

Art and Design

at Norton CP School

The aim of our Art and Design curriculum is to provide our pupils with the following:

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To explore and develop ideas

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><u>ELG</u></p> <p>Share their creations, explaining the process they have used.</p>	<p>Respond to ideas and starting points as a class</p> <p>Explore ideas and collect visual information as a class</p>	<p>Individually or in pairs respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>	<p>Develop ideas from starting point throughout the curriculum</p> <p>Collect sketches or resources</p> <p>Adapt ideas as they progress</p> <p>Explore ideas in small groups and as a class</p> <p>Comment on artworks using visual language</p>	<p>Develop ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>Comment on artworks using visual language</p>	<p>Develop and extend imaginative ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas in a sketchbook.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a secure grasp of visual language.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>

To become proficient in:

Painting

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Explore colour and colour mixing.	Use thick and thin brushes. Mix colours to make other colours.	Mix colours to make other colours. Add black or white to observe what happens to the colour.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use watercolour paint to produce washes for background and then add detail.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, pattern and lines. Mix colours effectively. Experiment with creating mood with colour.	Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Investigate the qualities of powder paint	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.

- Sculpture

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper, card and clay as materials Use techniques such as rolling, cutting, moulding and carving</p>		<p>Create and combine shapes to create recognisable forms Include texture that conveys feelings, expression or movement Use clay and other mouldable materials, eg, clay</p>	<p>Create and combine shapes to create recognisable forms e.g. shapes made from nets and/or solid materials Add materials to provide interest and detail Research the strength of different structures eg, paper engineering</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p>	

- Collage

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			<p>Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage</p>		<p>Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use different materials to create different textures. Use coiling, overlapping to create different effects.</p>	<p>Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.</p>

- Drawing

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p><u>ELG</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Draw lines of different sizes and thicknesses Colour own work neatly following the lines</p>	<p>Show pattern and texture by adding dots and lines Show different tone by using coloured pencils</p>	<p>Annotate sketches to explain and elaborate ideas Sketch lightly – no need to use a rubber to correct mistakes</p>	<p>Use different harnesses of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly – no need to use a rubber to correct mistakes Use shading to show light and shadow Use hatching and cross-hatching to show tone and texture</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p>

- Print

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		<p>Use repeating or overlapping shapes Mimic print from the environment e.g. wallpapers Replicate patterns observed in natural or built environments Make printing blocks e.g. polystrene sheets Use layers of two or more colours Make precise repeating patterns</p>		<p>Use a variety of materials and found objects to create collagraphs. Use layers of more than two colours.</p>		<p>Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.</p>

- Textiles

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Join different materials and explore different textures.</p> <p><u>ELG</u></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Join materials using gluing, pinning, stapling or stitch</p>					<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Shape and stitch materials</p> <p>Use basic cross stitch and back stitch</p> <p>Colour fabric</p> <p>Create weavings</p> <p>Quilt, pad and gather fabric</p>

To analyse and evaluate

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>I can share my creations, explaining the process I have used.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p>	<p>I can describe what I think and feel about my own and other's work.</p> <p>I can comment and ask questions about a piece of art work.</p>	<p>I can evaluate my peer's piece of work and discuss ways to improve it.</p> <p>I can discuss differences in works of artists, my own work and the work of others.</p> <p>I can talk about and describe a range of artists.</p> <p>I know how to create a piece of art in response to the work of another artist.</p>	<p>I can compare and evaluate my own and my peer's piece of artwork and discuss ways to improve and refine it.</p> <p>I can discuss differences and similarities between different artists and mediums used.</p> <p>I can talk about and describe the work of a range of artists.</p>	<p>I can adapt my work according to my own views and describe how I might develop it further.</p> <p>I can experiment with the styles used by other artists.</p> <p>I can talk about great artists, architects and designers in history, looking at the similarities and differences between different artists and mediums used and beginning to make links with my own work.</p>	<p>I can adapt my work according to my own and other's views.</p> <p>I can research the work of an artist and use my work to replicate a style.</p> <p>I can talk about and describe great artists, architects and designers in history, making links with my work and beginning to annotate my own work with comments and thoughts.</p>	<p>I can modify and improve my designs.</p> <p>I can explain why I have used different tools and/or specific techniques to create art.</p> <p>I can talk about and describe great artists, architects and designers in history, making links with my own work and annotate my own work with comments and thoughts.</p>

To take inspiration from the greats

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Describe the work of notable artists, artisans and designers and record	Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces	Replicate some of the techniques used by notable artists, artisans and designers Create an original piece influenced by a study of a famous artist	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others	Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

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