

Intent:

"Creative people are curious, flexible, persistent, and independent with a tremendous spirit of adventure & a love of play." – Henri Matisse

At Great Bradfords Juniors, we want our children to be enthusiastic, imaginative artists and designers with a thirst for creativity!

Our Art curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. Whilst exploring the masterpieces of diverse and unique artists, artisans and designers, they will learn about their historical and cultural development of the art forms whilst learning to analyse different forms of art, developing their knowledge and using the language of art to express their own thoughts and ideas reflectively.

Striving for excellence through the use of critique is an essential part of our school's ethos; therefore, our children use self and peer assessments, evaluating and supporting each other with precise feedback whilst continuing to develop their use of key vocabulary. Through links with the local community, our pupils' work is displayed in public forums, such as the Braintree Library or local supermarkets, and we endeavour to continue with this approach. That sense of purpose and feeling of pride when their artwork is publicly displayed is key to driving our pupils' motivation and enthusiasm. Furthermore, our pupils learn how art can be used to give meaningful messages in ways which words cannot reach; therefore, it is paramount our pupils' voices are seen by as many people as possible.

As our pupils' progress through the school, they will continue to develop and improve their skills in drawing, painting, sculpture, printing, collage and textiles, with opportunities to revisit these techniques throughout our curriculum, in order to reach their full potential. We want our pupils to have no limits to what their ambitions are and to grow up wanting to be the artists of tomorrow, destined for successful careers which require the attributes of incredible artists and designers.

Procedural Knowledge: **Skills** the children develop when learning about Design and Technology

National Curriculum:**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 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:

ART AND DESIGN SKILLS PROGRESSION

	<ul style="list-style-type: none"> 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. 		
Disciplinary Knowledge: knowledge the children will learn to develop excellence in Art and Design			
	Year 2	Year 3/4	Year 5/6
Exploring, developing and evaluating ideas	Understand the basic use of a sketchbook and work out ideas for drawings.	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas. 	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas.
	Vocabulary:	sketch, line, pattern, texture, form, record, detail, question, observe, refine, evaluate, design, composition	sketch, develop, refine, evaluate, critique, analyse, texture, shape, form, pattern, structure, composition, design
Drawing	<p>Produce a growing range of patterns and textures and tones with a single pencil. Experiment using charcoal and white chalk.</p> <p>Solidly infill shapes using coloured pencils, pastels, etc.</p> <p>Use a range of drawing media in different ways: hatching, scribble, stippling, blending.</p> <p>Use three different grades of pencil in my drawing (4B, 8B, HB)?</p> <p>Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level</p> <p>Lines & marks:</p> <p>Make marks and lines with a wide range of drawing implements e.g. pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Lines, marks, tone, form and texture:</p> <p>Use dry media to make different marks, lines, patterns, and shapes within a drawing.</p>

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	<p>Create different tones using light and dark. Show patterns and textures in drawings by adding dots and lines, cross hatching, shading Use a viewfinder to focus on a specific part of an artefact before drawing it. Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers.</p>	<p>Form and shape: Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension</p> <p>Tone: Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Texture: Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>Experiment with wet media (e.g. ink, paints, etc.) to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purpose i.e. shading, hatching, stippling within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Perspective and composition: Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition.</p>
	<p>Vocabulary:</p>	<p>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, outline, third dimension Tone: light, dark, shadow, variations, tone Texture: pattern texture, proportion, emotion, expression</p>	<p>Observation, photographs, visual images Lines, Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a tonal contrast, mixed media, shading, hatching, blending, stippling Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p>
<p>Painting</p>	<p>Mix a range of secondary colours, shades and tones. Know the position of primary and secondary colours in relation to each other on the colour wheel. Add white to colours to make tints.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music</p>

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	<p>Add grey to colours to make tones. Add black to colours to make shades. Mix thick and thin paint and begin to understand how texture affects the final product. Create a wash with watercolour paints. Know to start at the top of the page and paint in the same direction. Understand the terms landscape and portrait. Name different types of paint and their properties. Comment on differences in other's work and suggest ways of improving own work.</p>	<p>Colour mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Continue to experiment and develop knowledge on making colours lighter (tinting) and colours darker (shading)</p> <p>Begin to use specific colours to convey feeling and mood</p>	<p>Colour-mix and match colours to create atmosphere and light effects</p> <p>Begin to create contrasting effects using complementary colours.</p> <p>Confidently make colours lighter by tinting and darker by shading.</p> <p>Explore shadowing and highlighting to add light/darkness to their paintings for effect</p> <p>Be able to identify primary, secondary, complementary, and contrasting colours</p> <p>Create texture (e.g. thick, thin painting, splatter painting) and patterns.</p>		
	<p>Vocabulary:</p>	<p>colour, primary, secondary, block, colour wash, emotion, mood, warm, blend, mix, line, tone, tint, shade, light, dark, shadow</p>	<p>blend, mix, line, tone, shape, abstract, absorb, atmosphere, colour, primary, secondary, complementary, tint, shade, shadowing, technique, contrasting, tonal effects, atmosphere, foreground, middle ground, background</p>		
<p>Printing</p>	<p>Design my own printing block Print onto paper and textile Print using a variety of materials, objects and techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>		<p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p>	

