



GAINSBOROUGH PRIMARY & NURSERY ACADEMY

SUBJECT OVERVIEW: ART & DESIGN



Our Art and Design Curriculum follows the purpose and aims of the National Curriculum in England for Key Stages 1 and 2.

Learning is divided into 4 key strands -with explicit drawing skills taught throughout these strands:

- Painting
- Sculpture
- Mixed Media
- Architecture

Children will learn about Ancient, Modern and Contemporary artists that represent our diverse world and society e.g. artists from different cultures, female artists, LGBTQ+ artists and artists local to Cheshire.

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


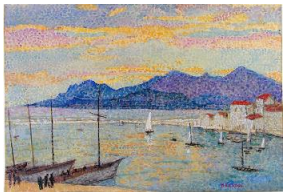











The national curriculum for art and design aims to ensure that all pupils:

- 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

<p><u>EYFS Expressive Arts and Design</u></p> <p>ELG: Creating with Materials</p>	<p><u>Key Stage 1</u></p> <p>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.</p>	<p><u>Key Stage 2</u></p> <p>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. 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.</p>
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught:</p> <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

NB EYFS to learn about one artist each across the year alongside programme of work from Development Matters

N: Piet Mondrian – focus on primary colours, lines, shapes R: Wassily Kandinsky - painting to music, making different shapes & lines, self-expression, learning about colours & colour mixing

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Painting</u> <u>Picasso</u></p> 	<p><u>Painting</u> <u>Henri Edmond Cross</u></p> 	<p><u>Painting</u> <u>Nick Rowland</u></p> 	<p><u>Painting</u> <u>Georgia O'Keeffe</u></p> 	<p><u>Painting</u> <u>Peter Thorpe</u></p> 	<p><u>Painting</u> <u>Frida Kahlo</u></p> 
<p><u>Sculpture</u> <u>Charity: Washed Ashore</u></p> 	<p><u>Sculpture</u> <u>Andy Goldsworthy</u></p> 	<p><u>Sculpture</u> <u>Ancient Greece</u></p> 	<p><u>Sculpture</u> <u>Ancient Egypt</u></p> 	<p><u>Sculpture</u> <u>Anglo-Saxon Jewellery</u></p> 	<p><u>Sculpture</u> <u>The Vikings</u></p> 
<p><u>Mixed Media</u> <u>Matisse</u></p> 	<p><u>Mixed Media</u> <u>Arcimboldo</u></p> 	<p><u>Mixed Media</u> <u>Keith Haring</u></p> 	<p><u>Mixed Media</u> <u>Advertising: Nicky Thompson</u></p> 	<p><u>Mixed Media</u> <u>WW2 Propaganda posters</u></p> 	<p><u>Mixed Media</u> <u>Yayoi Kusama</u></p> 
<p><u>Architecture</u> <u>Gaudi</u></p> 	<p><u>Architecture</u> <u>Frank Lloyd Wright</u></p> 	<p><u>Architecture</u> <u>Ancient Greece</u></p> 	<p><u>Architecture</u> <u>Ancient Rome</u></p> 	<p><u>Architecture</u> <u>Matti Suuronen</u></p> 	<p><u>Architecture</u> <u>Zaha Hadid</u></p> 

