulate the printing materials to have a chosen effect                      Explore a variety of materials such as lentils and mixing e.g. flour and water.</p> <p>Create a collage using different materials                      Choosing own materials for collage</p>

### 3. Progression in skills and knowledge

	Key Stage One	Lower Key Stage Two	Upper Key Stage One
Artists	<p>Quentin Blake, Henry Rousseau, Yayoi Kusama, Louise Bourgeois, Andy Goldsworthy</p>	<p>Caravaggio, Rembrandt, Michelangelo, Laura Carlin, Chen Rong, Anselm Kiefer, Jackie Morris, Zaha Hadid</p>	<p>Leonardo da Vinci, Frida Kahlo, Hundertwasser, Stephen Wiltshire, Henry Moore, Hokusai, Banksy, Van Gogh</p>
Drawing	<p>Experiment with controlling marks when using a variety of media (pencils, crayons, pastels, felt tips, chalks)</p> <p>Draw an object by looking closely</p> <p>Develop a range of tone using a pencil</p> <p>Draw lines of varying thickness</p> <p>Use a variety of drawing techniques such as hatching, scribbling and blending to create light/dark lines.</p> <p>Use dots and lines to demonstrate pattern and texture</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p>Develop intricate patterns/marks with a variety of media (pencils, crayons, pastels, felt tips, charcoal, ball points, chalks)</p> <p>Develop techniques to create intricate patterns and textures using different grades of pencil and other media in order to create different forms, shapes, lines, marks and varied tone.</p> <p>Use shading to show light and shadow effects</p> <p>Develop the concept of perspective in their drawings</p>	<p>Work in a sustained and independent way to create a detailed drawing over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching, and blending</p> <p>Develop their own style of drawing through: line, tone, pattern, texture and mixed media.</p> <p>Use simple perspective in using a single focal point and horizon.</p> <p>Depict movement in drawings</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings i.e. foreground, middle ground, background</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills (using a variety of view finders, when necessary) to represent light and shade, form and pattern and texture in a range of drawing work.</p> <p>Use a variety of media and select the most appropriate</p>

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<p>Painting</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. mixing media</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Add white and black to alter tints and shades</p> <p>Name and mix primary colours, shades and tones</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Clean a paint brush to keep the pallet clean</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Confidently control types of marks made using varied brush techniques to create shapes, textures, patterns and lines</p> <p>Add fine detail using smaller brushes</p> <p>Start to develop a painting from a drawing.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Using correct language, mix primary and secondary colours, shades and tones with increasing confidence.</p> <p>Confidently create different effects and textures with paint</p>	<p>Confidently control the types of marks made and experiment with different effects, brush strokes and textures.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Identify mix and use primary and secondary, complimentary and contrasting colours, shades and tones with confidence building on previous knowledge.</p> <p>Develop a painting from a drawing.</p>
<p>Sculpture</p>	<p>Experiment in a variety of malleable media such as clay, Salt dough, Plasticine, and playdough using manipulation through rolling, pinching and kneading.</p> <p>Use equipment and media with increasing confidence.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Create textures and patterns in malleable materials including clay.</p> <p>Learn to secure work to continue at a later date.</p> <p>Use papier mache to create simple 3D effects</p> <p>Join two parts successfully.</p> <p>Add embellishments and decorations to enhance a form or sculpture.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p> <p>Produce larger ware using pinch/slab/coil techniques.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Shape, form, model and construct from observation and imagination??</p> <p>Develop skills in using clay including pinch, slabs, coils, slips etc. to produce end pieces.</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Secure work to continue at a later date.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use materials other than clay to create a 3D sculpture</p>

