

# Art and Design Subject Overview



At The Bishops' we aim to deliver an engaging art and design curriculum that inspires all children to produce creative pieces of art by exploring their ideas and recording their experiences. Our art and design curriculum will equip children with the knowledge and skills to experiment, invent and create pieces of art, ensuring effective progression within the subject and across all year groups.

The children will learn how to analyse and evaluate their own artwork, as well as the work of other artists. They will be able to discuss their thoughts and feelings about different pieces of art and the techniques that the artists have used to create a certain effect. The children will be encouraged to use visual stimuli, such as other pieces of art and their experiences of the outside world, as inspiration for their own artistic creations. Throughout the process of creating their own art, the children will be reminded to stop and observe their work, thinking about what they like about it and how they could improve it further.

During art and design lessons, the children will be given many opportunities to learn a range of art and design techniques. They will be taught how to make creative decisions about their artwork including size, composition, tone, colour and texture. As well as teaching children how to use specific media effectively, such as pencil, paint, charcoal, textiles and clay, we also believe that it is important to give children the freedom to choose from a selection of media to build on their expression and imagination as they create artwork linking to a particular theme or stimulus.

The children will also learn about the historical and cultural development of art forms and their impact on today's society by looking at local and global artists and our outdoor environment. We will provide the children with the fundamental skills that they can use within their lives and help them understand the impact of art and design within the world in which they live.



**Curriculum Intent, Implementation and Impact Overview**

**Subject: Art and design**

**Subject Leader: Jenna Cutts**

Intent	Implementation	Impact
<p>To ensure all children :</p> <ul style="list-style-type: none"> <li>• Develop the skills to discuss and review the art of local and global artists.</li> <li>• Become inspired by the work of other artists and their experiences of the outside world to create their own artwork.</li> <li>• Develop knowledge and skills in a variety of art and design techniques.</li> <li>• Choose from a variety of media and resources to make creative decisions about their artwork.</li> <li>• Develop the skills to evaluate their own artwork.</li> <li>• Cover the key aspects of the art and design national curriculum in engaging, immersive topics.</li> </ul>	<p><b>Planning</b>  <i>Children will be shown artwork from a variety of local and global artists. They will practise discussing their likes and dislikes about the artwork, the techniques that the artists have used and the reasoning behind these techniques</i></p> <p><b>Planning and educational visits</b>  <i>Teaching and learning should plan for many opportunities to view a range of artwork and become inspired by the outside world through educational visits and drawing on first hand experiences.</i></p> <p><b>Children will access resources to acquire learning a variety of art and design techniques</b>  <i>Children will be taught how use a range media effectively which may include sketching pencils, graphite, acrylic and watercolour paint, clay, materials for collage, ink, mixed media, dye, textiles etc.</i></p> <p><b>Children will be given the opportunity to choose the media that they would like to use</b>  <i>Children will be given a broad theme/outcome to inspire their artwork and a range of media to choose from to create their piece. They will be encouraged to make creative decisions involving composition, tone, texture and colour to create a certain effect.</i></p> <p><b>Children will practise stepping back regularly from their artwork to review it</b>  <i>Children will be taught to consider what they like about their artwork and what they could do to improve it. They will also be given opportunities to review the artwork of their peers.</i></p> <p><b>Monitoring</b>  <i>Book scrutiny and learning walks will enable the curriculum leaders to check coverage and progression. Teachers should link artwork to their topic and the key outcomes of their topics where possible.</i></p>	<p>Inspired children who are able to communicate their opinions about different artwork and begin to understand why artists have made certain choices regarding colour, composition etc.</p> <p>Children’s will become more inspired and engaged in their artwork after viewing and discussing the work of other artists and visual stimuli such as nature and interesting objects.</p> <p>Children will build on skills and techniques that they have acquired through previous years and develop those skills as they progress through the school.</p> <p>Creative children who feel confident to explore and who are not afraid of making mistakes. Children who will have the satisfaction of making something that is unique and based on their own ideas.</p> <p>Children will work collaboratively and independently to review their artwork and make improvements to it, enabling them to produce the best piece of art that they are capable of and creating a sense of pride in their work.</p> <p>Children will be motivated to create meaningful pieces of art that link to real life outcomes.</p>

<ul style="list-style-type: none"> <li>Receive high quality art and design lessons, taught by confident teachers.</li> </ul>	<p><b>Staff Development</b> Teachers have access to CPD to improve their confidence and ability to teach art and design effectively.</p>	<p>Children will feel more confident in art and design after receiving high quality art and design lessons.</p>
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## Art and design skills and knowledge progression

Area of study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Materials</b></p>	<p>Use materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture with different materials.</p> <p>Mouldable materials such as clay and dough.</p>	<p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Mouldable materials.</p> <p>Work with a range of paints including powder, ready mix and block.</p>	<p>Introduce chalk, charcoal and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Simple dyeing techniques including tie</p>	<p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and</p>	<p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p>	<p>Experiment with working on different surfaces (eg. textured paper, black/brown paper, fabric, hessian, wood, slate etc).</p> <p>Different textures (laminating, modroc, collage.)</p> <p>Natural materials to create sculptures.</p> <p>Acrylic paints. Oil pastels.</p>	<p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Different textures and consistencies of paint.</p> <p>Collaborative work.</p> <p>Large-scale drawings and paintings.</p> <p>Large-scale models and sculpture.</p>

			dying, and printing.  Mouldable materials.	give reasons for choices.	Print onto different materials using at least four colours.  Sculpt clay and other mouldable materials.	Charcoal.	Art in public sphere.
<b>Expression and Imagination</b>	Develop and share their own imagination and experiences through art.	Create art from imagination.  Create a piece of art that is responding to an experience.  Begin to draw what is in front of them.  Show how people feel in paintings and drawings.	Respond to a range of stimuli.  Begin to give reasons for choice of materials and colours.  Begin to look at different artists' work and attempt own interpretations of the style and technique.	Respond to the work of others and say how it makes them feel or think and give reasons as to why.  Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.	Talk about their intention and how they wanted their audience to feel or think.  Continue to use art as a tool in other curricular areas, eg: RE or literacy, as a response to work or as a starting point to learning.	Use art to express an emotion. Why have they chosen the materials and techniques that they have?  Begin to build up a portfolio of their work.	Use art to express an abstract concept e.g war, love, creation.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Continue with their portfolios.

