

Our Art and Design Curriculum



Intention:

Our vision for Art and Design is:

For all our pupils to have a knowledge base of a range of artists from a range of counties and periods in history as well as a range of styles and techniques and be able to discuss these pieces with others – **Learning to Live**

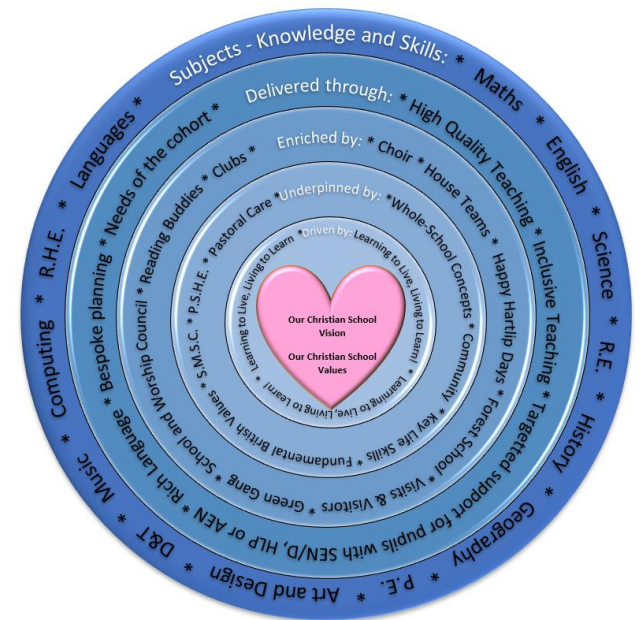
For all our pupils to have a variety of skills across a range of techniques to be able to design and create art work of their choice. For our pupils to feel that they are and can be an artist.

For all our pupils to enter their secondary education excited by the next stage of learning in Art and Design and continue this passion into their lives – **Living to Learn**

For all our pupils to understand the value of art to their lives and/or the lives of others as a creative

outlet which can support mental health, well-being and build life skills.

Implementation: Every year, each class will study three famous artists: a drawer/painter, a sculptor and a collage/print/fabric artist. Over the course of a Key Stage, pupils will learn about Artists from a range of countries and periods in history as well as a range of styles and techniques. To ensure full coverage of all skills, techniques, materials and media, pupils may study a particular artists and piece of art, but may produce their own work in a different medium, for example, to cover fabric in KS1, pupils may study the work of Henri Matisse, but produce collage using fabric. Each theme has been mapped out over the course of a 2-year cycle, linking, where possible, to our 'Learning to Live, Living to Learn' whole school concepts. This provides pupils with not only skills and techniques in Art, but how this subject can link to wider skills and concepts for life. Studying a particular artist or piece of art does not necessarily mean the pupils will recreate this art, but rather use ideas, techniques or themes from the art to inspire, research and design their own pieces. Our Year R pupils follow the educational programmes from the EYFS with aspects of the Year 1 curriculum.





Impact: Our curriculum is designed so that over the course of their Primary Curriculum, our pupils will know 20 artists and at least 20 pieces of famous art work, which will serve them in their future lives with a base of cultural knowledge. Our pupils leave Hartlip wanting to continue to learn in Art and improve their skills and knowledge further. Our Art curriculum means our pupils understand the value of art enriching lives and the lives of others.

Art & Design Curriculum Map

Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Learning to Live, Living to Learn' Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events
Year	Objectives throughout the year	Cycle	Artists, styles, techniques and objectives				
Yr 1 (and YrR)	<ul style="list-style-type: none"> ➤ I can say what I like about other people's artwork ➤ I can use art to share my ideas. 	A	Drawing and Painting: L.S. Lowry and People	Sculpture: Andy Goldsworthy, natural materials	Collage and Fabric: Henri Matisse, plant pictures		
			<ul style="list-style-type: none"> ➤ I can try out ways mark-making using different tools. 	<ul style="list-style-type: none"> ➤ I can make structures by joining simple objects together. ➤ I can try out different materials to design and make products. 	<ul style="list-style-type: none"> ➤ I can cut, glue and trim material to create new pictures. ➤ I can sort, cut and shape fabrics and experiment with ways of joining them ➤ I can try out different materials to design and make products. 		
Yr 2		A&B	Printing: David Hockney	Drawing and Painting: Mondrian and Abstract	Sculpture and Fabric: Yayoi Kusama		
			<ul style="list-style-type: none"> ➤ I can make marks in print using different objects and basic tools and use these to make repeating patterns 	<ul style="list-style-type: none"> ➤ I can draw things I have seen or imagined using lines. 	<ul style="list-style-type: none"> ➤ I can sort, cut and shape fabrics and experiment with ways of joining them ➤ I can try out different materials to design and make products. 		
			Sculpture and Printing: Antony Gormley (Margate)	Fabric and Collage: William Morris	Drawing and Painting: Vincent Van Gogh and Post-Impressionism		

