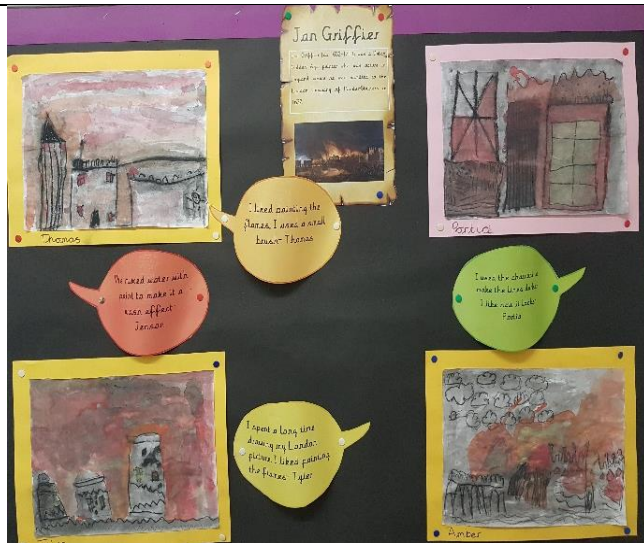


Art and design embodies some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Intent

At Longford we strive to provide an engaging, inspiring and challenging Art and Design curriculum. Equipping the children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. In key stage 1 the children will begin to develop the skills to; use a range of materials creatively. Use drawing, painting and sculpture to develop and share their ideas. Use a range of techniques to develop patterns, colour, texture, shape and form. Learn about different artists, craft makers and designers to make links to their own ideas and work. Progressing through lower and upper key stage 2, the children will continue to improve and develop on skills previously taught.



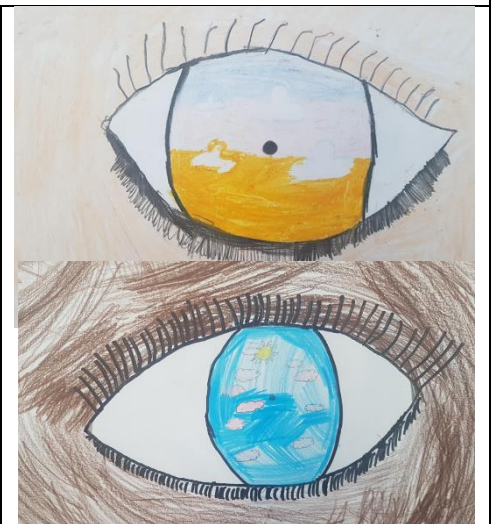
Implementation

In key stage 1 children will use their topic books and in key stage 2 the children will use sketch books to:

- produce creative work
- explore different ideas and experiences
- develop their drawing, painting, sculpture and other art and craft designs
- evaluate and analyse their own and others work using key vocabulary
- explore a range of artists, craft makers and designers and the historical development of art

Impact

Children will be taught to think critically and evaluate their own and others work in both a positive and constructive manner. Children will be challenged and inspired to experiment, giving them confidence, in core and non-core subjects, to excel beyond their own expectations. A Growth mindset approach will be taken to ensure children understand how they can develop their skills and mindset to achieve their goal.



Knowledge, Understanding & Skills

| Year group | KS1 | Lower KS2 | Upper KS2 |
|--|---|--|--|
| Exploring & Developing ideas (ongoing) | 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. | 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. |
| | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, patterns, and shapes. <u>Texture</u> Investigate textures by describing, naming, rubbing and copying. | Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms, shapes and dimensions. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. <u>Perspective and Composition</u> 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. Show an awareness of how paintings are created. | Work from a variety of sources including observation, photographs 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 artists who have worked in a similar way to their own work. <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet 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. Start to develop their own style using tonal contrast and mixed media. |
| Drawing | | | |

| | | | |
|----------------------------|--|--|---|
| Painting | <p>Understand how to mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones, learn and use vocabulary. Create colour wheels. Begin to use thick and thin brushes appropriately.</p> | <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for background. Experiment with creating mood with colour.</p> | <p>Create own colour palette. Use 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.</p> |
| | <p>Use an assortment of materials that can be cut, torn and glued. Sort and arrange materials to create a picture or pattern. Use different materials to create texture. Work on different scales, sort, name match colours appropriate for an image. Shape, create and arrange shapes appropriately.</p> | <p>Purposefully apply a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> | <p>Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures (etc) when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p> |
| Textiles | <p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using running stitch, glue, staples, over sewing, tape. Decorate fabrics with buttons, beads, sequins, braids, ribbons</p> | <p>Understand seam allowance. Join fabrics using running stitch, over sewing, back stitch Explore fastenings and recreate some e.g. sew on buttons and make loops. Prototype a product using J cloths. Use appropriate decoration techniques. Create a simple pattern and understand the need for patterns</p> | <p>Create 3D products using pattern pieces and seam allowance. Understand pattern layout. Decorate textiles appropriately often before joining components. Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching. Combine fabrics to create more useful properties.</p> |
| | <p>To use repeating or overlapping shapes. Imitate print from the environment. Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.</p> | <p>Use layers of two or more colours. Develop skills to replicate patterns observed in natural or built environments. Create own printing blocks. Make detailed repeating patterns (Warhol).</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 (Warhol).</p> |
| The works of other Artists | <p>Discuss and learn about artists and their techniques. Replicate the technique/ effect in their own works of art.</p> | <p>Use a style of other artists to influence their painting, drawing or sculpture. Begin to explore the history behind the art work and style.</p> | <p>Develop a personal style of painting, drawing or sculpture using ideas from other artists e.g. Lowry, Warhol, Banksy. Critically discuss and evaluate the works of art. Explore the history behind the art work and style used.</p> |