<p><b>Techniques</b></p>	<p>Develop and use texture, colour, line, pattern, shape, form and space.</p>	<p>Explore line and mark making in different ways (different thickness of lines using pencil).</p> <p>Work with a variety of different brushes.</p> <p>Explore pattern through printing and stamping.</p> <p>Create work using natural materials to develop skills in texture.</p> <p>Use a range of tools (sponges, fabric) to begin to experiment with texture.</p>	<p>Practise a variety of methods for dying material.</p> <p>Explore shading with a pencil.</p> <p>Use three different grades of pencil when drawing.</p> <p>Mix paint. Create all the secondary colours as well as brown paint.</p> <p>Create light and dark colours by using tints (mixing a colour with white paint) and shades (mixing a colour with black paint).</p>	<p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques.</p> <p>Draw outlines with reference to size and shape.</p> <p>Show facial expressions in art.</p> <p>Use different grades of pencil to shade and to show different</p>	<p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Introduce tints and shades to paint work (tint = mixing a colour with white paint, shade = mixing a colour with black paint).</p> <p>Use pencils and pen work to create tone, shade, texture and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and</p>	<p>Use drawing techniques to introduce perspective (drawing from above and below, near/far.)</p> <p>Successfully use shading to create mood and feeling.</p> <p>Express emotion in their art.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Draw objects using marks and lines to produce texture.</p>	<p>Use viewfinders and perspective techniques in composition.</p> <p>Look at the background, middle ground and foreground in landscapes.</p> <p>Apply paint to show textures.</p> <p>‘Limited palette’ work. Working with one colour and developing work using tints and shades.</p> <p>Over print to create different patterns (colours are printed directly over each other which causes mixing of colours).</p>
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		<p>Create moods in artwork.</p> <p>Colour mixing. Name the primary and secondary colours.</p> <p>Manipulating clay using fingers and tools.</p> <p>Roll, cut and coil materials.</p> <p>Use IT to create a picture.</p>	<p>Threading and using a needle to create a stitch.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Make a clay pot. Join two clay finger pots together.</p> <p>Use different effects within an IT paint package.</p>	<p>tones and textures.</p> <p>Create a background using a wash.</p> <p>Use a range of brushes to create different effects in painting.</p> <p>Use digital images and combine with other media in artwork.</p> <p>Use IT to create art which includes their own artwork and the artwork of others.</p>	<p>sewing when creating 3D structures.</p> <p>Show facial expressions and body language in sketches and paintings.</p> <p>Use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Show reflections in their art.</p> <p>Integrate their digital images into their art.</p>	<p>Develop sculpture techniques by manipulating natural materials to create a structure.</p> <p>Create an accurate print design following criteria.</p> <p>Use images which they have created, scanned and found; altering them where necessary to create art.</p>	<p>Construct scale models using joining and drawing techniques.</p> <p>Combine techniques and give reasons for choices.</p> <p>Explain why they have used different tools to create art.</p> <p>Use a range of e-resources to create art.</p>
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<b>Artists</b>	<p>Look at a range of work by different artists.</p> <p>Say whether they like or dislike it and begin to give reasons why.</p>	<p>Explore a range of work by other artists, craft makers and designers.</p> <p>Ask questions about a piece of art.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p> <p>Use a piece of artwork as a starting point for their own work.</p>	<p>Continue to explore and be exposed to work by other artists and designers.</p> <p>Suggest how artists have used colour, pattern and shape.</p> <p>Be able to describe the similarities and differences between pieces of work by other artists.</p> <p>Work alongside an artist in order to make links to their own work.</p>	<p>Begin to research great artists and designers through time.</p> <p>Recognise when art is from different cultures and different historical periods.</p> <p>Begin to include elements of other artists' work in their own art.</p> <p>Be able to appraise the work of other artists,</p>	<p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Explain some of the features of art from historical periods.</p> <p>Be exposed to great pieces of art and craftsmanship through visits,</p>	<p>Use the work of a famous artist as a stimulus for their own work.</p> <p>Use other artists' work as a basis for critique.</p> <p>Continue to experiment with the techniques of different artists.</p> <p>Research and develop the techniques of other artists to use in their own work.</p> <p>Be introduced to the work of great</p>	<p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the work of designers through history.</p> <p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as the The Angel of the North; Anish Kapoor;</p>

			<p>Look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p>	<p>designers and architects and to say how their work links to their own.</p> <p>Identify the techniques used by different artists.</p> <p>Compare the work of different artists.</p>	<p>visitors and experiences.</p> <p>Experiment with the styles used by other artists.</p> <p>Begin to critique their own artwork and the artwork of others alongside set criteria.</p>	<p>designers through history.</p> <p>Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.</p>	<p>Grayson Perry; M5 'Wicker Man'; London Olympics Opening Ceremony)</p> <p>Use feedback to make amendments and improvements to their art.</p> <p>Explain the style of their work and how it has been influenced by a famous artist.</p>
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