Art and Design

	<ul style="list-style-type: none"> ➤ I can give reasons for my opinions when I look at art/craft or design work. ➤ I can understand that different artistic works are made by craftspeople from different cultures and times. ➤ I can choose the right materials to use for my artwork and use them well 		<ul style="list-style-type: none"> ➤ I can experiment with basic tools on rigid and flexible materials. ➤ I can use different techniques like carbon printing, relief, press and fabric printing and rubbings 	<ul style="list-style-type: none"> ➤ I can make collages by folding, crumpling and tearing materials. ➤ I can develop techniques to join fabrics and apply decorations such as a running or over stitch. 	<ul style="list-style-type: none"> ➤ I can paint and make things I have seen, remembered or imagined ➤ I can try out making different tones using pencils, chalk or charcoal.
Yr 3/4	<ul style="list-style-type: none"> ➤ I can say what I like or dislike about my work ➤ I can talk about some of the great artists, architects and designers in history and describe their work. ➤ I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work 	A	Sculpture: Damien Hirst - anatomy	Drawing and Painting: JMW Turner – Victorian, light	Collage and printing: Andy Warhol
			<ul style="list-style-type: none"> ➤ I can plan my sculpture using drawings or other preparatory work. ➤ I can compare and recreate form of natural and manmade objects 	<ul style="list-style-type: none"> ➤ I can use different techniques e.g. marbling, silkscreen and coldwater paste. ➤ I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. 	<ul style="list-style-type: none"> ➤ I can create a collage using overlapping and layering. I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt ➤ I can create printing blocks using relief or impressed techniques.
		B	Fabric: Enid Marx – textiles for London transport	Sculpture: Auguste Rodin	Drawing and Painting: Leonardo Da Vinci and Renaissance, engineering inventions
			<ul style="list-style-type: none"> ➤ I can add detail to my work using different types of stitch, including cross-stitch. ➤ I can print on fabrics using tie-dyes or batik. I can talk about and identify complementary colours, colour as tone, warm and cold colours. 	<ul style="list-style-type: none"> ➤ I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt 	<ul style="list-style-type: none"> ➤ I can draw familiar objects with correct proportions ➤ I can use shading, using different media.
Yr 5/6	<ul style="list-style-type: none"> ➤ I can talk about my work and how close it came to what I wanted to do. ➤ I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. ➤ I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to 	A	Drawing and Painting: Georgia O’Keefe and Modern Art	Printing: Propaganda prints (WW2)	Sculpture: Barbara Hepworth compare to Greek sculpture
			<ul style="list-style-type: none"> ➤ I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions ➤ I can explain how I have used composition, scale and proportion in my work. 	<ul style="list-style-type: none"> ➤ I can experiment with using layers and overlays to create new colours/textures. ➤ I can create intricate printing patterns by simplifying and modifying sketchbook designs. ➤ I can follow a design brief to achieve an effect for a particular function. 	<ul style="list-style-type: none"> ➤ I can use a variety of techniques when I use clay, including slabs, coils and slips. ➤ I can produce intricate patterns in a malleable media.
B	Drawing and Painting: Banksy and Street Art around Kent	Sculpture: Henry Moore, natural resources	Collage: Pablo Picasso, using the environment		
	<ul style="list-style-type: none"> ➤ I can use simple perspective in their work using a single focal point and horizon. ➤ I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - 	<ul style="list-style-type: none"> ➤ I can use different techniques, colours and textures in my artwork and explain the choices I have made. 	<ul style="list-style-type: none"> ➤ I can add a collage to a background that I have already painted, drawn or printed. 		