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (explicit skills to be taught across Painting / Sculpture / Mixed Media / Architecture topics)	<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>I can hold and use drawing tools in different ways to create different lines and marks</p>	<p>I can experiment with different tools and surfaces to create different effects</p>	<p>I am beginning to draw with accuracy</p>	<p>I can hold a pencil with varying pressure to create different marks</p>	<p>I can work in a sustained and independent way to create an accurate, detailed drawing</p>	<p>I can understand the effects that different drawing materials make</p>
	<p>I can use drawing to represent ideas like movement or loud noises</p>	<p>I am beginning to control the types of marks I make with a range of media</p>	<p>I can investigate tone by drawing light/dark lines using a pencil</p>	<p>I can experiment with different grades of pencils and observe their different effects</p>	<p>I can use pencils of different grades to shade and add tone</p>	<p>I am developing key elements of my work (line, tone, pattern, texture)</p>	<p>I am starting to develop my own style</p>
	<p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc</p>	<p>I can draw on different surfaces</p>	<p>I know some of the properties of drawing materials e.g. which ones smudge, which ones can be erased, which ones blend</p>	<p>I am starting to create the effect of shadows, light and dark in my drawing</p>	<p>I can use darker pencils/charcoal and a rubber to create the effect of light</p>	<p>I can use different techniques for different purpose e.g. different styles of shading</p>	<p>I can draw for a sustained period of time over a number of sessions</p>
	<p>I am beginning to show accuracy and care when drawing</p>	<p>I can draw a simple object from my imagination</p>	<p>I can draw a scene imaginatively to express my ideas, experiences and feelings</p>	<p>I can use a pencil to shade and create tone when shading</p>	<p>I can create accurate observational drawings of flowers</p>	<p>I can use tone in my drawings to achieve depth</p>	<p>I can use darker pencils/charcoal to create the tonal technique called 'chiaroscuro'</p>
		<p>I can draw a simple object by observing it</p>	<p>I can draw a scene imaginatively to express my ideas, experiences and feelings</p>	<p>I can draw figures from observation and my imagination</p>	<p>I can demonstrate awareness of scale and proportion in my drawing</p>	<p>I can use darker pencils/charcoal to create the tonal technique called 'chiaroscuro'</p>	<p>I can use darker pencils/charcoal to create the tonal technique called 'chiaroscuro'</p>
		<p>I can produce a range of patterns and textures e.g. by taking rubbings</p>	<p>I can draw a scene imaginatively to express my ideas, experiences and feelings</p>	<p>I understand that pattern can be used to create texture</p>	<p>I can create patterns in my drawing</p>	<p>I can draw the same image in different ways with different materials and techniques</p>	<p>I am developing my drawing with perspective and focal points</p>
		<p>I can look carefully to make an observational drawing of different leaves</p>	<p>I can look carefully to make an observational drawing of different leaves</p>	<p>I can use a sketchbook to document and develop my ideas</p>	<p>I can draw for a sustained period of time</p>	<p>I can work from a variety of sources including observation and photographs to develop my own work</p>	<p>I can adapt my drawings according to evaluations and discuss any changes I want to make</p>
	<p>I can use mark making to replicate texture</p>		<p>I can use mark making to replicate texture</p>		<p>I can make accurate observational</p>	<p>I can select appropriate media</p>	

						<p>drawings of Anglo-Saxon brooches, looking at geometry and symmetry</p> <p>I can draw from different viewpoints considering horizon lines</p> <p>I am beginning to consider perspective in my drawing</p>	and techniques to achieve a specific outcome
Painting	I can explore colours and colour mixing	<p>I can explore and experiment with the primary colours</p> <p>I can mix primary colours to create secondary colours</p> <p>I can describe my favourite colours and which colours may be used for different purposes</p> <p>I can experiment with ways to make a paint colour lighter by adding water or a different colour</p> <p>I am starting to experiment with a range</p>	<p>I can experiment with colours to create shades of secondary colours by exploring different colour ratios e.g. light green, dark purple</p> <p>I can talk about why I have selected particular colours for my artwork</p> <p>I can make choices about amounts of paint to use when mixing a particular colour</p>	<p>I can explain how to lighten or darken a colour by adding white/black/water etc</p> <p>I can use my knowledge of colour to create other tints and tones I need e.g. light blue, dark purple, pale pink</p> <p>I can apply paint using different techniques e.g. stippling, dabbing, flicking, dribbling, washing</p> <p>I can choose the tools and techniques</p>	<p>I can mix tints, shades and tones by adding white/black/grey to a colour</p> <p>I can understand and explain how tints, tones and shades can be used to create a 3D effect</p> <p>I can suggest why particular colours have been used and select colours to reflect mood in my artwork</p> <p>I can explore different brush strokes, types of</p>	<p>I can mix colours with confidence, building on my previous knowledge</p> <p>I can mix colours and tones for a particular purpose, explaining my choices</p> <p>I can explain how colour can be used to express ideas, feelings, a mood or atmosphere in my own and Peter Thorpe's artwork</p>	<p>I can create suitable colours and use brushstrokes to create atmosphere and light effects</p> <p>I can explain and discuss why Frida Kahlo used particular colours in her paintings</p> <p>I can confidently control my brush strokes and experiment with different effects and textures</p> <p>I can use a grid method to copy a photograph of</p>

