

## NAWTON COMMUNITY PRIMARY SCHOOL – ART AND DESIGN

### INTENT:

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 form

Art and Design at Nawton Community Primary School develops children’s skills and knowledge in drawing, painting, printing, textiles, sculpture and collage.

### IMPLEMENTATION:

The Art and Design Curriculum will be taught through our termly focus topics to provide context to learning.

### YEARS 1 AND 2:

<b>YEAR A (2020- 2021)</b>	<b>AUTUMN TERM</b>		<b>SPRING TERM</b>		<b>SUMMER TERM</b>	
<b>TOPIC/THEME</b>	My School	Keeping in Touch	Isles of Scilly	The Role of a Monarch	My School Grounds	The First Aeroplane Flight
<b>ART AND DESIGN</b>	Observational drawing – homes and local buildings Collage – Christmas calendars Artists - LS Lowry/ Kurt Schwitters		Observational drawing – still life (Monarch artefacts) Painting – colour mixing – stormy seas – William Turner Artists - Joseph Mallard William Turner		Observational drawing – school grounds Artists – Vincent Van Gogh	
<b>YEAR B (2021- 2022)</b>	<b>AUTUMN TERM</b>		<b>SPRING TERM</b>		<b>SUMMER TERM</b>	
<b>TOPIC/THEME</b>	The Surrounding Environment	The Great Fire of London	Serrekunda, The Gambia	Artists	Fieldwork	Joseph Rowntree
<b>ART AND DESIGN</b>	Painting – The four seasons Weaving and dyeing – The four seasons Artists - Peter Brugel (the elder)		Painting – The four seasons Weaving and dyeing – The four seasons Artists - Baboucarr Etu Ndow Piere Auguste Renoir – Spring Bouquet		Painting – The four seasons Weaving and dyeing – The four seasons Artists – Claude Monet	

**YEARS 3 AND 4:**

<b>YEAR A (2020- 2021)</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>TOPIC/THEME</b>	The Savage Stone Age	Rainforests	The Vicious Vikings
<b>ART &amp; DESIGN</b>	Drawing and painting - Cave art Awareness of different kinds of art and experimentation	Painting and collage - Studying work by famous Artist Henri Rousseau Eg 'Surprised'	Drawing - Vincent Bal – Shadowologist sketches (observation, edit and review)
<b>YEAR B (2021- 2022)</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>TOPIC/ THEME</b>	Egyptians	Romans	Anglo-Saxons
<b>ART &amp; DESIGN</b>	Sculpture – Tutankhamun death mask	Mosaics – experimentation	Painting and collage – Artist Paul Klee

**YEARS 5 AND 6:**

<b>YEAR A (2020- 2021)</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>	
<b>TOPIC/THEME</b>	Mayans	Ancient Greece	Energy and the Environment	Local History
<b>ART AND DESIGN</b>	Sculpture - Clay – create Maya artefacts	Sculpture - Clay – Ancient Greek Pots		
<b>YEAR B 2021/2022</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>	
<b>TOPIC/THEME</b>	Whitby	Biomes/Landscapes/Natural Resources	Crime and Punishment	
<b>ART AND DESIGN</b>	Drawing – Pencil and Charcoal Painting – John Freeman	Drawing – Pencil and Charcoal Painting – Beatrix Potter	Observational drawing and composition – museum artefacts	

**Key Stage 1 – Children in Key Stage 1 will be taught to:**

Drawing	Painting	Printing	Textiles	Sculpture	Collage	Knowledge and Understanding of Artists
<p>Experiment with a variety of drawing media. Control the types of marks made with a range of media. Draw on different surfaces with a range of media. <u>Shape:</u> Observe and draw shapes from observations. <u>Tone:</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture:</u> Make rubbings to collect textures and pattern.</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales. Experiment with tools and techniques eg. Layering, mixing media. Name different types of paint and their properties. <u>Colour:</u> Identify primary colours by name. Mix primary shades and tones. <u>Texture:</u> Create textured paint by adding sand, plaster.</p>	<p><b>Taught in Year A</b> Print with a range of hard and soft materials e.g. corks, sponge, potatoes. Roll printing over found objects to create patterns. Create simple printing blocks with press print. <u>Pattern:</u> Build repeating patterns and recognise patterns in the environment. Design more repetitive patterns. <u>Colour:</u> Experiment w overlapping motifs and colour.</p>	<p><b>Taught in Year B</b> Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors. Apply shapes with glue or by stitching. Apply decoration using beads, buttons etc... Create cords and plaits for decoration. <u>Colour:</u> Apply colour with printing, dipping, fabric crayons. Use dyes e.g. onion skins, tea, coffee. <u>Texture:</u> Create fabrics by weaving materials.</p>	<p><b>Taught in Year A</b> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose. Understand the safety and basic care of materials and tools. <u>Form:</u> Experiment with construction and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <u>Texture:</u> Change the surface of a malleable material e.g. Build a textured tile</p>	<p><b>Taught in Year B</b> Create images from a variety of media. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes. Fold, crumple, tear and overlap papers. Work on different scales. <u>Colour:</u> Collect, sort and match colours appropriate for an image. <u>Shape:</u> Create and arrange shapes appropriately. <u>Texture:</u> Create, select and use textured paper for an image.</p>	<p>Collage – Kurt Schwitters - Christmas calendars  LS Lowry – the school yard and the playground  Observational drawing – still life (Monarch artefacts)  Painting – colour mixing – stormy seas – William Turner Artists - Joseph Mallard William Turner  Observational drawing – school grounds Artists – Vincent Van Gogh  Painting – The four seasons - Artists - Peter Brugel (the elder) / Artists – Claude Monet/ Artists - Piere Auguste Renoir  Painting – people and places of Gambia -Baboucarr Etu Ndow</p>

