



The Sequence of Learning: Art and Design


Our curriculum equips pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design; engaging, inspiring and challenging them. As pupils progress, they are 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. Pupils capture their individual ideas and the processes of their learning within their own Art journal, which travels with them throughout their school career. This journal allows the children to develop and snapshot every step of their explorative learning, encapsulating their individual ideas, testing different mediums, planning, designing and developments for large scale pieces, analytical thought, new skills processes and the progression from each unit and between each year group. Pupils have access to wider curricular activities and specialists providing opportunities to showcase and celebrate their learning.


AGE RELATED STATUTORY COVERAGE


Early Learning Goal	KEY STAGE ONE	KEY STAGE TWO
<p>Expressive Arts and Design</p> <p>Creating Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Fine Motor Use a range of small tools including scissors and paint brushes. Begin to show accuracy and care when drawing.</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn 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.</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft, design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>




The Sequence of Learning:


	Design and Develop	Making	Evaluation	Knowledge and Understanding
Foundation for growth EYFS 	<p>Enjoy exploring using paint</p> <p>Work purposefully responding to colours, shapes, materials etc.</p> <p>Using particular colours for a purpose</p> <p>Activities</p> <p>Colours – linked to seasons</p> <p>Mixing colours and paints.</p> <p>Create simple representations of people and other things, with paints and recycled resources.</p> <p>Printing to make patterns and images.</p> <p>Observational drawings and paintings.</p>	<p>Mix paint and materials at random</p> <p>Work spontaneously and enjoy the act of making/creating</p> <p>Use and explore a variety of materials, experimenting with colour, design, texture, shape, and form.</p> <p>Activities</p> <p>Painting and mark marking on a large scale outdoors. Collaborative work on group paintings, exploring colour, texture, movement and design</p> <p>Making dens outdoors provides the children with excellent opportunities to explore working with resistant materials such as wood, thick card and ridged plastic.</p> <p>Cutting and joining materials, decision making - how to decide whether or not different materials are fit for their purpose.</p>	<p>Talk about what they have done</p> <p>Recognise and describe key features of their own and others' work</p> <p>Adapt and refine ideas (going back to make changes or add to their pictures.)</p>	<p>Show little control or refinement</p> <p>Know that art is made by artists exhibiting care and skill and is valued for its qualities</p> <p>Activities</p> <p>Andy Goldsworthy – Nature Art – Forest schools</p> <p>Dion Lewis (link to Bahamas class name) and undersea topic</p> <p>Diverse artists</p>


	Design and Develop	Making	Evaluation	Knowledge and Understanding
Seed Year 1 	Respond to ideas Explore different drawing and painting tools Explore simple pattern Design and make images / artefacts Activities Drawing –still life Painting –weather, poppies	Use primary and secondary colours Use and investigate a variety of visual and tactile materials e.g. clay or fabric. Use materials purposefully to achieve particular characteristics or qualities Print with sponge and objects found to create patterns, e.g. plastic mesh, stencils 3D malleable materials in a variety of ways including rolling and kneading Textiles – cut and shape fabrics. Create fabrics by weaving materials e.g. grass through twigs Digital Media – create images and effects- Activities Print 3D- clay –animals linked to Science. Large 3d projects e.g. for classroom/corridor displays – linked to various learning across the year Textiles weaving e.g grass through twigs, paper, linked to the environment.	Talk about drawings and paintings and say what they feel Show interest in and describe what they think about the work of others	Mix colours randomly Use some control when drawing and painting Know the names of the tools, techniques, (such as printing, mixing, sketch, collage, model and shape) and the formal elements (colours, both Primary and Secondary, shapes, tones etc. that they use.) Specifically: paintbrush, pallet, modelling tool. Learn 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. Artists: Chris Blunkell - local artist Georgia O’Keefe – linked to plants in T6 and digital media. Designer: William Morris - Victorian patterns and prints linked to beyond living memory . Craft maker Kazuhito Takadoi – weaving.


