



The Weald Federation: Art & Design

With God's Love, we grow and learn together.

Intent

In The Weald Federation, we value art and design as an important part of the children's entitlement to a broad and balanced curriculum. Through quality first teaching, children will explore art and design in a variety of forms and create their own works of art from a multitude of starting points. Our art & design curriculum will enable children to develop their creative imagination and express their interests, thoughts and ideas, allowing them to communicate what they see, feel and think through using a range of media and materials whilst developing and extending their skills. Throughout the key stages, children's experiences of art are enriched by finding out about artists and designers (past and present) and exploring our local environment for inspiration. We aim to ensure that all children are given high-quality experiences, including those who may not have these opportunities outside of school

Implementation

The National Curriculum is the starting point for the teaching of all subjects in our school. Statutory requirements are carefully mapped across a two-year cycle, ensuring that the skills and knowledge associated with art & design are sequenced appropriately to maximise learning for all children. Art, craft and design embody some of the highest forms of human creativity. Our curriculum will 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.

Skills and techniques are taught progressively to ensure that all children are able to learn and practice sequentially, allowing them to develop as they move through the school. Children's interests are captured through topic-based learning, with links made in a cross-curricular way. Pupils are encouraged to use their creativity and imagination as well as provided with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the study of key artists and craftspeople and a developmental approach, using sketchbooks to note ideas, practice skills and processes and evaluate designs. Some terms have an art focus, whereby a sequence of lessons is taught, culminating in a final piece of work. Other terms may dip into art & design to supplement topic learning or revisit and extend skills and techniques.

As with all learning at our school, key learning and areas of study are carefully mapped out (see further on in this document) ensuring that coverage and skills progression match the needs of the children and the topics being taught. Drawing, painting, printing, textiles, collage and 3d form are taught from Year 1 onwards, building on the work our EYFS pupils cover as part of their expressive art and design early learning goals. Skills progress to ensure pupils are building on prior knowledge with plenty of opportunities to use these creatively. Exploring, evaluating and developing are key components that thread through the entire art & design curriculum.

Assessment is continuous against a set of assessment endpoints, helping class teachers to identify any gaps, provide support where needed and inform future planning. Further information is gathered through pupil voice, book looks and speaking with teachers to highlight areas of strength, best practice as well as identify areas for improvement. Art & design is a fully inclusive subject and one in which all children are able to participate in fully. If a child has a particular SEND need that requires additional support or adaptations in order to access art, then this, of course, is provided.

Impact

The planning and teaching of our curriculum ensures that when children leave our primary schools, they will be able to use and apply a range of artistic techniques, using appropriate vocabulary to explore, develop and evaluate their own work and the work of others. Opportunities to think creatively, with originality, are fundamental to success in life way beyond the constraints of art & design as a subject. Our entire school curriculum is designed to ensure that knowledge and skills gained in individual subjects can be used to support schooling and life beyond their time here at The Weald Federation.



The Weald Federation: Art & Design Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Our Planet	Into Winter	China	Toy Stories	Kenya	On Safari
	3d Form Using clay and malleable materials to create The Lonely Beast (cc: English)	Collage Leaf prints & collage inspired by Lois Elhert (illustrator) + Clay Christmas decorations	<i>Painting willow pattern plates</i>	<i>Using paint packages to create cartoon characters inspired by Pixar's Toy Story</i>	Drawing & Painting Sunset silhouette landscapes	Printing & Textiles African-inspired designs using a variety of materials, objects & techniques (cc: DT)
Yr 3 & 4	Stone Age to Iron Age	Frozen	Robots	Extreme Earth	Ancient Egypt	Ancient Greece
	<i>Clay thumb pots + Cave art</i>	Drawing & Painting Antarctica frozen landscapes – mixed media, watercolour & soft pastels. Artist study - David McEown	<i>Surrealist / pop art collage – artist study: Eduardo Paolozzi &/or Anthony Gormley sculptures</i>	<i>Using shaving foam to create volcano inspired prints / pictures + Andy Warhol volcano imagery</i>	Printing & Textiles String printing (hieroglyphics) + collagraph printing (Old Kingdom art)	3d Form Ancient Greek vases + Ancient Greek Columns (papier mache / string)
Yr 5 & 6	Africa	Adventure	Courage	Travel Through Time	Coasts	Oceans
	<i>Batik painting</i>	<i>Landscapes in pastels and charcoal (Paul Nash) + Using computer software to create propaganda posters</i>	<i>Designer study: Coco Chanel - how fashion changed from WWI- WWII</i>	3d Form Clay / mixed media plaque depicting a scene from the future	Collage Seascapes. Artist study: Matthew Cusick	Drawing & Painting Seascapes. Artist study: Katsushika Hokusai

