WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW

ART & DESIGN

Year Group	NC Objectives	Skills	Knowledge
EYFS	**Early Learning Goal:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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.	**Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software) **Colour:** (painting, ink, dye, textiles, pencils, crayon, pastels) **Texture:** (textiles, clay, sand, plaster, stone) **Form:** (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) **Printing:** (found materials, fruit/veg, wood blocks, press print, lino, string) **Pattern:** (paint, pencil, textiles, clay, printing)	*By the end of Reception, children will:* Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures. Experiment with primary colours. Mix colours (not formal) Learn the names of different tools that bring colour. Enjoy using materials to create simple collages. Do simple weaving. Handle, feel, enjoy & Manipulate materials. Construct, build and destroy Shapes and models.

Year 1	*KS1 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.	**Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software) Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs) **Colour:** (painting, ink, dye, textiles, pencils, crayon, pastels) name all the colours. Mixing of colours. Find collections of colour. Applying colour with a range of tools. **Texture:** (textiles, clay, sand, plaster, stone) Weaving, collage Sort according to specific qualities. How textiles create things **Form:** (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Construct -Use materials to make known objects for a purpose. Pinch and roll coils and slabs using a modelling media. Make simple joins. **Printing:** (found materials, fruit/veg, wood blocks, press print, lino, string) Create patterns. Develop impressed images. Relief printing **Pattern:** (paint, pencil, textiles, clay, printing) Awareness and discussion of patterns & repeating patterns. Symmetry	I can use art to share my ideas. I can try out different materials to design and make products. I can say what I like about other people's artwork. I can use the name of tools, techniques and elements I use in my art work. I can draw things I have seen or imagined using lines. I can try out ways of mark-making using different tools. I can make structures by joining simple objects together. I can cut, glue and trim material to create new pictures. I can make marks in print using different objects and basic tools and use them to make repeating patterns. I can sort, cut and shape fabrics, and experiment with ways of joining them.

| Year 2 | *KS1 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. | **Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software)
Experiment with tools and surfaces
Draw a way of recording experiences and feelings
Discuss use of shadows, use of light and dark
Sketch to make quick records
Colour: (painting, ink, dye, textiles, pencils, crayon, pastels)
Begin to describe colours by objects
Make as many tones of one colour as possible (using white)
Darken colours without using black
Using colour on a large scale
Texture: (textiles, clay, sand, plaster, stone)
Overlapping and overlaying to create effects
Use large eyed needles – running stitches
Simple appliqué work
Start to explore other simple stitches
Collage
Form: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)
Awareness of natural and man-made forms
Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials)
Decorative techniques
Printing: (found materials, fruit/veg, wood blocks, press print, lino, string)
Print with a growing range of objects
Identify the different forms printing takes
Pattern: (paint, pencil, textiles, clay, printing)
Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns
Discuss regular and irregular | I can try out different activities and make sensible choices about what to do next.

I can choose the right materials for my artwork and use them well.

I can give reasons for my opinions when I look at art/craft or design work.

I can understand that different artistic works are made by craftspeople from different cultures and times.

I can try using different tones using pencils, chalk or charcoal.
I can paint things I have seen, imagined or remembered.

I can experiment with different tools on rigid and flexible materials.

I can make collages by tearing, crumpling and folding materials.

I can use different techniques like carbon printing, relief, press and fabric printing and rubbings. I can develop techniques to join fabrics and apply decorations such as a running or over stitch |

Year 3	*KS2 Pupils should be taught:*	**Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software)	I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
	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.	Experiment with the potential of various pencils. Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting. Accurate drawings of people – particularly faces.	I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work
		Colour: (painting, ink, dye, textiles, pencils, crayon, pastels) Colour mixing. Make colour wheels. Introduce different types of brushes. Techniques- apply colour using dotting, scratching, splashing.	I can say what I like or dislike about my work.
	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]	**Texture:** (textiles, clay, sand, plaster, stone) Use smaller eyed needles and finer threads. Weaving. Tie dying, batik.	I can talk about some of the great artists, architects and designers in history and describe their work.
		Form: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Shape, form, model and construct (malleable and rigid materials) Plan and develop. Understanding of different adhesives and methods of construction. Aesthetics.	I can use shading, using different media.
			I can talk about and identify complementary colours, colour as tone, warm and cold colours.
	About great artists, architects and designers in history.	**Printing:** (found materials, fruit/veg, wood blocks, press print, lino, string) Relief and impressed printing. Recording textures & patterns. Mono-printing. Colour mixing through overlapping colour prints.	I can compare and recreate form of natural and manmade objects.
			I can create a collage using overlapping and layering.
			I can create printing blocks using relief or impressed techniques
		Pattern: (paint, pencil, textiles, clay, printing) Pattern in the environment. Design using ICT. Make patterns on a range of surfaces. Symmetry.	I can add detail to my work using different types of stitch, including cross-stitch