		<p>of paints, brush sizes and tools</p> <p>I can choose a suitable sized paint brush</p> <p>I can clean a paintbrush to change colours</p>	<p>I can use different types of paint, brushes and tools</p> <p>I can create different effects by using brushes and tools in different ways e.g. dotting and dabbing</p>	<p>I need to create different effects in my painting</p> <p>I can confidently use these tools and techniques to achieve the effect I want</p>	<p>paint and painting techniques and consider why / when they might be used e.g. watercolours for delicate/blended effects</p> <p>I can discuss how the work of an artist has influenced my own design</p> <p>I can plan a painting by drawing it first</p>	<p>I can control my brushstrokes to create the effects I want</p> <p>I can develop a drawing into a painting</p> <p>I can organise my painting equipment independently, making choices about tools and materials</p>	<p>myself into a drawing</p> <p>I can create an interesting and personal composition by choosing appropriate items and symbols</p> <p>I can work in a sustained and independent way, developing my own style</p> <p>I can use my sketchbook to research and present information</p> <p>I can develop my ideas and research into a plan for a final piece</p>
Sculpture		<p>I can describe and manipulate a range of materials</p> <p>I can construct 3D objects using a range of materials and appropriate fixing methods e.g. glue, tape</p> <p>I can use scissors to cut different shapes from</p>	<p>I know that natural and human made materials can be used to create sculptures</p> <p>I can create models/structures from my imagination and direct observation</p>	<p>I can plan, shape, mould and make constructions from different materials</p> <p>I can show an awareness of how texture, form and shape can be transferred from 2D to 3D</p>	<p>I can plan a 3D diorama by drawing my ideas</p> <p>I can choose and use a range of materials (including recycled) to make a 3D diorama</p> <p>I can join 2D shapes & materials to make</p>	<p>I can design and sketch a piece of jewellery inspired by historical artefacts</p> <p>I can select appropriate materials for different purposes based on their</p>	<p>I can recognise sculptural forms in ancient artefacts - and use these as inspiration for my own work</p> <p>I can select materials to make a 3D structure based on their sculptural and decorative</p>