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<p>Design: Printing and collage</p>	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: string and card.</p> <p>Take simple prints i.e. mono-printing using a range of soft and hard utensils</p> <p>Cut and tear paper and other materials e.g. photocopies, fabric, crepe paper, magazines etc. and glue it to a surface to create images</p> <p>Fold, crumple, tear and overlap papers</p> <p>Begin to collect, sort and identify different types and textures of fabric and materials for collage.</p>	<p>Develop print techniques i.e., block printing, relief/impressed printing</p> <p>Print with two colour overlays</p> <p>Create repeating patterns with precision</p> <p>Print simple pictures using different printing techniques.</p> <p>Replicate patterns from observations</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering, tessellation, mosaic and montage to create images and represent textures.</p>	<p>Create printing blocks using polystyrene</p> <p>Develop techniques i.e. mono-printing</p> <p>Experiment with overprinting motifs and colour</p> <p>Use print rollers effectively</p> <p>Create and arrange accurate patterns</p> <p>Add collage to a printed or painted background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures when designing and making a collage</p>
<p>Sketch Books</p>	<p>Use a sketchbook to:</p> <ul style="list-style-type: none"> <li>• plan and develop simple ideas;</li> <li>• make simple informed choices in media;</li> <li>• record and explore ideas from first hand observations;</li> <li>• try things out and make changes.</li> </ul>	<p>Use a sketchbook to:</p> <ul style="list-style-type: none"> <li>• plan, collect and develop ideas;</li> <li>• record textile explorations and experimentations;</li> <li>• plan a design and execute it;</li> <li>• collect and record visual information from different sources;</li> <li>• record visual information, media explorations and experimentations as well as plan colours and collect source material for future works;</li> <li>• record their observations and use them to review and revisit ideas;</li> <li>• record and explore ideas from first hand observations, experience and imagination and ideas for different purposes;</li> <li>• question and make thoughtful observations about starting points;</li> <li>• select ideas for use in their work, recording and annotating.</li> </ul>	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>• plan a design and execute it;</li> <li>• annotate their work;</li> <li>• collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works;</li> <li>• plan a sculpture through drawing and plan how to join parts of the sculpture.</li> </ul>
<p>Evaluation and Appreciation</p>	<p>Develop and share their ideas, try things out and talk about the changes they have made to their own artwork.</p> <p>Express their likes and dislikes regarding a piece of art work.</p> <p>Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Adapt work as and when necessary and explain why they have made changes</p> <p>Comment on their feelings towards their own, their peers' as well as a famous artist's artwork</p>	<p>Adapt their work according to their views and describe how they might develop it further and explain why.</p> <p>Understand which techniques work well in their work and why.</p> <p>Evaluate another person's piece of work effectively and sensitively.</p> <p>Compare the work of a number of artists/artworks on a similar theme</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artists</p>	<p>Copy or work in a similar style of an famous artist</p> <p>Explore the work of an artist commenting on use of colour, how it makes them feel and if they like/dislike it</p> <p>Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Describe the work of famous, notable artists and designers</p>	<p>Explore 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.</p> <p>Start to look at working in the style of a selected artist, rather than copying.</p> <p>Start to express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Use an artist's style to influence their own artwork</p> <p>Express their own preferences to different artists/artistic styles</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p><u>Drawing and Painting</u></p> <p>colour, pattern, texture, line, shape, form, space, portrait, self-portrait, line drawing, detail, landscape, cityscape, pastels, drawings, bold, size</p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p><u>Sculpture</u></p> <p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p><u>Design – Collage and Printing</u></p> <p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p><u>Drawing and Painting</u></p> <p>primary, secondary, texture, pattern perspective, tint, tone, complementary colours, focal point, horizon, background, middle ground and foreground, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, abstract, emotion, warm, blend, mix, line</p> <p><u>Sculpture</u></p> <p>rectangular, concrete, terrace, architect, 2D shape, edging, trimmings, shape, form, shadow, light.</p> <p><u>Design – Collage and Printing</u></p> <p>texture, shape, form, pattern, mosaic, overlap, tear</p> <p>shape, block printing ink, polystyrene printing tiles, inking rollers</p>	<p><u>Drawing and Painting</u></p> <p>shade, atmosphere, geometric, composition, scale, proportion, tonal contrasts, mixed media, form, negative and positive space, line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, blend, mix, shape, abstract, absorb, colour, impressionism, impressionists</p> <p><u>Sculpture</u></p> <p>form, structure, texture, shape, mark, soft, join, cast.</p> <p><u>Design – Collage and Printing</u></p> <p>Impressed print, overprinting, monoprint, relief print</p>