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Into the Woods	Lighting up the Sky	Man on the Moon	India	Sea Explorers	Pirates Ahoy!
	<i>Collage using natural materials – artist study: Andy Goldsworthy + drawing trees + bark rubbings</i>	Drawing & Painting Firework art (blowing paint) + Artist study – Vincent Van Gogh's Starry Night + architecture of Sir Christopher Wren	3d Form Create space aliens (e.g. using foam pieces, straws and pipe cleaners)	Printing / Textiles Printing fabric, experiment with embroidery (framed)	<i>Use tissue paper to create sea / waves inspired stain glass window tile</i>	Mixed Media & Collage Create a pirate ship
Yr 3 & 4	Invasion!	There be Dragons...	Fantastical Adventures	Chocolate!	Environmental Heroes	Rivers
	<i>Mosaics print &/or clay &/or card + architect study - Guadi</i>	3D Form Dragon's eyes – mixed media (paint & oil pastels) + clay	<i>Magical / fantasy inspired landscapes – collage or mixed media + artist / architect study: Friedensreich Hundertwasser</i>	<i>Using paint programme to create a scene inspired by The Chocolate Room (Charlie & the Chocolate Factory)</i>	Printing & Textiles Floral still life, artist study - Georgia O'Keefe (cc: DT – textile wall hanging)	Drawing & Painting River landscapes. Artist study - Monet
Yr 5 & 6	Rainforests	Potions!	To Infinity & Beyond	Journeys	Victorians	Inventions
	<i>Rainforest inspired mixed media collage</i>	Drawing & Painting Portraits (link to Hogwarts) Artist study – Rembrandt & Picasso	<i>Mark making planets</i>	Aboriginal art – dreamtime journeys – artist study Clifford Possum Tjapaltjarri	Printing & Textiles Print onto fabric. Artist study – William Morris. Relief printing using polystyrene tiles.	3D Form <i>Create a steampunk inspired sculpture (mixed materials)</i>

Bold headings = Art is a focus this term. Where art is not a focus, optional learning / activities are suggested, these are not designed to be full units. They could also be set as home learning tasks.

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for art & design



The Weald Federation: Art & Design Progression of Skills & Knowledge (assessment points = bold)

