

**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.

**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.

**Key Stage 1 content:**

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 content:**

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.

To be working at 'EXPECTED' in art ...

ELG:	Year 1:	Year 2:
<ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</li> <li>• Choose a colour for a purpose</li> <li>• Use shapes and lines to create simple representations of my own thoughts, ideas and feelings</li> <li>• Talk about what I've drawn/painted.</li> <li>• Talk about what happens when mixing colours.</li> <li>• Use my brush to create difference textures and brush strokes.</li> <li>• Print with tools such as fruit, vegetables, cotton reels and sponges.</li> <li>• Use shapes and lines to create a representation of people.</li> <li>• Experiment with colour and techniques.</li> <li>• Draw with pencils and crayons.</li> <li>• Name some colours.</li> <li>• Choose colours for a purpose.</li> <li>• Create simple representations.</li> <li>• They handle equipment and tools effectively, including pencils for writing or drawing.</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different shapes and thicknesses.</li> <li>• Colour in neatly, following the lines very carefully</li> <li>• Use thick and thin brushes</li> <li>• Name the primary and secondary colours.</li> <li>• Use brushes of different thicknesses.</li> <li>• Name primary colours.</li> <li>• Name and mix secondary colours.</li> <li>• Draw lines of different shapes and thicknesses.</li> <li>• Draw and colour neatly.</li> <li>• Where applicable, draw shapes appropriately and in proportion using observation skills (e.g. eyes, mouth, leaf)</li> <li>• Cut and tear paper, textiles and card for my collages.</li> <li>• Sort and arrange collage materials for a purpose.</li> <li>• Add texture to my models using tools.</li> <li>• Cut, roll and coil materials</li> <li>• Use the computer to draw pictures with lines and shapes.</li> <li>• Change the pen colour and rub out to change my work.</li> <li>• Use tools like fill and brushes in a painting package</li> <li>• Describe what I think about my own and others' work</li> <li>• Draw my ideas and tell others what they are.</li> <li>• Identify pieces of work from a famous artist</li> <li>• With support, say how an artist has used colour, pattern and line</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas from my imagination or from real starting points</li> <li>• Describe my work using key words</li> <li>• Make suitable choices to create colour by mixing primary colours to make secondary colours.</li> <li>• Add white and black to colours to make different tones.</li> <li>• Select appropriate brushes and use suitable brush strokes.</li> <li>• Begin to draw a picture showing an understanding of proportion.</li> <li>• Carefully observe and consider shape and line and control the pencil carefully to create an accurate observational drawing.</li> <li>• Begin to create texture and tone.</li> <li>• Use pencils, pastels and charcoal in my drawings.</li> <li>• Show patterns and textures in my drawings by adding dots and lines.</li> <li>• Show different tones using coloured pencils.</li> <li>• Make a variety of lines of different sizes, thickness and shapes</li> <li>• Add white/black to colours make tints/tones.</li> <li>• Create collages</li> <li>• Mix paper and other materials with different textures and appearances.</li> <li>• Use shapes, textures, colours and patterns in my collages</li> <li>• Make their own printing blocks</li> <li>• Repeat, overlap, rotate and arrange shapes</li> <li>• Use a paint program to draw pictures independently</li> <li>• Say how other artists have used texture, colour, pattern and shape in their work</li> <li>• Identify similarities and difference between two pieces of work</li> <li>• Create a piece of art work in response to the work of an artist or designer</li> </ul>

## BLACK PEAR TRUST – SUBJECT PLAN - ART

To be working at '**GREATER DEPTH**' in art ...

### ELG

- Advanced fine motor demonstrated through correct pencil grip, preferred hand, writing on lines, letter size
- Children develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.
- Children talk about the ideas and processes which have led them to make music, designs, images or products.
- They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

### Year 1:

- Begin to develop a sense of imagination – they can take a stimulus and develop their own ideas around it.
- Drawings are becoming increasingly detailed and with closer attention paid to small details – representational.

### Year 2:

- To be able to talk in increasing details about the work that they're developing, the choices they are making over colour and materials.
- They can relate their learning to at least one artist that they have studied and express a reasoned opinion on their work (linking why they've done something to that of an example from the artist).
- Drawings are generally and consistently drawn with an understanding of proportion.

