South Kilworth Art Curriculum Framework

Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. Our Art Curriculum aims to 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 will think critically and develop a more rigorous understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

EYFS

EYFS Framework: Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will: -

- ✓ 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.
- ✓

EYFS Development Matters: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

National Curriculum

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 1	Key Stage 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught: • to create sketch book to record 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 (e.g. pencil, charcoal, paint, clay) • about great artist, architects and designers in history

Stage 1 Progression in Art and Design Skills and Knowledge (Reception and Year 1)

Exploring and Developing Ideas	Evaluating and Developing Work
Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	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 future work

Drawing

Experiment	Lines and Marks	Shape	Tone	Texture
Use a variety of media including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Investigate textures by describing, naming, rubbing, copying

Painting	Collage	3-D	Printing	Digital Media	Textiles

• Use a variety of tools and techniques including different brush sizes and types
• Mix and match colours to artefacts and objects
• Work on different scales
• Experiment with tools and techniques e.g. layering, mixing media, scrapping through
• Name different types of paint and their properties
 	
Colour:
• Identify primary and secondary colours by name
• Mix primary shades and tones
• Mix secondary colours
 	
Texture:
• Create textured paint by adding sand, plaster
	• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc
	• Arrange and glue materials to different backgrounds
	• Sort and group materials for different purposes e.g. colour texture
	• Fold, crumple, tear and overlap papers
	• Work on different scales
	
	Colour:
	• Collect, sort, name match colours appropriate for an image
	
	Shape:
	• Create and arrange shapes appropriately
	
	Texture:
	• Create, select and use textured paper for an image
		• Manipulate malleable materials in a variety of ways including rolling and kneading
		• Explore sculpture with a range of malleable media
		• Manipulate malleable materials for a purpose, e.g. pot, tile
		• Understand the safety and basic care of materials and tools
		
		Form:
		• Experiment with constructing and joining recycled, natural and manmade materials
		• Use simple 2-D shapes to create a 3-D form
		
		Texture:
		• Change the surface of a malleable material e.g. build a textured tile
			• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge
			• Make simple marks on rollers and printing palettes
			• Take simple prints i.e. mono-printing
			• Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
			• Build repeating patterns and recognise pattern in the environment
			• Create simple printing blocks with press print
			• Design more repetitive patterns
			
			Colour:
			• Experiment with overprinting motifs and colour
			
			Texture:
			• Make rubbings to collect textures and patterns
				• Explore ideas using digital sources i.e. internet, CD-ROMs
				• Record visual information using digital cameras, video recorders
				• Use a simple graphics package to create images and effects with:
				  ○ Lines by changing the size of brushes in response to ideas
				  ○ Shapes using eraser, shape and fill tools
				  ○ Colours and Texture using simple filters to manipulate and create images
				• Use basic selection and cropping tools
					• Match and sort fabrics and threads for colour, texture, length, size and shape
					• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting
					• Cut and shape fabric using scissors/snips
					• Apply shapes with glue or by stitching
					• Apply decoration using beads, buttons, feathers etc
					• Create cords and plaits for decoration
					
					Colour:
					• Apply colour with printing, dipping, fabric crayons
					• Create and use dyes i.e. onion skins, tea, coffee
					
					Texture:
					• Create fabrics by weaving materials i.e. grass through twigs

Stage 2 Progression in Art and Design Skills and Knowledge (Years 2 and 3)	
Exploring and Developing Ideas	**Evaluating and Developing Work**
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal.

Drawing				
Experiment Find ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	**Lines and Marks** Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.	**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.	**Tone** Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	**Texture** Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

Painting	Collage	3-D	Printing	Digital Media	Textiles
• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. **Colour:** • Mix colours and know which primary colours make secondary colours • Use more specific colour language • Mix and use tints and shades	• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Use collage as a means of collecting ideas and information and building a visual vocabulary	• Plan, design and make models from observation or imagination • Join clay adequately and construct a simple base for extending and modelling other shapes • Create surface patterns and textures in a malleable material • Use papier-mâché to create a simple 3D object	• Create printing blocks using a relief or impressed method • Create repeating patterns • Print with two colour overlays	• Record and collect visual information using digital cameras and video recorders • Present recorded visual images using software • Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision • Change the type of brush to an appropriate style • Create shapes by making selections to cut, duplicate and repeat • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose	• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining • Experiment with paste resist.