		Digital Media Computing – Georgia O’Keeffe pictures of own work to edit.		
	Design and Develop	Making	Evaluation	Knowledge and Understanding
Sprouting seed Year 2 	Communicate ideas and meanings very simply Investigate pattern and shape in the environment Explore ideas and collect information in a sketch book. Reproduce from memory, observation or imagination Identify different ways to express ideas Try out different activities and make sensible choices. <u>Activities</u> Drawing – lines for effect in sketching houses in Great Fire of London. Sketching faces Mary Seacole Black History Month. Own portraits initially in Picasso unit. Drawing still life fruit and veg in term 3 linked to English Princess and the	Use a range of materials / processes to show ideas / meanings Deliberately choose to use particular techniques for a given purpose Select the best materials for the job Develop and exercise some care and control over the range of materials they use Create collage with range of materials and textures <u>Activities</u> Printing -build repeating patterns, create simple printing blocks with press print and with the use of fruit and veg (Linked to Eng) Celery for Mother’s day cards. 3D change the surface of a malleable material e.g. build a textured tile- make clay hedgehogs with sticks, pipe cleaner sculpture of the tree of life- Klimt. Dragons themed on the work by Gaudi from newspaper/wire?	Talk about their work and explain it, expressing clear preferences and give some reasons for these. Describe what they think or feel about their own and others’ work Think of ways to adapt and improve own work Begin to use ways to improve work Explore ideas and change what they have done to give a better result	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Use a range of pens, pencils, pastels and charcoal Make a variety of lines, using different sizes and thicknesses Mix secondary colours to make a wide range of new colours Use shading to create different effects Apply colour with marbling when creating Great fire of London pictures Learn 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. Artist Klimt Tree of Life Picasso Craft maker Yayoi Kusama Mobiles link to nocturnal

	<p>Pea</p> <p>Painting – add effective colours in the style of Picasso and Gaudi when exploring the artists and designers.</p> <p>Mixing colours for the background in the Great fire of London unit. Discuss colours for mood and feelings</p> <p>Paint the backgrounds for Picasso pieces and collage over.</p>	<p>Textiles cut and shape fabrics. Apply shapes with stitching. Apply decoration using beads etc. Make owls/bats from fabric with decoration add to a tree mobile inspired by the work of Yayoi Kusama.</p> <p>Digital media – explore ideas using digital sources. Linked to Science and our Plants learning. Photographs taken with the Ipad and images manipulated using computing program/app</p>		<p>animals mobile. (Textiles/designer/sculpture/fruit/veg/still life.</p> <p>Designer Gaudi Dragons – Spanish designer linked to English unit.</p>
	Design and Develop	Making	Evaluation	Knowledge and Understanding
<p>Sprout Year 3</p> 	<p>Make their own choices</p> <p>Begin to work more abstractly</p> <p>Collect visual and other information</p> <p>Use a digital camera to collect ideas</p> <p>Experiment in many different ways</p> <p>Use a sketchbook to make notes about artists, skills and techniques</p>	<p>Mix and use tertiary colours</p> <p>Design, draw, paint or make images for different purposes using knowledge and understanding</p> <p>Use watercolour to produce a wash</p> <p>Use mosaic, montage and other effects.</p> <p>Use a range of materials and techniques in 3D work</p> <p>Printing – create blocks using a relief or impressed method and create repeating patterns.</p>	<p>Make comments on the work of others, including both ideas and techniques</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p> <p>Apply previous knowledge to improve work</p> <p>Adapt and refine work to reflect purpose</p>	<p>Describe the work of some artists, craftspeople, architects and designers.</p> <p>Use art to illustrate in other subjects</p> <p>Practise to improve skills</p> <p>Create texture by adding dots and lines</p> <p>Make different tones of colour using black and white</p> <p>Use pencils of different grades and at different angles to create different effects</p> <p>Use brushes in different ways</p> <p>Use repeat pattern in design Indicate</p>