## BLACK PEAR TRUST – SUBJECT PLAN - ART

National curriculum expectations	EYFS	Year 1	Year 2
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, for and space - <b>drawing</b>	<ul style="list-style-type: none"> <li>Chooses particular colours to use for a purpose</li> <li>Distinguish different pencil strokes</li> <li>Develop pencil control – mark making</li> <li>Complete observational drawings</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines of different shapes and thicknesses using crayons and pencils.</li> <li>Colour in neatly, following the lines very carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Show patterns and textures in my drawings by adding dots and lines.</li> <li>Show different tones using coloured pencils.</li> <li>Use pencils, pastels and charcoal in my drawings.</li> </ul>
Use <b>painting</b> to develop and share their ideas experiences and imagination	<ul style="list-style-type: none"> <li>Explore what happens when colours are mixed</li> <li>How to use and wash a brush</li> <li>Explore different brush strokes (long/short, thin/thick, dots)</li> <li>Pointillism</li> </ul>	<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Name the primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>Add white and black to colours make tints and tones.</li> <li>Mix primary colours to make secondary colours and how their position on the colour wheel is related.</li> </ul>
Use <b>collage</b> to develop and share their ideas experiences and imagination	<ul style="list-style-type: none"> <li>Use and explore a variety of materials, tools and techniques, experimenting with colour, texture and function</li> <li>Make decisions about how media and materials can be combined and changed.</li> </ul>	<ul style="list-style-type: none"> <li>Cut and tear paper, textiles and card for my collages.</li> <li>Sort and arrange collage materials for a purpose – including tone and shades of colour.</li> </ul>	<ul style="list-style-type: none"> <li>Mix paper and other materials with different textures and appearances.</li> <li>Create shapes, textures, colours and patterns.</li> </ul>
<p>About the work of a range of artists, craft makers and designers, differences and similarities between different practices and disciplines, and making links to their own work</p> <p>(Tower Hamlets language of evaluation and comparison for their year group / Austin's butterfly approach of reviewing and re-drafting pieces)</p>	<ul style="list-style-type: none"> <li>Look at, and talk about, what an artist is and make observations about their work (e.g bright colours, shapes etc)</li> </ul>	<ul style="list-style-type: none"> <li>Identify pieces of work from a famous artist</li> <li>Explain why they like a particular painting</li> <li>Say how an artist has used colour, pattern and line</li> <li>Identify differences between artists pieces of work</li> </ul>	<ul style="list-style-type: none"> <li>Say how other artists have used texture, colour, pattern and shape in their work.</li> <li>Look at artist's pieces of work and use techniques they see and include them in their work</li> <li>Identify similarities and difference between two pieces of work</li> <li>Create a piece of art work in response to the work of an artist or designer.</li> <li>Look at how artists and designers have used colour, shapes and lines to create patterns</li> </ul>

## BLACK PEAR TRUST – SUBJECT PLAN - ART

Application experiences	<ul style="list-style-type: none"> <li>• Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, the above skills are applied to a range of subjects and experiences and completed in sketch books:</li> <li>• DT technical drawings</li> <li>• Scientific drawings – labelled experiments or observations</li> <li>• History – sketches of people, places, events, artefacts.</li> <li>• RE – sketches or work related to culture or faiths</li> <li>• Geography – fieldwork studies, buildings, plants, landscapes</li> <li>• English – Stories, rhymes, objects, the natural world, characters and settings</li> </ul>
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To be working at 'EXPECTED' in art ...