**Key Stage 2 – Children in Key Stage 2 will be taught to:**

Drawing	Painting	Printing	Textiles	Sculpture	Collage	Knowledge and Understanding of Artist
<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way. Develop close observation skills. Use view finders.</p> <p><u>Lines, Marks, Tone, Form and Texture:</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Further explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes e.g. hatching within own work. Start to develop their own style using tonal contrast and mixed media Perspective and <u>Composition:</u> Begin to use simple perspective in their work. Begin to develop an awareness of composition, scale and proportion in their work e.g. Foreground.</p>	<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media, materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. themes, poetry and music.</p> <p><u>Colour:</u></p> <p>Mix and match colours to create atmosphere and light effects. Be able to identify primary, secondary, complimentary and contrasting colours. Work with complimentary colours.</p>	<p><b>Taught in Year A</b></p> <p>Create printing blocks by simplifying a sketch book idea. Use relief or impressed method. Create prints with three overlays</p>	<p><b>Taught in Year B</b></p> <p>Use fabric to create 3D structures. Use different grades of threads and needles. Experiment with batik technique. Experiment with a range of media to overlap and layer to create interesting colours, textures and effects.</p>	<p><b>Taught in Year A</b></p> <p>Shape, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips etc... Produce intricate textures in malleable media.</p>	<p><b>Taught in Year B</b></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 when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p>	<p>Cave paintings at Lascaux Rainforest - Henri Rousseau Shadowlogist drawing - Vincent Bal Painting and collage - Paul Klee Whitby – Painting - John Freeman Landscaping panting - Beatrix Potter</p>

## Art and Design Progression Plan:

### END OF EYFS EXPECTATIONS:

<b>Nursery 22-36 months</b>	<b>PHYSICAL DEVELOPMENT MOVING AND HANDLING:</b> Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand. <b>EXPLORING AND USING MEDIA AND MATERIALS:</b> Experiments with blocks, colours and marks. BI -Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' <b>BEING IMAGINATIVE:</b> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
<b>Nursery 30-50 months</b>	<b>PHYSICAL DEVELOPMENT MOVING AND HANDLING:</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <b>EXPLORING AND USING MEDIA AND MATERIALS:</b> Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Realises tools can be used for a purpose. <b>BEING IMAGINATIVE:</b> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
<b>Reception 40-60 months</b>	<b>PHYSICAL DEVELOPMENT MOVING AND HANDLING:</b> Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines <b>EXPLORING AND USING MEDIA AND MATERIALS:</b> Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <b>BEING IMAGINATIVE:</b> Chooses particular colours to use for a purpose. Creates simple representations of events, people and objects.

<b>Early Learning Goals</b>	<p><b>PHYSICAL DEVELOPMENT MOVING AND HANDLING:</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>EXPLORING AND USING MEDIA AND MATERIALS:</b> 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. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>BEING IMAGINATIVE:</b> 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.</p>
-----------------------------	---

	<b>By the End of Year 2</b>	<b>By the End of Year 4</b>	<b>By the End of Year 6</b>
<b>Drawing</b>	Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils	Use different hardnesses 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.	Use a variety of techniques to add interesting effects - 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
<b>Painting</b>	Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels	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 backgrounds then add detail Experiment with creating mood with colour	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
<b>Printing</b>	Use repeating or overlapping shapes Mimic print from the environment (e.g. wallpapers)	Use layers of two or more colours Replicate patterns observed in natural or built environments	Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the

	Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints	Make printing blocks - from coiled string glued to a block Make precise repeating patterns	purpose of the work.
<b>Textiles</b>	Use weaving to create a pattern Join materials using glue and/or a stitch Use plaiting Use dip dye techniques	Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Create weavings Quilt, pad and gather fabric	Show precision in techniques Choose from a range of stitching techniques. Combine previously learned techniques to create pieces
<b>Sculpture</b>	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	Create and combine shapes to create recognisable forms - shapes made from nets or solid materials Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail	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.
<b>Collage</b>	Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture	Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage.	Mix textures, rough and smooth, plain and patterned Combine visual and tactile qualities Use ceramic mosaic materials and techniques
<b>Great artists, craft makers and designers</b>	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 original pieces that are influenced by studies of others.	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.

### **IMPACT:**

The impact of the curriculum will be reviewed at the end of the year through observations and assessments of pupils' learning and through pupil discussions about their learning. These will be undertaken by the Curriculum Lead and members of our Governing Body.

