

Southway Junior School



ART AND DESIGN Curriculum

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.

KEY STAGE 2 Curriculum

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.

AIMS

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 2

- 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.



ART AND DESIGN curriculum map

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me and My World</u> Colour study Artist Study: Andy Warhol <u>Photography</u> : colour & editing brightness/contrast		<u>Raiders & Invaders</u> Life drawings		<u>Battles and Bangs</u> Roman mosaics	
Year 4	<u>Victorian Towns and Twisted Tales</u> Repeated pattern printing Artist study: William Morris <u>Photography</u> : Using zoom and flash in nature		<u>Mysterious Maya</u> Watercolour collages Artist study: Henri Rousseau		<u>To Infinity and Beyond</u> Abstract space landscapes Artist study: Peter Thorpe	
Year 5	<u>Power and Palaces</u> Tudor portraits Artist study: Hans Holbein		<u>We'll Meet Again</u> World War Two art – charcoal and chalk Artist study: Henry Moore <u>Photography</u> : Capturing mood/emotions		<u>Seas, Storms & Survival</u> Charcoal pen and ink drawings Artist study: Hokusai Clay pottery vases and pots (in Greek unit)	
Year 6	<u>Frozen in Time</u> Mixed media landscapes Artist study: Francis Hatch		<u>Walk Like an Egyptian</u> Clay canopic jars & Patterned Egyptian wesekh collars		<u>Blood, Bones and Body Bits</u> Self/human portraits Artist study: Picasso <u>Photography</u> : Angles & Perspective	

Curriculum Progression

ART AND DESIGN Curriculum

Foci	Year 3 Me and My World Raiders & Invaders Battles and Bangs	Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond	Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers	Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits
Drawing (pencils, charcoal, inks, chalk, pastels etc.)	I can experiment with different pencils to see what they can do. I can make quick sketches to record my observations. I can use my initial sketches as a preparation for painting. I can begin to draw increasingly accurately using proportion and placement. I am beginning to show facial expressions in my drawings. I can understand the benefit of redrafting and evaluating mine and others' work (e.g. Austin's butterfly).	I can identify and draw the effect of light on something. I can draw simple objects and use marks and lines to produce the impression of texture. I can experiment with scale when drawing using a variety of scales. I can experiment how holding a pastel can create different effects. I can experiment with how force when using pastels can create different effects. I can use blending to create form. I can explore different pastel techniques (e.g. side strokes, feathering, layering, tapered end etc.) I can explore and apply knowledge of blending using pastels (e.g. smooth blending, scumbling and feathering).	I can explore the effects created with ink. I can use Indian ink and ink pens to draw, creating texture, light and shade. I can identify and draw the effect of light on something from different directions. I can produce increasingly accurate drawings of people in different positions and in movement showing correct proportion and placement. I can use blending to create form. I can explore the use of shadows when drawing. (charcoal, chalk, pencil) I can start to show some perspective in my drawings. I can explain why I have used a particular material to draw with. My sketches communicate emotions.	I can show the effect of light on people and objects from different directions using a variety of tools. I can produce increasingly accurate drawings of people reflecting shape, proportion, expression, placement in a still position and in movement. I am understanding the concept of perspective – physical (outdoors) and human (relative body parts/size) I can draw from life with scale and proportion. I can draw facial and body language in sketches.

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Painting (Watercolour, ready mix paints, variety of brushes, rollers, string, natural objects, card, PVA glue, colour palettes etc.)	I know the primary colours. I can colour mix primary/secondary colours with accuracy. I know where each colour sits on a colour wheel. I can apply colour using different techniques (e.g. dotting, scratching, splashing) I can create a background colour using a wash/ watercolour. I can use a wide range of brushes to apply colour. I can make evaluation notes in my sketchbook. I can explain what collage is and use it. I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	I can accurately match and colour mix, tint, tone and shade. I can create my own relief prints. I can add over time at least 4 colours to the relief tile. I can experiment with different styles which artists have used. I can use a wax relief technique. I can explain the science behind how a wax relief works and creates its effect. I can improve on my original ideas and keep notes about the purpose of my work. I can talk about art from other periods of history. I can apply watercolours effectively. I can add collage to a painted, printed or drawn background I can use a range of media to create collages I can use different techniques, colours and textures etc when designing and making pieces of work I can use collage as a means of extending work from initial ideas to create texture and effects	I can express myself and emotions accurately through paint. I can paint in the style of an artist. I can use a wide range of painting techniques I can experiment with different paints/ colours in styles of different artists. My sketchbook shows notes as to how I developed my work including graphics and text.	I can begin to use tonal colours to create effect (e.g. using white/black/greys within primary/secondary/tertiary colours). I can create tertiary colours. I use colour to reflect mood, feeling and movement. I can express emotions accurately through paint. I can paint in the style of an artist. I can use a wide range of painting techniques. I can create work which is open to interpretation.