	<p>Annotate a sketch book</p> <p>Experiment with mood using colour</p> <p>Create artwork following an idea or towards a specific purpose</p> <p><u>Activities</u></p> <p>Drawing – self portrait at start of year</p> <p>Painting - Modelling</p>	<p>3D Plan, design and make models from observation or imagination. Join pieces adequately so that they are suitable for the model (e.g. clay should be scored before attaching)</p> <p>Textiles – develop skills in stitching, cutting and joining</p> <p>Digital media - Use an ICT paint program with edit. Use a digital camera/lpad to produce art work</p> <p><u>Activities</u></p> <p>Printing Cath Kidston repeating patterns – Easter cards using digital prints.</p> <p>3D Canopic jars</p> <p>Textiles Hyroglyphics Bookmarks.</p> <p>Digital Media link to Computing</p> <p>(Possibly Stop Motion animation – animate stone age people in their dioramas (link to DT and History)</p>		<p>movement using lines</p> <p><u>Activities</u></p> <p>Artist Miro (Spanish artist) Take your pencil for a walk Monet (bridges/water lilies) Stone Age Art</p> <p>Architect Brunel (bridges)</p> <p>Designer Cath Kidston (designer) Egyptian craftspeople – Egyptian wall designs</p>
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	Design and Develop	Making	Evaluation	Knowledge and Understanding
Sapling Year 4 	<p>Plan work carefully before beginning</p> <p>Use sketchbook, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Select and use relevant resources and references to develop their ideas.</p> <p>Use other cultures and times as a stimulus</p> <p>Experiment with the styles of different artists</p> <p>Activities</p> <p>Drawing –self portrait</p> <p>Matisse</p> <p>Painting – Volcano</p>	<p>Apply the technical skills they are learning to improve the quality of their work.</p> <p>Use a combination of visual and tactile ideas</p> <p>Combine different materials in different ways</p> <p>Investigate the nature and qualities of different materials and processes systematically</p> <p>Make specific choices between different processes and materials</p> <p>Printing – create repeating patterns. Print with two colour overlays</p> <p>3D make models from observation or imagination. Join clay adequately. Create surface patterns and textures in a malleable material. Walter Tull models inspired by Giacometti.</p> <p>Textiles – Experiment with weaving and stitching to create different textural effects</p> <p>Digital media – Present recorded visual images using software. Use a graphics package to create images and effects.</p> <p>Activities</p>	<p>Regularly reflect upon their own work, and use comparison with the work of others to identify how to improve</p> <p>Appraise the ideas, methods and approaches used in others’ work, using a critical approach</p>	<p>Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>Revisit colour mixing from previous years</p> <p>Show tone and texture using hatching and cross hatching</p> <p>Use a program to create mood within digital photography</p> <p>Show shadow or reflection by shading</p> <p>Select appropriate drawing materials</p> <p>Activities</p> <p>Artist Matisse Giacometti</p> <p>Architect Marcus Vitruvius Pollio (Roman architect) Frank Gehry (Roman/Cathedral architecture)</p> <p>Designer Antony Gormley (Canterbury Cathedral – statue of Christ)</p>



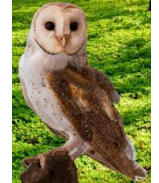


		<p>Print Roman mosaics</p> <p>3D Teeth models (linked to Science) Matisse portraits or cut outs and wallpaper designs. Papier Mache Volcano model.</p> <p>Textiles Weaving using paper plates to create poppies and trees</p> <p>Digital Media Kiosk presentations using PowerPoint</p>		
	Design and Develop	Making	Evaluation	Knowledge and Understanding
<p>Small tree Year 5</p> 	<p>Make and support their own decisions and choices</p> <p>Use inspiration from other cultures</p> <p>Experiment with combinations of materials and techniques</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information</p> <p>Activities</p> <p>Drawing – self portrait</p>	<p>Understand the importance of preparing materials before working</p> <p>Produce work that sometimes can be both visual and tactile</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials</p> <p>Printing – create printing blocks by simplifying an initial sketch book idea</p> <p>3D Construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures</p> <p>Textiles – use fabrics to create 3D structures</p>	<p>Evaluate own and others’ work, explaining and justifying their reasons</p> <p>Use analysis when commenting on ideas</p> <p>Consider the end point when adapting and improving their work</p>	<p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>How to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Develop and improve their own style</p> <p>Use drawings to show movement</p> <p>Combine a range of colours, tints, tones and shades</p> <p>Get across feeling and emotion through their work</p> <p>Artist</p>