		<p>card and paper safely</p> <p>I can create a 3D item/structure using a variety of objects/materials</p> <p>I know that a sculpture is a solid object that represents a thing, person or idea</p>	<p>I can join/place materials together and apply decorative techniques</p> <p>I can demonstrate an awareness of sculptures created to suit a particular environment</p> <p>I can talk about the work of sculptors and compare it to my own ideas and designs</p>	<p>I can make a clay slip and use this to join and secure pieces of clay</p> <p>I can roll, flatten, smooth and mould clay with my hands to create a sculpture</p> <p>I can use clay tools to add surface detail /patterns</p> <p>I can use paint to decorate my finished piece effectively</p>	<p>a 3D form; exploring what gives 3D shapes stability</p> <p>I can shape and join card in different ways -e.g. rolling, folding, using slots and tabs - and choose the best way to recreate a drawn idea</p> <p>I can adapt my work when necessary and explain why I know that 'sculpture' is a 3D art form with a decorative purpose (i.e. different to DT)</p>	<p>appearance and properties</p> <p>I can manipulate different materials to re-create my design in 3D form</p> <p>I can recognise problems and adapt my work when necessary</p> <p>I can select and explain which is the most appropriate adhesive to join different materials</p>	<p>properties</p> <p>I can design and make a 3D structure that is decorated appropriately and fulfils a specific function</p>
Architecture		<p>I can discuss the appearance of different types of buildings</p> <p>I can explain what I like or dislike about a building</p> <p>I can draw different types of lines and shapes I can draw my own building inspired by Gaudi</p>	<p>I can demonstrate an awareness of buildings created to suit a particular environment</p> <p>I can compare Frank Lloyd Wright's buildings to buildings in Crewe</p> <p>I can identify different lines and shapes in a building I can draw</p>	<p>I can explain how the environment and climate may affect the style and location of particular buildings</p> <p>I can discuss some of the features of Ancient Greek temples and theatres</p> <p>I can use my observational and drawing skills to draw a Greek temple</p>	<p>I can identify some of the features of Roman architecture</p> <p>I can discuss how building materials impact on the design of buildings and why so many Roman buildings have survived for so long</p> <p>I can explain how the Romans saw buildings as an expression of power</p>	<p>I can discuss how economic factors may affect building materials and how these in turn may impact on the style of different buildings</p> <p>I can explain how current events and discoveries may impact on building design</p> <p>I can design my own Futuristic</p>	<p>I can explain how a building's use might impact on its design</p> <p>I can identify some of the challenges Zaha Hadid faced in her profession</p> <p>I can identify some of the key features of architectural drawing (mathematical, linear etc)</p> <p>I can design and</p>

			<p>different lines and shapes confidently</p> <p>I can draw my own Forest Home inspired by Frank Lloyd Wright</p>	<p>I can design and draw my own Greek temple</p> <p>I can talk about my design and the reasons behind my design choices</p>	<p>I can discuss the work of architects and how these have influenced my designs</p> <p>I can use my observational and drawing skills to draw a Roman building</p> <p>I can design my own building inspired by Roman architecture</p>	<p>home</p> <p>I can annotate my design and explain the reasons behind my design choices</p>	<p>draw a building using one point perspective & clear, simple lines</p> <p>I can evaluate my design, explaining how its form is influenced by its function</p>
<p>Mixed Media (printing, collage etc)</p>	<p>I can explore, use and refine a variety of artistic effects to express ideas and feelings</p>	<p>I can use scissors to create a range of shapes</p> <p>I can create an image from a variety of cut out materials e.g. card, paper, cellophane</p> <p>I can arrange and glue materials onto a background to create a simple collage</p> <p>I can overlap materials e.g. card and cellophane to create different colours</p> <p>I can add printed effects using different materials e.g. sponge, cotton reels, Styrofoam, potatoes</p>	<p>I can use scissors in a controlled way to cut with accuracy</p> <p>I can decide which glue I want to use and stick individual pieces of paper/card neatly and accurately</p> <p>I can select appropriate images when planning a collage</p> <p>I can create a collage; arranging and overlapping pieces for contrast and</p>	<p>I can use my sketchbook to explore and experiment with a variety of different media (pens, pastels, pencils, crayons, paint)</p> <p>I can select a suitable drawing/painting material/technique based on the design and effects I want to achieve</p> <p>I can draw using simple lines to create a cartoon style image</p> <p>I can convey</p>	<p>I understand how advertising can be used to influence people and their habits</p> <p>I can sketch a design for a poster and choose different materials and techniques for the effects I want to achieve</p> <p>I can design a poster for a particular audience</p> <p>I can create a poster using a range of techniques such as collage, printing, stencilling,</p>	<p>I understand the role Propaganda posters played in WW2</p> <p>I can discuss original Propaganda posters and historical photos and how these might influence/inspire my work</p> <p>I can sketch a design for my own Propaganda poster</p> <p>I can explore, plan and collect different</p>	<p>I can explore ideas in my sketchbook and draw, annotate and write about my design</p> <p>I can plan and create my own mixed media artwork from an open design brief (bold colours, pattern and repetition, use of dots)</p> <p>I can create a mixed media artwork inspired by my knowledge of an artist that may include: drawing, painting, printing,</p>