Stage 3 Progression in Art and Design Skills and Knowledge (Years 4, 5 and 6)		
Exploring and Developing Ideas		**Evaluating and Developing Work**
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal.

Drawing

Experiment
Work from a variety of sources including observation, photographs and digital images.
Work in a sustained and independent way to create a detailed drawing.
Develop close observation skills using a variety of view finders.
Use a journal to collect and develop ideas.
I identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form & Texture
Use dry media to make different marks, lines, patterns and shapes within a drawing.
Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Explore colour mixing and blending techniques with coloured pencils.
Use different techniques for different purposes i.e. shading, hatching within their own work.
Start to develop their own style using tonal contrast and mixed media.

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.

Painting	Collage	3-D	Printing	Digital Media	Textiles
• Develop a painting from a drawing • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music **Colour:** • Mix and match colours to create atmosphere and light effects • Be able to identify and work with complementary and contrasting colours	• Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures etc. when designing and making pieces of work • Use collage as a means of extending work from initial ideas	• Shape, form, model and construct from observation or imagination • Use recycled, natural and man-made materials to create sculptures • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media	• Create printing blocks by simplifying an initial journal idea • Use relief or impressed method • Create prints with three overlays • Work into prints with a range of media e.g. pens, colour pens and paints	• Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g. Photostory, PowerPoint • Use a graphics package to create and manipulate new images • Be able to Import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas	• Use fabrics to create 3D structures • Use different grades of threads and needles • Experiment with batik techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

	Creative Week 1A **Drawing and Printing**	Creative Week 2A **Drawing and Digital Media**	Creative Week 3A **Drawing and Textiles**
	Artists, Works and Themes to be Studied		
Reception and Year 1	**Artist:** Matisse **Work:** Matisse's Magical trail **Theme:** Patterns and Shapes	**Artist:** David Hockney **Work:** Garroby Hill **Theme:** Art in our lives	**Artist:** Shelia Hicks **Work:** Making Sock Puppets **Theme:** Bringing Art to Life
Years 2, 3 and 4	**Artist:** Orla Kiely **Work:** A life in pattern **Theme:** Patterns and Shapes	**Artist:** Jason Naylor **Work:** ME **Theme:** Art in our lives	**Artist:** Anni Albers **Work:** Art and Life - weaving **Theme:** Bringing Art to Life
Years 5 and 6	**Artist:** William Morris **Work:** Strawberry thief fabric **Theme:** Patterns and Shapes	**Artist:** Stephen McMennemy **Work:** mixture of surreal digital artwork **Theme:** Art in our lives	**Artist:** Nick Cave **Work:** Forothermore **Theme:** Bringing Art to Life
	Creative Week 1B **Drawing and Painting**	Creative Week 2B **Drawing and Collage**	Creative Week 3B **Drawing and 3-D**
Reception and Year 1	**Artist:** Wassily Kandinsky **Work:** Concentric Circles **Theme:** Pattern in Art	**Artist:** Eric Carle **Work:** Various **Theme:** Different Representations	**Artist:** Andy Goldsworthy **Work:** Natural Sculptures **Theme:** Art Around Us
Years 2, 3 and 4	**Artist:** Claude Monet and Bridget Riley **Work:** Monet's lilies **Theme:** Pattern in Art	**Artist:** Mary Rountree Moore **Work:** People of the times **Theme:** Different Representations	**Artist:** Henry Moore **Work:** Various **Theme:** Art Around Us
Years 5 and 6	**Artist:** Georgia O'Keefe **Work:** Landscapes **Theme:** Pattern in Art	**Artist:** Various **Work:** Animal eyes **Theme:** Different Representations	**Artist:** Anthony Gormley **Work:** Another place **Theme:** Art Around Us