

## Art & Design Curriculum Map September 2016

<b>Purpose of Study</b>	Art, craft and design embody some of the highest forms of human creativity. 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, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.					
<b>Aim</b>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produce creative work, exploring their ideas and recording their experiences</li> <li><input type="checkbox"/> become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li><input type="checkbox"/> evaluate and analyse creative works using the language of art, craft and design</li> <li><input type="checkbox"/> know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>					
The first section to be applied age appropriately whatever the subject matter being studied.						
<b>EXPLORING &amp; DEVELOPING IDEAS</b>	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			
<b>EVALUATING AND DEVELOPING WORK</b>	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook			
<b>WORK OF ARTISTS</b>	Wherever it is useful the work of artists should be used as a stimulus to engage children's interest in an area of work.					
<b>Art &amp; Design</b>	<b>Year 1 / 2 A</b>	<b>Year 1 / 2B</b>	<b>Year 3 / 4 A</b>	<b>Year 3 / 4 B</b>	<b>Year 5/6 A</b>	<b>Year 5/6 B</b>
<b>DRAWING</b>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pens, chalk. Control the types of marks made</p> <p><b>LINES AND MARKS</b> Name, match and drawlines/marks from observations. Invent new lines. Draw on different surfaces with a range of media</p> <p><b>TONE</b> Investigate tone by drawing light/dark lines, patterns and shapes</p> <p><b>SHAPE</b> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><b>TEXTURE</b> Investigate textures by describing, naming, rubbing, copying</p>		<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources Draw for a sustained period of time at an appropriate level</p> <p><b>LINES AND MARKS</b> Make marks and lines with a wide range of drawing implements: Charcoal, pencil, crayon, chalk pastels, pens etc Experiment with different grades of pencils and other implements to create lines and marks</p> <p><b>FORM AND SHAPE</b> Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension</p> <p><b>TONE</b> Experiment with different grades of pencil and other implements to achieve variations in tone apply tone in a drawing in a simple way</p> <p><b>TEXTURE</b> Create textures with a wide range of drawing implements</p>		<p>Work from a variety of sources including observation, photograph and digital images Work in a sustained and independent way to create a detailed drawing Develop close observation skills using a variety of view finders Use a sketchbook to collect and develop ideas Identify artist who have worked in a similar way to their own work</p> <p><b>LINES, MARKS, TONE, FORM &amp; TEXTURE</b> Use dry media to make different marks, lines, patterns, textures and shapes explore colour mixing and blending techniques with coloured pencils use different techniques for different purposes i.e. shading, hatching within their own work start to develop their own style using tonal contrast and mixed media</p> <p><b>PERSPECTIVE AND COMPOSITION</b> Begin to use simple perspective in their work using a single focal point and horizon Begin to develop an awareness of composition, scale and Proportion in their paintings e.g. foreground, middle ground and background Show an awareness of how paintings are created ie. composition</p>	
<b>COLLAGE</b>	<ul style="list-style-type: none"> <li>• Create images from a variety of media eg photocopy material, fabric, crepe paper, magazines etc</li> <li>• Arrange and glue materials to different backgrounds</li> <li>• Sort and group materials for different purposes e.g. colour texture</li> <li>• Fold, crumple, tear and overlap papers</li> <li>• Work on different scales</li> </ul> <p><b>Colour</b> Collect, sort, name and match colours appropriate for an image <b>Shape</b> Create and arrange shapes appropriately <b>Texture</b> Create, select and use textured paper for an image</p>		<ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background</li> <li>• Use a range of media to create collages</li> <li>• Use different techniques, colours and textures when designing and making pieces of work</li> <li>• Use collage as a means of extending work from initial ideas</li> </ul>	
<b>PRINTMAKING</b>	<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</li> <li>• Make simple marks on rollers and printing palettes. Take simple prints i.e. mono-printing</li> <li>• Roll printing inks over found objects to create patterns e.g. plastic mesh, stencils</li> <li>• Build repeating patterns and recognise pattern in the environment</li> <li>• Create simple printing blocks with press print</li> <li>• Design more repetitive patterns</li> </ul> <p><b>Colour</b> Experiment with overprinting motifs and colour <b>Texture</b> Make rubbings to collect textures and patterns</p>		<ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns</li> <li>• Print with two colour overlays</li> </ul>		<ul style="list-style-type: none"> <li>• Create printing blocks by simplifying an initial sketch book idea</li> <li>• Use a relief or impressed method</li> <li>• Create prints with three overlays</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints</li> </ul>	
<b>PAINTING</b>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types</li> <li>• Mix and match colours to artefacts and objects</li> <li>• Work on different scales</li> <li>• Experiment with tools and techniques e.g. layering, mixing media, scraping through</li> </ul> <p><b>Colour</b> Identify primary colours by name Mix primary shades and tones <b>Texture</b> Create textured paint by adding sand, plaster</p>		<ul style="list-style-type: none"> <li>• Experiment with different effects and textures inc blocking in colour, washes, thickened paint creating textural effects</li> <li>• Work on a range of scales e.g. thin brush on small picture etc</li> <li>• Create different effects and textures with paint according to what they need for the task</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours</li> <li>• Use more specific colour language</li> <li>• Mix and use tints and shades</li> </ul>		<ul style="list-style-type: none"> <li>• Develop a painting from a drawing</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects</li> <li>• Be able to identify primary, secondary, complementary and contrasting colours</li> <li>• Work with complementary colours</li> </ul>	
<b>3D</b>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways – kneading and rolling</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose e.g. pot, tile</li> <li>• Understand the safety and basic care of materials and tools</li> </ul> <p><b>Form</b> Experiment with constructing and joining recycled, natural and man made materials Use simple 2D shapes to create 3D form <b>Texture</b> Change the surface of a malleable material e.g. build a textured tile</p>		<ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes</li> <li>• Create surface patterns and textures in a malleable material</li> <li>• Use paper mache to create a simple 3D object</li> </ul>		<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation or imagination</li> <li>• Use recycled, natural and man made materials to create sculptures</li> <li>• Plan a sculpture through drawing and other preparatory work</li> <li>• Develop skills in using clay include slabs, coils, slips etc</li> <li>• Produce intricate patterns and textures in a malleable media</li> </ul>	
<b>DIGITAL</b>	<ul style="list-style-type: none"> <li>• Explore ideas using digital sources i.e. internet, CD-ROMS</li> <li>• Record visual information using digital cameras and videos recorders</li> <li>• Use a simple graphics package to create images and effects with: Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Textures using simple filters to manipulate and create images</li> <li>• Use basic selection and cropping tools</li> </ul>		<ul style="list-style-type: none"> <li>• Record and collect visual information using digital cameras and video recorders</li> <li>• Present recorded visual images using software e.g. Photostory, PowerPoint</li> <li>• Use a graphics package to create images and effects with: Line by controlling the brush tool with increased precision</li> </ul> <p>Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for particular purposes</p>		<ul style="list-style-type: none"> <li>• Record, collect and store visual information using digital cameras and video recorders</li> <li>• Present recorded visual images using software e.g. Photostory, PowerPoint</li> <li>• Use a graphics package to create and manipulate new images e.g. GIMP</li> <li>• Be able to import an image (scanned, retrieved, taken) into a graphics package</li> <li>• Understand that a digital image is created by layering</li> <li>• Create layered images from original ideas (sketch books etc)</li> </ul>	
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting</li> <li>• Cut and shape fabric using scissors/snips</li> <li>• Apply shades with glue or by stitching</li> <li>• Apply decoration using beads, buttons, feathers etc</li> <li>• Create cords and plaits for decoration</li> </ul> <p><b>Colour</b> Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee <b>Texture</b> Create fabrics by weaving materials such as grass through twigs, carrier bags on bike wheel</p>		<ul style="list-style-type: none"> <li>• Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>• Match the tool to the material</li> <li>• Develop skills in stitching, cutting and joining</li> <li>• Experiment with paste resist</li> </ul>		<ul style="list-style-type: none"> <li>• Use fabrics to create 3D structures</li> <li>• Use different grades of thread and needles</li> <li>• Experiment with batik techniques</li> <li>• Experiment with a range of media to overlay and layer creating interesting colours and textures and effects</li> </ul>	