	<p>Viking warriors</p> <p>Viking longship dragon heads</p> <p>Painting</p> <p>Jackson Pollock</p> <p>Portraits</p>	<p>Digital Media – be able to import an image into a graphics package.</p> <p>Activities</p> <p>Print</p> <p>Hokusai print Block prints for Space background (Jackson Pollock)</p> <p>3D</p> <p>Mod roc elephants</p> <p>Clay Greek vases</p> <p>Textiles</p> <p>soft toys linked to animals linked to English “Zoo”.</p> <p>Digital Media</p>		<p>Andy Goldsworthy</p> <p>Jackson Pollock (USA)</p> <p>Hokusai</p> <p>Architect</p> <p>Christopher Wren</p> <p>Paper boyo cut outs</p> <p>Zahah Hadid (‘Queen of the Curve – Aquatic Centre London)</p> <p>Designer</p> <p>Orla Kiely - repeating patterns.</p>
	<p>Design and Develop</p>	<p>Making</p>	<p>Evaluation</p>	<p>Knowledge and Understanding</p>
<p>Mature tree with fruit</p> <p>Year 6</p> 	<p>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches</p> <p>Activities</p>	<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Make specific decisions about using different visual and tactile effects towards an end point</p> <p>Printing – create prints with 3 overlays. Create printing blocks by simplifying an initial sketch book idea. Use a range of media with prints. (e.g. Lino)</p>	<p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work.</p> <p>Make on-going revisions</p> <p>Refine their work, often with several adaptations, to move towards an end point (e.g. Anderson Shelters)</p>	<p>Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. (e.g. Art Deco lino prints).</p> <p>Choose to use a limited range of colour to produce a chosen effect</p> <p>Begin to use perspective in both abstract and real life art (Lowry)</p> <p>Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others</p>

	<p>Drawing – Big Head Pictures of interests to accompany photographs. Perspective sketches - Lowry</p> <p>Painting – Mixing colours to create correct shades.</p> <p>Painting Lowry</p> <p>Rainforest pictures</p>	<p>3D Plan a sculpture through drawing specific step by step recording and other preparatory work. Produce intricate patterns and textures in a malleable media. (e.g. lizards and Anderson shelters)</p> <p>Textiles – use fabrics to create 3D structures. Use different grades of threads and needles. (Teddy bears (Link to DT)</p> <p>Digital media – Present recorded visual images using software. Understand that a digital image is created by layering. (linked to Computing.)</p> <p>Activities</p> <p>Print Create printing blocks using a variety of materials – print using 3 overlays., e.g Mackintosh style patterns. Could use this to create a poppy or a Christmas card</p> <p>3D – lizards using model magic or similar Mayan Pottery and mask making</p> <p>Textiles WW2 Evacuation Teddy Bear</p> <p>Digital Media – through creating a PowerPoint in term 6 including layering of digital images.</p>		<p>Artists Lowry Edith Gray Clarice Cliff</p> <p>Architects Rene Lalique Mackintosh Hugh Stubbins (Citicorp building NY) – architectural structures as part of earthquake. Compare shapes and building structures before creating own. Leonardo Da Vinci - Religious architecture Mayan architecture. Art Deco (reaction to austerity of WW1)</p> <p>Designers Charles Rennie Mackintosh</p>
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The Blean Values: Art

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Creating – using art skills to experiment with new and varied ideas and range of media	Inspiration: looking to others to help us improve.	Respect – respecting and celebrating both our work and that of our peers.	Persevering – keep trying and practising to perfect skills in all areas of art and design. No skill is achievable instantly.	Team work – working together to develop art and design skills to create an interesting result
Expanding horizons – developing appreciation and understanding of other cultures and art history	Generalisation - spotting patterns and adapting them to develop art skills.	Open mindedness – being open to appreciating the work of others and the similarities and differences in techniques.	Making mistakes – enjoy things that go wrong and learn from them.	Community links – participate in local events to support and showcase art and design projects.
Imagination – look at things in unusual ways.	Cross curricular links – using art to support learning in other curriculum areas.	Tolerance – understanding and respect for others.	Self -confidence – mastering and celebrating an art skill, by showcasing work increases your self-belief and growth mind-set.	Patterns – spotting and using similarities
Patience – to practise and experiment with a variety of ideas to identify a solution	Algorithms – making ordered steps for completing a task	Self motivation – exploring different resources to take responsibility for our own learning and development.	Challenge – Art and design challenges the brain to recognise, communicate and negotiate meaning through visual representations.	Communication – talk together to solve a problem
	Composing – the ability to choose from a variety of resources and select the most appropriate	Evaluation – making judgements	Practice – practising regularly is what helps you to grow and improve in art.	Developing – share ideas and use other people’s ideas.

