

New Curriculum Holy Trinity CE Primary Academy – 2013-14

Subject: Art

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 curriculum for Art aims to ensure that all pupils, following a skills based approach, will:

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.

Skills:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>

Evaluating and developing work (ONGOING)	Review what they and others have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Drawing	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media etc. Work on a range of scales e.g. large brush on large paper etc. Mix and match	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix

	colours and shades using different types of paint. Create different textures e.g. use of sawdust.	colours using artefacts and objects.	on a range of scales e.g. thin brush on small picture etc.	paint according to what they need for the task. Show increasing independence and creativity with the painting process.		appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
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<p>Textiles/collage/printing</p>	<p>Use a variety of techniques, e.g. weaving, sewing. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Make marks in print with a variety of objects, including natural and made objects. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, inc. weaving, wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. Design patterns of increasing complexity and repetition. (computing) Print using a variety of materials, objects and techniques.</p>	<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>	<p>Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. Research, create and refine a print using a variety of techniques.</p>	<p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. Choose the printing method appropriate to task. Build up layers and colours/textures.</p>	<p>Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric.</p>
<p>3 D form</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p>	<p>Join clay adequately and work reasonably independently. Construct a simple clay base for</p>	<p>Make informed choices about the 3D technique chosen. Show an understanding of</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster</p>

	<p>sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>	<p>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.</p>	<p>extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.</p>	<p>shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p>	<p>safely. Create sculpture and constructions with increasing independence.</p>
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Content:

During Key Stage 1 pupils will develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour and shape and space and pattern and texture and use them to represent and texture and use them to represent their ideas and feelings.

During Key Stage 2 pupils develop their creativity and imagination through complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Split Classes

Children to work at an age appropriate level, regardless of class and skills coverage can be assessed accordingly. Teachers are also able to see next steps for those performing at a higher level and it offers support for those working at a lower level.

Links with other subjects (especially the core subjects and Computing):

Themes and topics based around a “Take one picture” starting point.

History- Portraits of historical figures or events as visual stimulus.

Geography/ multicultural- Aboriginal Art etc.

RE – Islamic patterns, Kate Neal Creation paintings, Salvador Dali and other great artists.

Opportunities for real life projects, experiences, field trips, final products, links to local area/community/relevant topics or issues/

Local Art Galleries

Swindon

Museum of Great Western.

Salisbury

Fisher Mill Art Gallery

Roche Court Sculpture Park (inside and outside)

Bath

The Victoria Art Gallery

Holburne Museum -17th/18th Century paintings Thomas Hoare/ Thomas Gainsborough/ Stubbs.

No1 Royal Crescent – Fashion Museum

American Museum

Oxford

Ashmolean Museum

Southampton

City Art Gallery