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### Rationale

Observations over the year 2013/14 indicate that there is considerable enthusiasm for art, with some children very talented and motivated. Those who are less skilled have a tendency to believe they are no good at art. Painting skills are not generally strong, with children unable to use a range of brushes for different purposes, to create different effects and to know how paint works. There is often anxiety around drawing and a misplaced need for detailed accuracy that results in children deciding their work is 'wrong' and they need to rub it out.

Art offers important opportunities for children to express their ideas, thoughts and feelings. Everyone is creative and it is vital that there is time given to develop these skills.

#### Strategies for improving painting skills:

- Establish a method for using paint that avoids over-use of water to clean brushes, and creates a space that protects the art work (ie brushes laden with paint are not moved over the art to scatter unwanted paint or water).
- Opportunity to make marks with different brushes using different movements – experiment with how many marks can be made with the same brush. This will help children to make decisions about which size of brush is best for the effects they want to create.
- Exercises with the arms to encourage use of the brush from the shoulder rather than only the wrist. Many children use brushes as though they were pens or pencils, with their arm always resting on the surface. This restricts the range of marks that can be made and tends to result in a 'scrubbing brush' technique. Use of the easels would help to develop greater confidence and better skills.

#### Strategies for improving drawing skills:

- Group/class exercise drawing different objects unseen and seen – the aim is to develop a mental image of an object which is likely to be different from an observed image, and move away from an expectation that all drawings will be photographically accurate.
- Offer a range of different media – pencils, pens, charcoal, chalk, pastels, paint pens, paint, inks.
- Discourage the use of rubbers when drawing with pencil – the aim here is to encourage a positive attitude to everything that is drawn and for it to be seen as part of the process of achieving the desired results. This is where a large sheet of paper can be used for many attempts.
- No crossing out what is not liked – same reasons as above.
- Encourage children to draw frequently as a means of expressing their ideas and offer them words and phrases which help them to verbalise those ideas.

The planning framework used is developed from the Lancashire Grid for Learning. This was chosen because it offers a straight forward scheme into which teachers can develop art teaching and projects. <http://www.lancsngfl.ac.uk/curriculum/art/> The website has a wealth of resources and links to excellent websites