	<p>historical and cultural contexts.</p> <ul style="list-style-type: none"> ➤ I can explain and justify my preferences towards different styles and artists ➤ I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. 		<p>brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	<ul style="list-style-type: none"> ➤ I can mix colours to express mood, divide foreground from background or demonstrate tones ➤ I can return to work over longer periods of time and use a wider range of materials. 	
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Skills and Knowledge Progression Sequence						
	Pre- Requisite	Year R	Year 1	Year 2	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary		<ul style="list-style-type: none"> ➤ Draw, paint, colours, make, build 	<ul style="list-style-type: none"> ➤ Draw, marks, print, structure, repeating pattern, join, material, design, product 	<ul style="list-style-type: none"> ➤ Tone, relief, rubbings, rigid, flexible, collage, fold, tear, crumple, fabric, stitch, crafts 	<ul style="list-style-type: none"> ➤ Proportion, shading media, effects, bleeds, washes, complementary, warm and cool, mood, blocking, impression, natural, manmade, sculpt, recreate, overlap, layer, dye, cross stitch, 	<ul style="list-style-type: none"> ➤ Line, three-dimensional, foreground, background, textures, represent, composition, scale, perspective, brushstroke, stippling, intricate, malleable, design brief
Drawing and Painting	<ul style="list-style-type: none"> ➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ➤ Use drawing to represent ideas like movement 	<ul style="list-style-type: none"> ➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, 	<ul style="list-style-type: none"> ➤ I can draw things I have seen or imagined using lines. ➤ I can try out ways mark-making using different tools. ➤ I can use the names of tools, techniques and elements I use in my artwork. 		<ul style="list-style-type: none"> ➤ I can draw familiar objects with correct proportions ➤ I can use shading, using different media. ➤ I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. ➤ I can use different techniques e.g. marbling, silkscreen and coldwater paste. ➤ I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt 	<ul style="list-style-type: none"> ➤ I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions ➤ I can use different techniques, colours and textures in my artwork and explain the choices I have made. ➤ I can mix colours to express mood, divide foreground from background or demonstrate tones ➤ I can explain how I have used composition, scale and proportion in my work. ➤ I can use simple perspective in their work using a single focal point and horizon.

	<ul style="list-style-type: none"> or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	knives, forks and spoons.			<ul style="list-style-type: none"> I can talk about and identify complementary colours, colour as tone, warm and cold colours. 	<ul style="list-style-type: none"> I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.
Printing	<ul style="list-style-type: none"> Explore colour and colour mixing. 		<ul style="list-style-type: none"> I can make marks in print using different objects and basic tools and use these to make repeating patterns. 	<ul style="list-style-type: none"> I can use different techniques like carbon printing, relief, press and fabric printing and rubbings 		
Structures and Sculptures			<ul style="list-style-type: none"> I can make structures by joining simple objects together. 	<ul style="list-style-type: none"> I can experiment with basic tools on rigid and flexible materials. 		
Collage			<ul style="list-style-type: none"> I can cut, glue and trim material to create new pictures. 	<ul style="list-style-type: none"> I can make collages by folding, crumpling and tearing materials. 	<ul style="list-style-type: none"> I can create a collage using overlapping and layering. 	<ul style="list-style-type: none"> I can add a collage to a background that I have already painted, drawn or printed.
Fabric			<ul style="list-style-type: none"> I can sort, cut and shape fabrics and experiment with ways of joining them 	<ul style="list-style-type: none"> I can develop techniques to join fabrics and apply decorations such as a running or over stitch. 	<ul style="list-style-type: none"> I can add detail to my work using different types of stitch, including cross-stitch. I can print on fabrics using tie-dyes or batik. 	<ul style="list-style-type: none"> I can experiment with using layers and overlays to create new colours/textures.
Design and Investigation	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to 	<ul style="list-style-type: none"> I can try out different materials to design and make products. 	<ul style="list-style-type: none"> I can choose the right materials to use for my artwork and use them well 	<ul style="list-style-type: none"> I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work 	<ul style="list-style-type: none"> I can return to work over longer periods of time and use a wider range of materials. I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. I can follow a design brief to achieve an effect for a particular function.



	and what to make.	represent them.				
Opinions and Research		<ul style="list-style-type: none"> ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings ➤ Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> ➤ I can say what I like about other people's artwork. ➤ I can use art to share my ideas. 	<ul style="list-style-type: none"> ➤ I can give reasons for my opinions when I look at art/craft or design work. ➤ I can understand that different artistic works are made by craftspeople from different cultures and times. 	<ul style="list-style-type: none"> ➤ I can say what I like or dislike about my work ➤ I can talk about some of the great artists, architects and designers in history and describe their work. ➤ 	<ul style="list-style-type: none"> ➤ I can talk about my work and how close it came to what I wanted to do. ➤ I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. ➤ I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. ➤ I can explain and justify my preferences towards different styles and artists
End of Key Stage NC end points	<p>ELGs:</p> <ul style="list-style-type: none"> ➤ Begin to show accuracy and care when drawing. ➤ Use a range of small tools, including scissors, paint brushes and cutlery; ➤ Share their creations, explaining the process they have used; ➤ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 		<ul style="list-style-type: none"> ➤ I can use a range of materials creatively to design and make products ➤ I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination ➤ I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ➤ I know 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 my own work. 	<ul style="list-style-type: none"> ➤ I will develop my techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ➤ I can create sketch books to record my observations and use them to review and revisit ideas ➤ I can improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ➤ I know about great artists, architects and designers in history. 		

Cycle Pathways Progression