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
EXPLORING, EVALUATING & DEVELOPING		
<ul style="list-style-type: none"> Can record and explore ideas from first hand observation. Can verbally discuss how they might improve their work and adapt accordingly. Explore the work of artists, craftspeople and designers from different cultures for differences and similarities 	<ul style="list-style-type: none"> Can record from first hand observation, experience and imagination Can use sketchbooks to collect and record visual information from different sources. Can consider how their own work could be improved and adapted Use sketchbooks to plan and develop ideas then review and revisit Compare ideas, methods and approaches in own and others' work Explore artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Can select and record from first hand observation, experience and imagination, being selective when choosing what to use in their work Can annotate thoughts and develop ideas in sketchbooks, collecting images and information from a variety of sources. Can adapt work according to own views and the views of others and describe how they might develop it further. Explore artists, craftspeople and designers working in different times and cultures.
DRAWING		
<ul style="list-style-type: none"> Explores & experiments with the use of line, shape & colour using a variety of media including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Can draw a real object, looking carefully at the overall shape & detail Begin to explore & experiment with the use of line, shape and colour. Draw lines of various thickness, using dots & lines to create different pattern & texture Draw on different surfaces with a range of media Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes 	<ul style="list-style-type: none"> Can draw from observation and imagination Experiments with ways in which surface detail can be added to drawings to create an illusion of texture or depth. Shows an awareness of space when drawing Use a variety of media to achieve variations in: form, line [shape], texture, pattern and colour Layer different media and experiment with mixed media. Consider different types of mark making to create patterns Closely observe styles and techniques used by famous artists to inspire their own drawings 	<ul style="list-style-type: none"> Uses dry media to make different marks, lines, patterns and shapes within a drawing. Explores colour mixing and blending techniques with coloured pencils. Can use a variety of techniques (and pencil types) to add effects such as shadow, reflection, hatching and cross hatching texture Can depict perspective in drawings Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Work in a sustained and independent way from observation, experience and imagination. Begin to express different feelings/emotion through drawing
VOCABULARY: Portrait ... self-portrait ... line drawing ... detail landscape ... erase ... cityscape ... building ... pastels ... line ... bold ... size ... space	VOCABULARY: Portrait ... landscape ... light ... dark ... tone ... contrast ... tint ... shadow ... line ... media ... medium ... texture ... grades of pencil ... shadow ... 2D ... 3D ... observe ... line ... pattern ... form ... refine ... hatching (cross)	VOCABULARY: Develop ... tone ... contrast ... tint ... media ... medium texture ... perspective ... observe ... line ... pattern ... form refine ... hatching (cross) ... smudge ... blend ... mark ... soft light heavy ... mural ... fresco
PAINTING		
<ul style="list-style-type: none"> Can identify primary colours by name Can mix secondary colours and shades using different types of paint Experiments with different painting tools & techniques Use different brush sizes and types of brush Create different textures eg. use of sawdust Work on a range of scales eg large brush on large paper, small brush. small paper etc. 	<ul style="list-style-type: none"> Can mix a range of secondary colours, shades and tones from the colour wheel Can lighten and darken with the use of black and white & use the correct vocabulary – tint and shade Experiments with different effects & textures including washes, blocking in colour, thickened paint etc Use different brushes for appropriate elements of the painting [background large brush, foreground small brush, thin brush on small pictures] Use a range of paint (acrylic, water colours) to create visually interesting pieces To work with one colour against a variety of backgrounds and understand the need for allowing drying time for layering 	<ul style="list-style-type: none"> Explores primary & secondary, warm & cold, complementary and contrasting colours. Can mix and match colours to create atmosphere and light effects or to suggest mood Explores the effect of different brush marks appropriate for the work [sweeping, stippling, water-loaded & dry brush] Create imaginative work from a variety of sources. E.g. observation, themes, poetry, music To observe flesh tones on hands and faces and be able to mix them [including yellow and green] Show an awareness of how paintings are created (composition) Create different effects & textures with paint, choosing paints, colours and techniques according to what is needed for the task
VOCABULARY: Primary colours ... secondary colours ... tints ... shades ... warm/cool colours ... dab ... bold ... brushstroke	VOCABULARY: Colour ... tint ... primary, secondary ... neutral ... overlapping ... foreground middle and background ... bristle ... watercolour ... wash ... sweep	VOCABULARY: Colour ... hue [pure colour] ... tint [hue + white] ... tone [hue+ grey] ... shade [hue+ black] ... primary, secondary ... absorb ... abstract

Bold objectives = assessment points





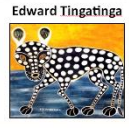




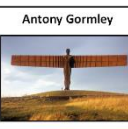
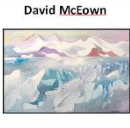
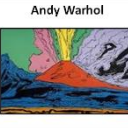





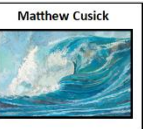



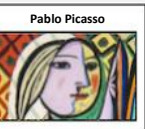

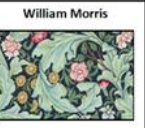
The Weald Federation: Art & Design Progression of Skills & Knowledge *continued* (assessment points = bold)