SMSC in Art & Design

Spiritual	Social
<p>Children:</p> <ul style="list-style-type: none"> • Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer’s work. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of ‘awe’ and ‘wonder’ in their own and others’ artwork. • develop aesthetic appreciation – through theme, style and resources • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as a hall display. • Ask questions, offer ideas and make connections for example observational drawings of Tudor/Stuart houses and The Great Fire of London (Houses were built out of wood, so burned very quickly) or Joan Miro’s vibrant use of primary colours – linked to Spanish vocabulary colours. • Display creativity and imagination in developing a design. • Ask and answer questions about the starting points for their work, and develop their ideas. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. 	<p>Children:</p> <ul style="list-style-type: none"> • Work cooperatively with partners and in structured and unstructured groups to produce meaningful pieces of artwork. • Take part in corporate experiences e.g. workshops organised in school, an art workshop to support a theme • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • Participate in school events and local competitions in the wider community e.g gardening society, Whitefriars Christmas card competition. • Demonstrate leadership skills by acting as an “art expert” in class • Investigate the possibilities of a range of materials and processes e.g in printing with a variety of materials, marbling using different surfaces, painting using different brushes and textures of paint • Investigate different kinds of art, craft and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)
Moral	Cultural
<p>Children</p> <ul style="list-style-type: none"> • Model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of differences of opinion/ideas– e.g. sharing equipment and ideas. • Recognise and respect rules and codes of good practice when using equipment. (for example observing each other’s work, together with how to use sharp objects such as scissors appropriately, how to clean and store paintbrushes) 	<p>Children:</p> <ul style="list-style-type: none"> • Engage with a range of images and artefacts from different contexts, e.g. religious artefacts – Hindu murti, statues and images of Ganesh, Jewish artefacts – Torah, Star of David • Recognise the varied characteristics of different cultures and use them to inform their creating and making –such as Rangoli patterns and Mendi from the Hindu religion, African tinga tinga art, Aboriginal art patterns • Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

- Demonstrate self discipline – for example children will follow success criteria identified for a particular task.
- Show an interest in investigating and offering reasoned views about moral and ethical issues. E.g. Studying artists with spiritual or religious themes, such as War paintings or “The Great Wave off Kanagawa” (Japanese print), industrial paintings by L S Lowry.

- Will investigate visual, tactile and other sensory qualities of their own and others work., e.g.
- Students will develop their knowledge and understanding of artists’ ideas and concepts identifying how meanings are conveyed, for example the economic struggle between East and Western culture in Katsushika Hokusai’s “The Great Wave off Kanagawa”, Joan Miro’s surrealist paintings and statues.

British Values

The Art and Design Curriculum at Blean Primary school delivers British values through having a sense of enjoyment and fascination in learning about the world around us and participating actively in artistic and creative activities.

- Tolerance is promoted through listening to each other’s ideas, creative responses and understanding of different cultures and styles within art.
- Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- Children discuss and work in the style of a wide variety of artists and designers.
- British art is promoted throughout the school– for example Cath Kidston, Yinka Shonibare , John Tenniel and Turner are studied in KS2. This extends beyond the classroom with a wide range of visits and experiences to art galleries, and local events (Whitefriars art competitions, Inspire Art project and the Kent Big Picture project, Scarecrow and Christmas Tree exhibitions in the local community.
- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)
- Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.

Art & Design Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
dark, light, gradient, contrast, primary colour, repetition, mosaic, texture, collage, 3d, sketch	tone, focus, zoom, scale, shade, crosshatching, hatching, smudging, blending, scumbling, secondary colour, complimentary, contrasting, warm tone, cool tone, effect, smooth, rough, sculpture, mould, form, fabric	mood board, depth, transfer, contour shading, stippling, highlight, shadow, background, foreground, midground, real- life, acrylic	perspective, proportion, distance, atmosphere, lino print, mono print, accuracy, realistic, abstract, complimentary, contrasting, expression, exhibition, gallery	print, collage, pattern, line, outline, design, transparent, perspective, dimension, tone, print, collage, digital, animation	observational, drawing, realistic art/fine art, naturalistic, hue, tint, pigment, palette, mixed media, matte, prime, saturation, matrix, engraving, woodcut, etching, lithography, monotyping, screen printing, impression, technique, watercolour, gouache