



**HC AT**

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**Art & Design Curriculum**

## **Purpose of study**

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.

## **Aims**

The National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Subject content**

### **Key stage 1**

Pupils should be taught:

- 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 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

	Transition	LKS1	UKS1	LKS2	UKS2
<b>All Media</b>					
<b>Children respond to and explore ideas.</b>  <b>INCERTS – A &amp; B</b>	I respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world)	I can explore ideas from my imagination or from real starting points.  Start to record simple media explorations in a <b>sketchbook</b> .	I explore ideas and collect visual and other information for my work  Use a <b>sketchbook</b> to plan and develop simple ideas, to continue to store information on colour mixing, the colour wheel and colour spectrums, make simple informed choices in media and collect textures, patterns to inform other work.	Use <b>sketchbooks</b> to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.	Use <b>sketchbooks</b> to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  I use these ideas in developing my work, taking account of the purpose.
<b>Children describe what they think or feel about their own and others work.</b>  <b>INCERTS - B</b>	Describe what I think about my own and others work	Comment on strengths and next steps to improve my own and others work.	Comment on specific methods which have been used within my own and others work. Discuss the impact the methods have on the piece of work linked to the context of the lesson.	I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made  I adapt and refine my work to reflect the purpose and meaning of the work.	I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context
<b>Children will be observing and recording in sketchbooks.</b>  <b>INCERTS - F</b>				I am beginning to use a sketch book to record my observations.  I use my sketch book to record first hand observations.	I am using a sketch book to record my observation and recording them to show progression in my work.  I use my sketch book to record first hand observations and show progression in techniques and review them.
<b>Children know about the work of great artists.</b>  <b>INCERTS - D</b>	I can identify the work of a range of artists, craft makers and designers, and makes links to my own work	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.	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	Begin to explore a range of great artists, architects and designers in history.	Identify artists who have worked in a similar way to their own work.  Explore a range of great artists, architects and designers in history.

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Drawing</b>					
<p><b>Children will use a variety of materials and processes to communicate ideas.</b></p> <p><b>INCERTS - C</b></p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. I draw on different surfaces and coloured paper.</p> <p><b>Produce lines of different thickness and tone using a pencil.</b></p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p><b>Develop a range of tone using a pencil to create light/ dark lines in order to sketch lightly (begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending)</b></p> <p>Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p>	<p>Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p><b>Begin to use light/dark shading using a pencil while continuing to investigate tone by drawing light/dark lines, light/dark patterns (e.g. hatching) and develop understanding of grades of pencil.</b></p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>I select drawing materials that will enhance my work.</p> <p>I mix different materials to explore effects I can make.</p> <p>I can use a range of techniques to communicate my ideas.</p>	<p>I select appropriate drawing materials</p> <p>I know when different materials can be combined and use this to good effect</p> <p>I choose appropriate techniques to convey the meaning of my work</p>
<p><b>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</b></p> <p><b>INCERTS - E</b></p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p><b>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</b></p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>I adapt and refine my work to reflect my own view of its purpose and meaning.</p> <p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p><b>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</b></p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p>

					Have opportunity to explore modern and traditional artists using ICT and other resources.
<b>Children use knowledge and understanding of materials to create art work.</b>  INCERTS - C	Use drawings to tell a story.  Create accurate more accurate drawings of people.	Create a proficient final drawing that demonstrates use of appropriate skills.	I can combine light and dark shadows to create a piece of art.  I can combine a range of marks made in drawing to create a piece of art.	Create a drawing using a range of tones, lines using a pencil. Include in their drawing a range of techniques and begin to understand why they best suit.	Develop their own style using tonal contrast and mixed media.  Adapt their work according to their views and describe how they might develop it further.
<b>Children know about the work of great artists.</b>  EXAMPLES  INCERTS - D		<b>Artists:</b> Van Gogh, Seurat	<b>Artists:</b> Durer, Da Vinci, Cezanne	<b>Artists:</b> Picasso, Hopper, Surrealism etc. Goya, Sargent, Holbein.	<b>Artists:</b> Moore sketchbooks, Rossetti, Klee, Calder, Cassat.

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Painting</b>					
<b>Children will use a variety of materials and processes to communicate ideas.</b>  INCERTS - C	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Experiment with a variety of media; different brush sizes and tools.  Practice using a paintbrush correctly to create different marks.  Explore lightening and darkening paint with and with and without the use of black or white.  Start to mix a range of secondary colours, moving towards predicting resulting colours.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.  Choose correct paintbrush to produce marks appropriate to work and use it correctly.  Continue to experiment in lighten and darken with and without the use of black or white. Begin to mix colour shades and tones.  Continue to control the types of marks made with the range of media.		
<b>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</b>	Look and talk about what they have produced, describing simple techniques and media used.	Look at and talk about own work and that of other artists and the techniques they had used.	Discuss own work and others work, expressing thoughts and feelings.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes,	I adapt and refine my work to reflect my own view of its purpose and meaning.  Work in a sustained and independent way to develop their own style of painting. This