Year 3:	Year 4:	Year 5:	Year 6:
<ul style="list-style-type: none"> <li>• Compare ideas in their own and others work</li> <li>• Explore ideas and collect visual and other information</li> <li>• Record from experience and observation</li> <li>• Review and re-visit ideas</li> <li>• Use different pencil strokes to develop lines without using a rubber (pressure).</li> <li>• Draw things in correct proportions.</li> <li>• Begin to add finer detail (observational).</li> <li>• Use pencil strokes to create tone.</li> <li>• Use appropriate amounts of water to create different moods/tones with a limited pallet.</li> <li>• Use paint brushes accurately to create a range of tones, textures and moods.</li> <li>• Use and mix colours to create the desired effect in their own work and in the style of other artists.</li> <li>• Use a number of sketches to produce a final piece</li> <li>• Use mosaic and montage</li> <li>• Use rollers and paint to print images</li> <li>• Make their own printing blocks using different materials</li> <li>• Build up layers of colours in prints</li> <li>• Know how to use a camera</li> <li>• Use light effectively to frame and create pictures/photos</li> <li>• Upload pictures and print them</li> <li>• Create copy-cat style designs</li> <li>• Explain the impact of a person's work had on society at the time and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on similarities and differences between my own and others work</li> <li>• Adapt and improve work</li> <li>• Use different grades of pencils at different angles to show tone</li> <li>• Make notes on how artists have used paint and techniques to create pattern, colour, texture, tone, shape, space and form.</li> <li>• Identify what medium/type of paint is used in a painting and replicate in their own work.</li> <li>• Choose the correct tools to use to create textures, patterns and lines.</li> <li>• Explain their choice of colour/paint based on the mood/feeling/purpose of their painting.</li> <li>• Use the appropriate amount of their page to correctly and accurately proportion their sketches.</li> <li>• Confidently experiment with different pencil effects (smudging, shading, cross hatching) mostly accurately.</li> <li>• Use the stimulus to add specific detail to their sketches.</li> <li>• Look at mosaic, montage and collage from different cultures.</li> <li>• Add materials to create texture, feeling, expression or movement in a sculpture/model.</li> <li>• Use digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man-made world</li> <li>• Upload photos and use simple editing software to improve pictures</li> <li>• Re-call events from a person life, explain how art influenced them and describe how their style fitted into society at the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively use different grades of pencil</li> <li>• Use sketches in cross-curricular subjects</li> <li>• Confidently use pencil skills to show light and dark.</li> <li>• Add detail when sketching</li> <li>• Have an awareness of, and experiment with, composition, scale and proportion.</li> <li>• Use a horizon line and vanishing point for perspective.</li> <li>• Mix primary colours and blend them to create backgrounds</li> <li>• Choose appropriate mediums and colours to create desired effects.</li> <li>• Attempt to adapt their painting style to re-create a particular artist.</li> <li>• Combine different media for layers.</li> <li>• Collages are created by experimenting with techniques that use contrasting textures</li> <li>• They can set a scene for a photograph</li> <li>• Children can explain the settings of the camera and take pictures in different contexts.</li> <li>• They take photos and enhance them using digital software.</li> <li>• Children can draw comparisons between their work and an artist's.</li> <li>• They can identify similarities and differences between different artists' styles.</li> <li>• A range of sources of information are used to find out about a significant artist and their contribution to society.</li> <li>• They evaluate the impact of the person's work</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately scale a picture so it's proportional.</li> <li>• Draw mostly accurately from observation.</li> <li>• Detail is included, mostly accurately and appropriately, to the picture being produced.</li> <li>• Make choices over line, colour and shading techniques to add tone and depth to a picture.</li> <li>• Represent shadows and light.</li> <li>• Show depth in a picture</li> <li>• Use layers of paint and choices over brushes to show different techniques and create different effects.</li> <li>• Mix/blend colours to show shadow, tone and emotion/atmosphere.</li> <li>• Apply knowledge of different artists/styles to inspire their own work.</li> <li>• They know about primary, secondary, complementary and contrasting colours and use them for effect.</li> <li>• Colour and shapes reflect feelings and moods in pictures.</li> <li>• CAD is used to support DT work</li> <li>• Propaganda can be explained and re-created.</li> <li>• Graphics packages are used to create and manipulate images.</li> <li>• They can create layered images from original ideas.</li> <li>• Their work communicates a meaning, thought, idea, feeling or emotion and is explained in a short blurb about their piece of work.</li> <li>• They can explain what inspired their work and the impact of it.</li> <li>• They can explain how their work is reflected in the time period from which the idea was generated.</li> </ul>

To be working at '**GREATER DEPTH**' in art ...

Year 3:	Year 4:	Year 5:	Year 6:
<ul style="list-style-type: none"> <li>To be able to talk in increasing details about the work that they're developing, the choices they are making over techniques/colours used to create mood (e.g. through tone and texture).</li> <li>They can relate their learning to other artists that they have studied and express a reasoned opinion on their work (linking why they've done something to that of an example from the artist).</li> <li>Pictures are developed with an attention to detail and use of a variety of tools/equipment/media to create these effects.</li> <li>Children are more independently choosing their own starting points for their work.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain, with examples, in increasing details about how their work has developed and the artists that have influenced their decisions.</li> <li>Children can begin to talk, in some detail, about the impact of the artists/designers in terms of the art world or historically.</li> <li>Children are competent at using a range of skills (e.g. tone, texture or cross-hatching for shade) in observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Children perceive a sketch as part of a sequence of a design process and will freely use sketching as a way of recording and developing ideas.</li> <li>Children can discuss in detail, the development of their work and how other artists have influenced their ideas.</li> <li>They can relate artistic themes and genres and how art has developed and changed as artists have been influenced by a range of factors (including other artists or events in history).</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of resources and research sources to develop ideas understandably through the use of a sketchbook.</li> <li>Look at a range of artists and develop their own work from a variety of starting points. Be open-minded to influences.</li> <li>Use a great range of styles to create different moods and feels when drawing. Create a range of impressions and feels.</li> <li>Understand a range of historically famous artisans and start to look at the artists in modern society which have also taken inspiration from these artists.</li> <li>Understand how the work of those studies, influenced the era and those art movements to come. Reflect on the impact of the movement and its significance.</li> </ul>

