



ART AND DESIGN CURRICULUM MAP

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 and design aims to ensure that all pupils:

- show their imagination by producing 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

Subject content

Key stage 1 – Year 1 and Year 2

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, sculptors, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Specific artistic skills

The following drawing techniques should be taught, allowing the children to be able to:

- with pencils, make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines
- keep within the lines of drawing when adding colour
- with wax crayon, push down to make bold and strong lines and apply less pressure to make soft lines

- with pastel/charcoal, make faint, soft lines and apply more pressure to make stronger lines and blend and smudge
- use charcoal pieces to create: different lines, large sweeping movements
- use different types of pen to make different types of line
- use ball-point & felt tip pens to make fine marks

The following painting skills should be taught, allowing the children to be able to:

- hold a brush correctly and use different types and sizes of brush
- use a paint brush to: dab, smooth, wash, sponge, stipple, stroke
- mix colours and describe how to make them
- control paint and water to mix paint of different thicknesses
- load a brush with the correct amount of paint and choose the correct brush size
- use different brush types to make different marks: lines, blobs, dots, dashes

The following sculpting skills should be taught, allowing the children to be able to:

- make a model using natural and man made materials to show a simple idea or using their imagination
- explain how they are making a sculpture
- describe differences and similarities between drawings, paintings and sculptures by well known artists and designers
- describe how their own work is similar and/or different to the work of well-known artists and designers

The children should be taught to be independent artists and be able to:

- begin to recall all the equipment needed for an art session
- help prepare and clear away the paint area

GENRE: Famous Artist; Famous Sculpture; Famous Designer

TECHNIQUES: Colour; pattern; drawing; paint; texture; form; line; space; shape

MEDIUM: Drawing materials; painting materials; natural/plant; man made; recycled; textiles/fabrics; weaving; print making; clay

During a school year we:

1. Choose a termly focus from the genre.

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2. Make an annual visit to a gallery or museum.
3. Ensure extended exploration of correct terminology.
4. Ensure end of term challenge is identified at outset.
5. Use sketch books to reflect artistic processes each term.
6. Use clay annually - in addition may be used for mini enterprise or termly challenge.