ART AND DESIGN SKILLS PROGRESSION

	<p>Design patterns of increasing complexity and repetition. Look at print making in the environment (eg wall papers, fabrics) Create a print in response to the work of an artist or designer. Look at how artists and designers have used colour, shapes and lines Print by pressing, rolling, rubbing and stamping.</p>			<p>Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Greater Depth: To create a positive and negative print</p>	
	<p>Vocabulary:</p>	<p>line, pattern, texture, colour, shape, block printing, ink, polystyrene printing tiles, inking rollers, relief, impressed, repeating, overlay.</p>		<p>line, pattern, texture, colour, shape, block printing, ink, polystyrene printing tiles, inking rollers, simplify, relief, impressed, repeating, overlay, positive and negative print.</p>	
<p>Collage</p>	<p>Create collages sometimes in a group and sometimes individually. Mix paper and other materials with different textures and appearances. Fold, crumple and overlay materials/paper. Use shapes, textures, colours and patterns in collages from a variety of media.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>			<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours, and textures etc. when designing and making pieces of work</p>

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	<p>Say how other artists have used texture, colour, pattern and shape in their work Make a simple mosaic.</p>				Use collage as a means of extending work from initial ideas
	<p>Vocabulary:</p>	<p>collage, tearing, overlapping, arranging, tessellating, layering, texture</p>			<p>collage, tearing, overlapping, arranging, tessellating, layering, texture, fixing, composition, size, shape</p>
3D/Sculpture	<p>Use pinch, coil and slab techniques to produce a clay object. Join clay using slip Make distinct patterns with impressed shapes Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Make a papier maché relief picture.</p>		<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use clay and other malleable materials to practise joining techniques.</p> <p>Add materials to the sculpture to create detail.</p>	<p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>Use materials other than clay to create a 3D sculpture</p>	
	<p>Vocabulary:</p>		<p>sculpture, 3D, manipulate, malleable materials, clay, natural, techniques, tools, rolling, kneading, experiment, properties, textural effects</p>	<p>sculpture, 3D, form, structure, texture, shape, mark, soft, join, cast, frame</p>	
Textiles	<p>Use glue to join fabrics. Explore plaiting and understand the basic method.</p>		<p>Select appropriate materials giving reasons</p>		<p>Experiment with batik techniques</p>

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	<p>Make weavings with fabrics or threads.</p>		<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Develop skills in stitching, cutting and joining</p>		<p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour</p> <p>Use different grades of threads and needles</p> <p>Add decoration to create effect</p>
	<p>Vocabulary:</p>		<p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>		<p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, batik, wax, layering, texture, embellish, media</p>
<p>Digital Art</p>		<p>Record and collect visual information using digital cameras and video equipment</p> <p>Present recorded visual images using software e.g. Photo story, PowerPoint</p> <p>Use a graphics package to create images and effects with:</p> <ul style="list-style-type: none"> • lines by controlling the brush tool with increased precision • changing the type of brush to an appropriate style e.g. charcoal • create shape by making selections to cut, duplicate and repeat <p>Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Record, collect and store visual information using digital cameras and video equipment</p> <p>Present recorded visual images using software e.g. Photo story, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>		

ART AND DESIGN SKILLS PROGRESSION

<p>Knowledge of artists</p>		<p>To learn about great artists, architects and designers in history.</p> <p>Use inspiration from famous artists/architects/designers to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist/architects/designers and the development of their art skills</p> <p>Express an opinion on the work of famous, notable artists/architects/designers and refer to techniques and their effect</p>	<p>To learn about great artists, architects and designers in history.</p> <p>Give detailed observations about notable artists', artisans' and designers' work using technical vocabulary</p> <p>Offer facts about notable artists', artisans' and designers' lives</p>