INCERTS - E			Identify changes they might make or how their work could be developed further	thickened paint creating textural effects.  Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.  Start to develop a painting from a drawing.	style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.  Have opportunity to explore modern and traditional artists using ICT and other resources.
Children use knowledge and understanding of materials to create art work.  INCERTS - C	Use paint to make images of what they see or imagine.	Create an accomplished final painting that demonstrates use of appropriate skills.	Use a number of brush techniques to produce shapes, textures, patterns and lines	Create a painting inspired by working in the style of a selected artist (not copying).	My paintings are based on observations and can convey realism or an impression of observations
Children know about the work of great artists.  EXAMPLES  INCERTS - D		<b>Artists:</b> Klimt, Marc, Klee, Hockney.	<b>Artists:</b> Pollock, Riley, Monet, Aboriginal.	<b>Artists:</b> Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract Expressionism, Hopper, Rembrandt.	<b>Artists:</b> Lowry, Matisse, Margritte.

	Transition	LKS1	UKS1	LKS2	UKS2
<b>3D Sculptures</b>					
Children will use a variety of materials and processes to communicate ideas.  INCERTS - C	I enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.  I can impress and apply simple decoration.  I can cut shapes using scissors and other modelling tools.	I can experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.  I can shape and model materials for a purpose, e.g. pot, tile from observation and imagination.  I can continue to manipulate malleable materials (clay) in a	I can use equipment and media with increasing confidence.  I can shape, form, construct and model from observation and imagination.  I can use coiling in addition to other techniques to create		

		<p>variety of ways including rolling, pinching and kneading.</p> <p>I can impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>I can use tools and equipment safely and in the correct way.</p>	<p>models with malleable materials (clay).</p> <p>I can demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>I can explore carving as a form of 3D art.</p>		
<p><b>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</b></p> <p><b>INCERTS - E</b></p>	<p>I can look and talk about what they have produced, describing simple techniques and media used.</p>	<p>I can look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>I can discuss own work and others work, expressing thoughts and feelings.</p> <p>I can identify changes they might make or how their work could be developed further</p>	<p>I work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I can make a slip to join to pieces of clay.</p> <p>I can decorate, coil, and produce maquettes confidently when necessarily.</p> <p>I can model over an armature: newspaper frame for modroc</p> <p>I can use recycled, natural and man-made materials to create sculptures.</p> <p>I can gain more confidence in carving as a form of 3D art.</p>	<p>I can adapt and refine my work to reflect my own view of its purpose and meaning</p> <p>I work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I can model and develop work through a combination of pinch, slab, and coil.</p> <p>I can demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>I can work around armatures or over constructed foundations.</p> <p>I can demonstrate experience in relief and freestanding work using a range of media.</p> <p>I can recognise sculptural forms in the environment: Furniture, buildings.</p> <p>I can confidently carve a simple form</p> <p>I can solve problems as they occur.</p> <p>I have opportunity to explore modern and traditional artists using ICT and other resources.</p>

<p><b>Children use knowledge and understanding of materials to create art work.</b></p> <p>INCERTS - C</p>	<p>I can build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>I can create a resilient 3D artwork using an appropriate technique and material.</p>	<p>I can use my clay techniques to apply to pottery studied in other cultures</p>	<p>I can use language appropriate to skill and technique.</p> <p>I can create a piece that demonstrates awareness of environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>My 3D work contains both visual and tactile qualities</p> <p>I can choose from all of the techniques from levels 1-4 to embellish my work as appropriate</p>
<p><b>Children know about the work of great artists.</b></p> <p>EXAMPLES</p> <p>INCERTS - D</p>		<p><b>Artists:</b> Moore, African, Native American.</p>	<p><b>Artists:</b> Hepworth, Arp, Nevelson, Gabo.</p>	<p><b>Artists:</b> Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art), Egyptian Artefacts, Christo</p>	<p><b>Artists:</b> Frink, Balla, Andre</p>

### Optional Curriculum Excellence Strands

	Transition	LKS1	UKS1	LKS2	UKS2
<b>Printing</b>					
<p><b>Children will use a variety of materials and processes to communicate ideas.</b></p> <p>INCERTS - C</p>	<p>I enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects such as fruit, vegetables and sponges</p> <p>I can develop simple patterns by using objects.</p> <p>I can enjoy using stencils to create a picture.</p> <p>I can make my own printing blocks</p>	<p>I can explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>I can demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>I can explore printing in relief: Sting and card.</p> <p>I have printed by pressing, rolling, rubbing and stamping</p> <p>I can use equipment and media correctly and be able to produce a clean printed image.</p>	<p>I can continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>I can demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>I can make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing.</p> <p>I can make my own printing blocks and experiment with different materials for printing</p>		