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
PRINTING & TEXTILES		
<ul style="list-style-type: none"> • Can print with a range of hard and soft materials e.g. corks, pen barrels, sponges • Can roll printing ink over objects to create patterns e.g. plastic mesh, leaves • Make marks in print with a variety of objects, including natural and made objects. • Experiment with weaving and embroidery 	<ul style="list-style-type: none"> • Can create printing blocks using a relief method, e.g collagraph • Can create repeating patterns using printing techniques • Explore pattern and shape, creating designs for printing • Explore different printing techniques on both paper and fabric • Experiment with different decorative techniques, adding embellishment using a variety of joining techniques 	<ul style="list-style-type: none"> • Can create printing blocks using a impressed method, e.g using polystyrene tiles • Can layer effects when printing, including working into prints with a range of media e.g. pens, coloured pens and paint • Create printing blocks by simplifying an initial sketch book idea • Choose whether to print using symmetry, differing repetition patterns or randomly according to the task • Add decorative detail to achieve an intended effect
VOCABULARY: Model ... Collage ... Textiles ... Rolling ... Threading ... Thread ... Needles ... Shaping ... Texture ... Construct ... Join ... Natural ... Man-made	VOCABULARY: Pattern ... block ... inking ... relief ... needle thread ... textiles ...fabric... decoration ... warp & weft ... collagraph	VOCABULARY: Colour ... fabric ... weave ... pattern ... batik... embellishment
COLLAGE		
<ul style="list-style-type: none"> • Can arrange and glue materials to different backgrounds • Can create textured collages from a variety of media. • Create images from imagination, experience or observation. • Sort and group materials e.g. by colour or texture • Use natural and found materials to create a collage 	<ul style="list-style-type: none"> • Can experiment with different collage techniques such as folding, crumpling, tearing and overlapping • Select colours and materials appropriate to the task • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, 	<ul style="list-style-type: none"> • Can build up layers to create colours and texture using a variety of techniques including folding, crumpling, tearing and overlapping • Can add collage to a painted, printed or drawn background. • Add decoration to create an intended effect • Use a range of media, both natural and man-made, to create collage effects
VOCABULARY: Imagination ... Still-life ... Texture ... Media ... Mixed-Media	VOCABULARY: Shape ... form ... collage ... montage ... overlapping ... tearing ... attach ... arrangement	VOCABULARY: shape ... form ... arrange ... fix ... layer ... crumple ... tessellation ... layering
SCULPTURE & 3D FORM		
<ul style="list-style-type: none"> • Can manipulate clay in a variety of ways eg. rolling, kneading, shaping • Can change the surface of a malleable material by adding texture or imprints • Can roll malleable material to a given thickness using battens • Explore sculpture with a range of malleable media, especially clay. • Explore permanency as opposed to play dough etc • Experiment with, construct and join recycled, natural and man-made materials 	<ul style="list-style-type: none"> • Can use rolled clay, slabs and coils, joining clay with slip or liquid • Can manipulate clay for a variety of purposes including thumb pots and models • Cut, make and combine shapes to create recognisable forms • Use decorating techniques to create detail 	<ul style="list-style-type: none"> • Can produce intricate patterns and textures in a malleable media • Can combine different materials and/or decoration to achieve a desired effect • Plan a sculpture or 3D piece through drawing and other preparatory work • Use recycled, natural and man-made materials to create sculpture. • Use a variety of materials with expertise and confidence
VOCABULARY: Dough ... Clay ... Tools ... Texture ... Moist ... Permanent ... Recycle ... Man-Made...Natural	VOCABULARY: Imprint ... Slip ... Relief ... Battens... Shape ... Texture ... Proportion ... Decoration ... Ornate	VOCABULARY: Natural ... Form ... 2 dimensional 3 dimensional ... Shape ... Texture ... Composition ... Profile ... Stylised ... Proportion ... Decoration ... Ornate ... Symbolic ... Perspective.