Year 4		**Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software) Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings **Colour:** (painting, ink, dye, textiles, pencils, crayon, pastels) Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood **Texture:** (textiles, clay, sand, plaster, stone) Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling & movement Compare different fabrics **Form:** (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction **Printing:** (found materials, fruit/veg, wood blocks, press print, lino, string) Use sketchbook for recording Textures/patterns Interpret environmental and manmade patterns Modify and adapt print **Pattern:** (paint, pencil, textiles, clay, printing) Explore environmental and manmade patterns. Tessellation.	I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork I can use skills I have been taught to adapt and improve my work I can say how I would improve my work using technical terms and giving reasons I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied I can draw familiar objects with correct proportions. I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. I can plan my sculpture using drawings or other preparatory work. I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt. I can use different techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik. I can print on fabrics using tie-dyes or batik.

Year 5		**Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software) Effect of light on objects and people from different directions Interpret the texture of a surface Produce more accurate drawings of people Concept of perspective **Colour:** (painting, ink, dye, textiles, pencils, crayon, pastels) Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes **Texture:** (textiles, clay, sand, plaster, stone) Use stories, music, poems as stimuli Select and use materials to embellish work Fabric making Study artists using textiles **Form:** (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Plan and develop ideas Shape, form, model and join (Observation or imagination) Properties of media Discuss and evaluate own work and that of other sculptors **Printing:** (found materials, fruit/veg, wood blocks, press print, lino, string) Combining prints Design prints Make connections Discuss and evaluate own work and that of others **Pattern:** (paint, pencil, textiles, clay, printing) Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes	I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. I can talk about my work and how close it came to what I wanted to do. I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions. I can mix colours to express mood, divide foreground from background or demonstrate tones. I can use a variety of techniques when I use clay, including slabs, coils and slips. I can add a collage to a background that I have already painted, drawn or printed. I can experiment with using layers and overlays to create new colours/textures.

| Year 6 | | **Drawing:** (pencils, charcoal, inks, chalk, pastels, ICT software)
Effect of light on objects and people from different directions
Interpret the texture of a surface
Produce increasingly accurate drawings of people
Concept of perspective
Colour: (painting, ink, dye, textiles, pencils, crayon, pastels)
Hue, tint, tone, shades and mood
Explore the use of texture in colour
Colour to express feelings
Texture: (textiles, clay, sand, plaster, stone)
Develops experience in embellishing
Applies knowledge of different techniques to express feelings
Work collaboratively on a larger scale
Form: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc). Plan and develop ideas
Shape, form, model and join
Observation or imagination
Properties of media
Discuss and evaluate own work and that of other sculptors
Printing: (found materials, fruit/veg, wood blocks, press print, lino, string)
Builds up drawings and images of whole or parts of items using various techniques
Screen printing
Explore printing techniques used by various artists
Pattern: (paint, pencil, textiles, clay, printing)
Create own abstract pattern to reflect personal experiences and expression
Create pattern for purposes | I can select ideas based on first hand observations, experience or imagination and develop these through open ended research

Refine his/her use of learnt techniques
I can improve my use of techniques I have been taught

Adapt his/her own final work following feedback or discussion based on their preparatory ideas
I can change and improve my own final work following feedback on my first thoughts and designs

Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

Explain and justify preferences towards different styles and artists
I can explain and justify my preferences towards different styles and artists. |

Year 6 Continued…

I can explain how I have used composition, scale and proportion in my work

I can use simple perspective in their work using a single focal point and horizon

I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds

I can produce intricate patterns in a malleable media

I can use different techniques, colours and textures in my artwork and explain the choices I have made

I can create intricate printing patterns by simplifying and modifying sketchbook designs

I can follow a design brief to achieve an effect for a particular function

Suggested Artists:

Drawing	Colour	Texture	Form	Printing	Pattern
Leonardo Da Vinci Vincent Van Gogh	Pollock Monet Chagall Van Gogh	William Morris Gustav Klimt	Henry Moore Barbara Hepworth Andy Goldsworthy	Picasso Dan Mather Andy Warhol	Joan Miro Bridget Riley Paul Klee