			<p>I can use equipment and media correctly and be able to produce a clean printed image</p> <p>I can experiment with overprinting motifs and colour.</p>		
<p><b>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</b></p> <p>INCERTS - E</p>	<p>I look and talk about what they have produced, describing simple techniques and media used.</p>	<p>I look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>I can discuss own work and others work, expressing thoughts and feelings.</p> <p>I can identify changes they might make or how their work could be developed further</p>	<p>I am increasingly aware of mono and relief printing.</p> <p>I can demonstrate experience in fabric printing.</p> <p>I can expand experience in 3 colour printing.</p> <p>I can make a precise repeating pattern by creating accurate printing blocks</p> <p>I can continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>I can create repeating patterns.</p>	<p>I can use tools in a safe way.</p> <p>I can develop ideas from a range of sources.</p> <p>I can see positive and negative shapes.</p> <p>I can demonstrate experience in a range of printmaking techniques.</p> <p>I can use print as a starting point to embroidery.</p> <p>I can start to overlay prints with other media.</p> <p>I can describe techniques and processes.</p> <p>I have opportunity to explore modern and traditional artists using ICT and other resources.</p>
<p><b>Children use knowledge and understanding of materials to create art work.</b></p> <p>INCERTS - C</p>	<p>I can explore techniques such as repeating, overlapping, rotating and arranging shapes.</p>	<p>I can create an effective print that demonstrates the use of appropriate techniques and materials.</p> <p>I can begin to identify forms of printing: Books, posters pictures, fabrics, wallpaper.</p> <p>I have looked at how artists and designers have used colour, shapes and lines to create patterns</p>	<p>I can compare the methods and approaches of different designers in their print techniques</p> <p>I have explored printing from other cultures and time periods</p>	<p>I can create a print that demonstrates knowledge of printmaking from other cultures and time periods and shows experimentation with some of these styles.</p>	<p>My prints combine a range of visual elements to reflect a purpose</p> <p>I can develop my own style using tonal contrast and mixed media.</p>

Children know about the work of great artists.  EXAMPLES  INCERTS - D		Artists: Warhol, Hokusai	Artists: Hiroshige, Escher	Artists: Morris, Labelling, Rothenstein, Kunisada	Artists: Advertising, Bawden
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	Transition	LKS1	UKS1	LKS2	UKS2
<b>Photography</b>					
Children will use a variety of materials and processes to communicate ideas.  INCERTS - C	<p>I enjoy playing with and using iPads and cameras to take photos.</p> <p>I can show experience choosing subjects to photograph.</p> <p>I can show experience in simple composition.</p> <p>I enjoy using photos to tell stories or show feelings.</p>	<p>I can experiment with a variety of different compositions.</p> <p>I become aware of photography as an art form.</p> <p>I have some experience of manipulating photographs to create different effects – using apps.</p> <p>I can collect photographs for a theme.</p>	<p>I can identify and recognise examples of photography as a visual tool and an art form.</p> <p>I can suggest how the photographer organised the elements or recording of the image</p> <p>I can control focus, or zoom settings or move closer composing their photograph</p> <p>I can hold and use a camera to select and capture with clear intention</p>		
Children comment on differences/similarities in each other's work and suggest ways of improving their own.  INCERTS - E	<p>I can look and talk about what they have produced, describing simple techniques and media used.</p>	<p>I can look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>I can discuss own work and others work, expressing thoughts and feelings.</p> <p>I can identify changes they might make or how their work could be developed further</p>	<p>I can plan the use of a camera to take a specific photo or set of photos</p> <p>I can modify an image on a computer to achieve the best quality print.</p> <p>I can change the camera settings such as flash, to best capture an image in low light conditions</p> <p>I can use zoom to best frame an image and photograph from dynamic viewpoints</p>	<p>I can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images</p> <p>I experience a variety of lenses - cameras, telescopes, binoculars</p> <p>I can take and assemble a sequence of photos to make a flick book and give impressions of movement</p> <p>I can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration.</p>

<p><b>Children use knowledge and understanding of materials to create art work.</b></p> <p><b>INCERTS - C</b></p>	<p>I can use appropriate language to describe colours, equipment and composition.</p>	<p>I can create a photograph or series of photographs based on a theme.</p> <p>I can use appropriate language to describe colours, equipment and composition.</p> <p>I can say how other artists have used texture, colour, pattern and shape in their work</p>	<p>I can identify and recognise examples of photography as a visual tool and an art form.</p> <p>I can suggest how the photographer organised the elements or recording of the image</p> <p>I can control focus, or zoom settings or move closer composing their photograph</p> <p>I can hold and use a camera to select and capture with clear intention</p>	<p>I can plan the use of a camera to take a specific photo or set of photos</p> <p>I can modify an image on a computer to achieve the best quality print.</p> <p>I can change the camera settings such as flash, to best capture an image in low light conditions</p> <p>I can use zoom to best frame an image and photograph from dynamic viewpoints</p>	<p>I can plan, take and digitally process photographs for a creative purpose, working as part of a group</p> <p>I can use language appropriate to skill and technique.</p> <p>I can write about the visual and technical qualities of my work in my sketchbook</p>
<p><b>Children know about the work of great artists.</b></p> <p><b>EXAMPLES</b></p> <p><b>INCERTS - D</b></p>		<p><b>Artists: Henri Cartier-Bresson, Ansel Adams</b></p>			<p><b>Artists: Robert Capra, Jerry Uelsman</b></p>