Bold objectives = assessment points



The Weald Federation: Art & Design Focus Artists & Outcomes

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
CYCLE A	CYCLE B	CYCLE A	CYCLE B	CYCLE A	CYCLE B
Artists, craft makers & designers <ul style="list-style-type: none"> Lois Elhert Edward Tingatinga Piet Mondrian 	Artists, craft makers & designers <ul style="list-style-type: none"> Andy Goldsworthy Vincent Van Gogh Sir Christopher Wren 	Artists, craft makers & designers <ul style="list-style-type: none"> Eduardo Paolozzi Anthony Gormley David McEown Andy Warhol 	Artists, craft makers & designers <ul style="list-style-type: none"> Georgia O'Keefe Claude Monet Antoni Gaudi Friedensreich Hundertwasser 	Artists, craft makers & designers <ul style="list-style-type: none"> Paul Nash Katsushika Hokusai Matthew Cusick Coco Chanel 	Artists, craft makers & designers <ul style="list-style-type: none"> Pablo Picasso Rembrandt William Morris Clifford Possum Tjapaltjarri
  	  	   	   	   	   
SUGGESTED / POSSIBLE OUTCOMES					
<p>Drawing & Painting Sunset silhouette landscapes & Tinga Tinga art <i>+ painting Willow plates</i> <i>+ cartoon characters using ICT</i> <i>+ Piet Mondrian study cc: maths / shape</i></p> <p>Printing & Textiles African-inspired designs using a variety of materials, objects & techniques</p> <p>Collage Leaf prints & collage inspired by Lois Elhert (illustrator)</p> <p>3d Form Using clay and malleable materials to create The Lonely Beast (cc: English) <i>Christmas decorations</i></p>	<p>Drawing & Painting Artist study – Vincent Van Gogh's Starry Night <i>+ firework art – blowing paint & scratching through wax crayons to paint</i></p> <p>Printing & Textiles Printing fabric, Indian inspired designs. Experiment with embroidery and embellishments <i>+ print using different objects (linked to pirate ship collage below)</i></p> <p>Mixed Media & Collage Create a pirate ship or pirate's treasure chest <i>+ tissue paper sea / waves inspired stain glass window tile</i></p> <p>3d Form Create space aliens using different modelling materials – e.g. foam pieces, straws and pipe cleaners, natural & man-made materials (junk modelling), modelling clay etc</p>	<p>Drawing & Painting Antarctica frozen landscapes – mixed media, watercolour & soft pastels. Artist study David McEowan <i>+ Cave Art</i></p> <p>Printing & Textiles String printing (hieroglyphics) + collagraph printing (Old Kingdom) <i>+ Using shaving foam to create volcano inspired prints / pictures</i></p> <p>Collage Surrealist / pop art collage – artist study: Eduardo Paolozz</p> <p>3d Form Greek vases <i>+ Stone Age thumb pots + sculptures inspired by Anthony Gormley + Greek columns</i></p>	<p>Drawing & Painting River landscapes Artist study – Monet <i>+ Using ICT paint programme to create a scene inspired by The Chocolate Room (Charlie & the Chocolate Factory)</i></p> <p>Printing & Textiles Floral still life, artist study - Georgia O'Keefe collagraph &/or string print (cc: DT – textile wall hanging) – add embellishment</p> <p>Collage Magical / fantasy inspired landscapes – collage or mixed media <i>+ mosaics</i></p> <p>3D Form Dragon's eyes – mixed media (paint & oil pastels) + clay</p>	<p>Drawing & Painting WW1 landscapes in pastels and charcoal. Artist study: Paul Nash + Seascapes. Artist study: Katsushika Hokusai <i>+ Batik painting</i> <i>+ Using computer software to create propaganda posters</i></p> <p>Collage Seascapes. Artist study: Matthew Cusick</p> <p>3D Form Create a clay / mixed media plaque depicting a scene from the future (cc English)</p>	<p>Drawing & Painting Portraits (link to Hogwarts) Artist study – Rembrandt (& Picasso) <i>+ Aboriginal art – dreamtime journeys</i> <i>+ mark making planets</i> <i>+ Rainforest inspired mixed media & collage – optional artist study Henri Rousseau</i></p> <p>Printing & Textiles Relief printing using polystyrene tiles. Artist study – William Morris.</p> <p>3D Form Create a steampunk sculpture (mixed materials)</p>

National Curriculum in England: Art & Design

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.

Aims

The national curriculum for art 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.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1 Subject 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 Subject 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.