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Sculpture (Clay, plasticine, boxes, wire, mod roc, paper, card. etc.)	I can use tools to create lines, texture and shape in my work. I can shape and form malleable materials from direct observation. I can talk about the work from a historical perspective.			I can manipulate, shape and join clay well to make an effective sculpture. I can use a range of tools to create increasingly intricate detailing, lines and form when sculpturing. I can experiment and combine materials and processes to design and make a 3D form.
Known Artists and designers	I can compare the work of different artists. I can say how artists have used pattern, colour and shape. I can say what effect the work of artists and designers have on me. I can explore work from other times and/ or cultures	I can talk about the impact of artists and say what I think the artist is trying to express in their art.	I can relate art/ artists to different periods in history. I can research the work of artists by looking at their work in books, the internet, art galleries etc.	I can talk about an artist/ architect/ designer and how they might have influenced my work. I can research the work of artists by looking at their work in books, the internet, art galleries etc.
Photography	Can plan, take and digitally process photographs for a creative purpose Can superimpose colour atop of a photograph/image using editing tools Can edit thickness and colours of pens/tools when editing an image Can modify colour, contrast and brightness.	Can capture multiple images and evaluate them with others against the brief, selecting the most effective. Can use zoom to best frame an image and photograph from dynamic viewpoints Can modify an image on a computer to achieve the best quality print. Can change the camera settings such as flash, to best capture an image in low light conditions	Can plan, take and digitally process photographs for a creative purpose, working as part of a group Can show an awareness of mood, emotions and feelings when taking photos Can show an awareness of mood, emotions and feelings when evaluating the photography of others	Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images Can use perspective to manipulate their photographs and trick their audience

Resources to Support

ART AND DESIGN Curriculum

WEBSITES

- www.artsmark.org.uk/ – Arts Mark
- www.artscouncil.org.uk – UK Arts Council

BOOKS

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PHYSICAL RESOURCES

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Analysing artwork

Content

(Looking at the subject of the work)

What is it?
 What is it about?
 What is happening?
 What does the work represent?
 What is the title?
 Does the title change the way we see the work?
 Is it a realistic depiction / representation?
 Have any parts been exaggerated, distorted or changed?
 What is the theme of the work?
 What message does the work communicate?
 Why do you think the artist create it?

Form

(Looking at the formal elements)

What colours does the artist use? Why?
 How is the colour organised?
 What kind of shapes can you find?
 What kind of marks does the artist use?
 What is the surface like?
 What kinds of texture can you see?
 How big is the work?

Process

(How the work has been developed and made)

What materials and tools have been used?
 What is the evidence for this?
 Do any other pieces provide evidence of development?
 How has the work been made?

Mood

(Self-analysing audience moods and feelings)

How does the work make you feel?
 Why do you think you feel like this?
 Does the colour / texture / form or theme of the work affect your mood?
 How would you describe this piece of work to another person?

CRITICAL ANALYSIS OF AN ARTWORK

Here are some tips to assist you when examining or discussing artwork.

1. DESCRIBE (What do I see?)	2. ANALYSE (How is the work organised?)
<ul style="list-style-type: none"> •landscape, portrait, people, still, animals, religious, historic •foreground / background •time of day, season •place or setting / inside or outside •abstract / realistic •horizontal / vertical •old vs. modern/historic vs. contemporary •action - what is going on? •story? 	<ul style="list-style-type: none"> •line: strong, dominant, thin, directional, broken, outline, structural, curved •colour and value: warm, cool, light, dark, solid, transparent, bright, dull, monochromatic, realistic or abstract •texture: smooth, rough, coarse, soft •space: perspective, foreground, middleground, background, point of view •form: 2D vs 3D form on flat surface, sculptural form •contrast, emphasis, rhythm, pattern, movement, balance, unity, repetition •How do the elements and principles of design work together? •How does the artist use the elements / principles to get your attention? •composition
3. INTERPRET (What is happening?)	4. JUDGE (What do I think about the artwork?)
<ul style="list-style-type: none"> •The artwork is about... •It makes me think about... •The artist is saying... •Mood and feeling: calm, violent, sad, joyful, angry, hopeful, scared etc •The artists wants you to see... •The artist wants you to think about... •The artwork reminds me of... •I want to know... •If I could ask the artist a question, I would ask... •symbols •metaphors •meaning •context •relationships between all the individual parts of the work 	<ul style="list-style-type: none"> •The best part of the work is... •The strengths of the work are... •The weaknesses of the work are... •The artist communicates ideas by... •I learned... •I like ___ because... •I dislike ___ because... •I would(n't) choose to hang this work in my room because... •Other people should study this work because... •This work has survived the test of time because... •Why do different people see and understand artwork differently?



Vocabulary Progression		
Basic / beginning	<p>Years 1 & 2</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall Reason/speculate</p>	
Developing	<p>Years 3 & 4</p> <p>Summarise Synthesise Explain Demonstrate understanding</p>	
Specialised	<p>Years 5 & 6</p> <p>Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise</p>	