## BLACK PEAR TRUST – SUBJECT PLAN - ART

National curriculum expectations	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Create sketch books to record their observations and use them to review and revisit ideas - <b>drawing</b>	<ul style="list-style-type: none"> <li>Use different grades of pencil at different angles to show different tones.</li> <li>Pressure of pencil strokes – no rubber, just develop lines.</li> <li>Show light and dark in pictures, using shading to add effect</li> </ul>	<ul style="list-style-type: none"> <li>Use hatching and cross hatching to show tone and texture in drawings.</li> <li>Use shading to show shadows and reflections on 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Use pencils, charcoal and pastels to sketch in increasing detail.</li> <li>Use simple perspective in my work using a single focal point and horizon</li> <li>Develop an awareness of composition, scale and proportion in my paintings</li> </ul>	<ul style="list-style-type: none"> <li>Select the most suitable drawing materials for the type of drawing I want to produce</li> <li>Sketch large scale on a small scale</li> <li>Use a variety of different shaped lines to indicate movement in my drawings</li> </ul>
Improve their mastery of art and design techniques - <b>painting</b>	<ul style="list-style-type: none"> <li>Name different types of paints.</li> <li>Use watercolour paint to produce washes for backgrounds and then add detail.</li> <li>Experiment creating mood and feelings with colour</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush techniques - using thin and thick brushes - to produce shapes, textures, patterns and lines and to show shape, space and form.</li> <li>Decide on a type of paint depending on the task.</li> </ul>	<ul style="list-style-type: none"> <li>Identify primary secondary, complementary and contrasting colours</li> <li>Combine two types of media (e.g. watercolour and pastels) to create increasingly complex pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Make choices over which media to use to create the best effects in my work.</li> <li>Use colour and shapes to reflect feelings and moods</li> </ul>
Improve their mastery of art and design techniques - <b>printing and digital</b>	Printing to be taught in Years 3 and 4. Digital art for these year groups can be covered within the Purple Mask computing curriculum		Printing can become an application activity to be used in theme weeks. Digital art needs to be taught <b>in addition</b> to the computing curriculum – but cross curricular links can be made if appropriate.	
	<ul style="list-style-type: none"> <li>Make printing blocks and experiment with different materials.</li> <li>Use techniques such as repeating, overlapping, rotating &amp; arranging shapes.</li> <li>Make a one coloured print.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and replicate patterns from nature – including symmetrical and unsymmetrical</li> <li>Build up layers of colours to make prints of 2 or more colours.</li> </ul>	<ul style="list-style-type: none"> <li>Use the settings on the camera to take pictures in different contexts</li> <li>Present recorded visual images using software e.g. Photostory, PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Use CAD to support my DT work.</li> <li>Create photos with propaganda</li> <li>Interpret the mood in war photography and recreate it</li> <li>Create layered images from original ideas</li> </ul>



## BLACK PEAR TRUST – SUBJECT PLAN - ART

<p>About great artists, architects and designers in history</p> <p>(using a range of sources of information to find out about a famous person from a past, or present, society)</p>	<ul style="list-style-type: none"> <li>• Make links between areas of learning.</li> <li>• Create copy-cat style designs.</li> <li>• Explain the impact that a person's work had on society at the time and in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the roles and purposes of artists, craftspeople and designers working in different times / cultures</li> <li>• Make direct links between my class topic and the study of an artist:</li> <li>• re-call events from their life</li> <li>• explain how art influenced them</li> <li>• describe their style and how it fits into society at the time</li> <li>• Explain and explore my own creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Identify artists who have worked in a similar way to their own work</li> <li>• Draw comparisons</li> <li>• Recognise similarities and difference between different artists' styles</li> <li>• Evaluate the impact of their work</li> <li>• Use a range of sources, with increasing independence, to research them and their contribution to society</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what inspired their work</li> <li>• Explain the impact of their work</li> <li>• Explain how their work is reflected in the time period from which it was generated</li> <li>• Explain how the time period is reflected in their work</li> </ul>
<p>Application experiences</p>	<ul style="list-style-type: none"> <li>• Throughout the year, the above skills are applied to a range of subjects and experiences and completed in sketch books:</li> <li>• DT technical drawings</li> <li>• Scientific drawings – labelled experiments or observations '<i>record from first hand observation</i>'</li> <li>• History – sketches of people (portraits), places, events from the appropriate time periods for the given year group. Children will explain how the art reflects the time period.</li> <li>• RE – sketches or work related to culture or faiths</li> <li>• Geography – fieldwork studies, buildings, plants, landscapes</li> <li>• English – characters or settings from stories or poems '<i>record from imagination</i>'</li> </ul>			
<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<ul style="list-style-type: none"> <li>• Children compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• This includes appraising artist's work; explaining imagination of their own ideas; evaluating their own work and identifying next steps; evaluating the work of peers, using the language of feedback.</li> <li>• Children will use the appropriate Tower Hamlets language of evaluation and comparison for their year group.</li> <li>• The Austin's butterfly approach of reviewing and re-drafting pieces.</li> </ul>			