			effect	movement and action in the figures I draw I can create bold and striking images through my use of colour	painting etc	materials for my final design I can create a mixed media poster that combines materials and effects such as collage, printing, photos, slogans, drawing and painting with the intent to influence the audience	etching, layered techniques, reflective surfaces, relief elements or mouldable materials I can plan and organise my equipment independently, making choices about tools and material
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The following objectives are related to more general skills and knowledge in Art rather than specific painting, drawing skills etc. They also link to NC objectives for Art & Design.

Recording, reviewing and revisiting Ideas		I can recognise that ideas can be expressed in art I can experiment with and use different tools and materials	I can try out different activities and make choices about what to do next I can use drawing to record my ideas and experiences	I can gather information and resources related to my ideas and intentions I can use a sketchbook for different purposes- recording observations, planning and reviewing ideas	I can select and use relevant resources to develop my ideas I can use my sketchbook and draw purposefully to improve my understanding, refine my ideas and plan outcomes	I can research and explore different resources when developing my own ideas I can use my sketchbook for a variety of purposes - recording observations, developing ideas, testing materials, planning and recording information	I can independently develop a range of ideas which show curiosity, imagination and originality I can investigate, research, annotate and test ideas using my sketchbook and other approaches
Making	I can use a range of small	I can recognise that different materials and	I can choose particular	I can experiment with and test the	I can investigate the qualities of different	I can investigate and explore the	I can refine my technical skills in

	<p>tools, including scissors, paint brushes and cutlery</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>processes have different qualities</p> <p>I can use materials purposefully to achieve particular effects</p>	<p>techniques for a given purpose</p> <p>I can demonstrate care and control when using different materials</p>	<p>qualities of different materials and techniques</p> <p>I can select and use a variety of materials and techniques in my own work</p>	<p>materials and processes</p> <p>I can apply the technical skills I am learning to improve the quality of my work</p>	<p>potential of new and unfamiliar materials</p> <p>I can use my acquired technical knowledge to make work which effectively reflects my ideas and intentions</p>	<p>order to improve my mastery of materials and techniques</p> <p>I can independently select and effectively use relevant processes to create successful finished work</p>
Knowledge & Understanding	<p>N: I can describe some of the colours and shapes used by Piet Mondrian</p> <p>R: I can describe some of the lines, shapes and colours used in Wassily Kandinsky's paintings</p>	<p>I can recognise and describe simple characteristics of different kinds of art</p> <p>I know the names of some different tools & techniques</p> <p>I understand what 'colour', 'shape', 'line' and 'pattern' mean</p>	<p>I know that 'Art' can be made by artists, crafts people and designers, from different cultures and times</p> <p>I can talk about some of the materials, techniques and processes I have used, using appropriate vocabulary</p>	<p>I know about and can describe the work of artists, craftspeople, architects & designers</p> <p>I can explain how to use some of the tools and techniques I have chosen to work with</p>	<p>I know about and can describe some of the ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers</p> <p>I can explain/ demonstrate how to use different tools and techniques effectively and safely</p>	<p>I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural contexts and intentions</p> <p>I can describe the processes I am using and how I hope to achieve high quality outcomes</p>	<p>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the different historical, cultural and social contexts in which they work/ed</p> <p>I can talk with confidence about the processes and techniques I have chosen and the effects I hope to achieve</p>
Evaluating &	I can share my	I can recognise and	I can express my	I can reflect upon	I can reflect	I can analyse and	I can give a

Oracy	creations, explaining the processes I have used	describe features of my own and others' work	preferences and give reasons for these, when looking at creative work	what I like about my work and explain how I would improve it next time	confidently upon my own work and compare and contrast it with the work of others	reflect on my progress; taking into account what I hoped to achieve	reasoned evaluation of my own and others' work, reflecting on starting points, intentions and the context behind the work
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