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|  | Our Lady’s RC Primary School, A Voluntary Academy**Subject statement of intent for Art and Design**: At Our Lady and St Paul’s RC Primary School our intent is to deliver a high-quality art and design education that demonstrates to our children how art, craft and design expresses human creativity. We aim to engage, inspire and challenge our children, providing them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. In developing their skills, our children should progress in being able to think critically and develop an understanding of art and design and how this both reflects and shapes our history, contributing to our culture and creativity. We aim to provide our children with the knowledge of great artists, craft makers and designers that will allow them to understand the historical and cultural development of these different art forms and inspire them as future professionals. We plan to provide a curriculum that ensures all children produce creative work, giving them the opportunity to explore their ideas and record their experiences. They should become proficient in the techniques for drawing, painting, sculpture, printing, textiles and digital media as well as evaluate and analyse their work using the correct vocabulary. |
| Statutory Requirements | EYFS | KS1  | LKS2 | UKS2 |
|  | 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 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. Pupils should be taught: 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.  |
| Drawing | * Use a variety of media to draw visual elements. line, shape, tone and space.
* Observational work: Objects.
* Draw from memory and imagination.
* Vocabulary of marks. Length, thickness, straight, curved, etc.

Exposure to textures and different techniques for recording patterns, objects and pictures | * 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
* Make different tones in pencil and charcoal.
* Understand the basic use of a sketchbook and work out ideas for drawings.
* Experiment with the visual elements; line, shape, pattern, texture and colour
* Combine different media (Y2 Collage)
* Begin to discuss use of shadows using the language light and dark.
* Draw for a sustained period of time from the figure and real objects, including single and grouped objects.
 | * Experiment with different grades of pencil and other implements.
* Plan, refine and alter their drawings as necessary and describe using art vocabulary.
* Work on a variety of scales.
* Identify and draw the effects of light on a shape (shadows)
* Experiment with various Pencils (2B-HB) to show tone and texture.
* Use pencils and charcoal to experiment with shading, hatching, cross hatching
* Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
* Use their sketchbook to collect and record visual information from different sources.
* Draw for a sustained period of time at their own level.
 | * Observe the effect of light on an object from different directions.
* Explore and experiment with 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.
* Work in a sustained and independent way from observation, experience and imagination.

Use a sketchbook to develop ideas |
| Painting | * Use a wide range of colours.
* Mixing colours
* Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives.
* Add sand, glue, sawdust for texture.
* Emotional aspect of using colour.
 | * Mix a range of secondary colours, shades and tones using different types of paint.
* Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.
* Create different textures e.g. use of sawdust.
* Name different types of paint and their properties.
* Work on a range of scales e.g. large brush on large paper etc.

Mix and match colours using artefacts and objects. | * Mix a variety of colours and know which primary colours make secondary colours.
* Match colours with increasing accuracy.
* Use a developed colour vocabulary eg e.g. tint, tone, shade, hue
* Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
* Work confidently on a range of scales e.g. thin brush on small pictures etc
* Show increasing independence and creativity with the painting process.
 | * Demonstrate a secure knowledge about primary, secondary, tertiary, warm and cold, complementary and contrasting colours.
* Create shades and tints using black and white.
* Work on preliminary studies to test media and materials and mix appropriate colours.
* Create imaginative work from a variety of sources.
* Choose appropriate paint, paper and implements to adapt and extend their work.
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| 3D Sculpture | * Experimenting with plasticine, clay and dough.
* 3D junk materials.
* Clay- rolling cutting coiling.

Making impressions on materials | * Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.
* Explore shape and form.
* Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
 | * Join clay adequately and work reasonably independently.
* Construct a simple clay base for extending and modelling other shapes.
* Make informed choices about the 3D technique chosen.
* Show an understanding of shape, space and form.
* Make a simple papier mache object.
* Use Plaster of Paris to create a cast
* Plan, design, make and adapt models.
* Talk about their work understanding that it has been sculpted, modelled or constructed.
* Use a variety of materials
 | * Develop and describe skills in using clay inc. slabs, coils, slips, etc.
* Make a mould and use plaster safely.
* Use recycled, natural and man-made materials to create sculpture.
* Create sculpture and constructions with increasing independence planning through drawing and other preparatory work.
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| Printing | * Using a variety of objects to print. Pattern and sequence.
* Using body parts to print.
* Using fruit and vegetables.
 | * + Make marks in print with a variety of objects, including natural and made objects.
	+ Carry out different printing techniques e.g. monoprint, block, relief and resist printing, fabric printing and rubbings.
	+ Make rubbings.
	+ Build a repeating pattern and recognise pattern in the environment.
	+ Design patterns of increasing complexity and repetition.
 | * + Research, create and refine a print using a variety of techniques.
	+ Print using a variety of materials, objects and techniques including layering.
	+ Talk about the processes used to produce a simple print.
	+ To explore pattern and shape, creating designs for printing.
 | * + Explain a few techniques, inc’ the use of poly-blocks, relief, mono and resist printing.
	+ Choose the printing method appropriate to task.
	+ Build up layers and colours/textures.
	+ Organise their work in terms of pattern, repetition, symmetry or random printing styles.
	+ Choose inks and overlay.
	+ Be confident with printing on paper and fabric.
	+ Alter and modify work.
	+ Work relatively independently.
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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Textiles | Sorting, feeling and discussing different fabrics and threads**Sewing**— Running stitch with premade holes**Weaving–** paper and different fabrics | **Sewing**—running stitch **Applique**– layer fabrics (gluing)**Weaving**—paper**Fabric colouring/dyeing**– tie dye  | **Sewing**— running stitch (thread a needle, start and end a stitch)**Applique-** join and layer fabric together with running stitches**Fabric colouring/dyeing/marking**– printing, colour washing cloth | **Sewing**—running stitch , back stitch, whip stitch, blanket stitch **Weaving–** Fabric and thread on card loom**Fabric colouring/dyeing**—batik technique with glue, colour washing on cloth (2 colours)  | **Sewing**— running stitch , back stitch, whip stitch, blanket stitch, cross stitch **Fabric colouring/dyeing**—tie dye (using different folding/tying techniques)**Weaving**– using a selection of fabrics and materials of varying texture and colour. (on cardboard looms) | **Sewing**—Joining ends of fabric (seams and hem), apply beads, sequins and buttons**Fabric colouring/dyeing**—batik (hot wax) | **Sewing**— use a number of different stitches creatively to produce different patterns and textures.**Fabric colouring/dyeing**– batik (hot wax) |
| Collage |  | * Create images from a variety of media eg – photocopies material, fabric, crepe paper, magazines etc.
* Arrange and glue material to different backgrounds.
* Sort and group materials for different purposes eg – colour, texture, fold, crumple, tear and overlap papers.
* Work on different scales of colours appropriate for images.
* Create and arrange shapes appropriately.
* Create, select and use textured paper for an image.
 | * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and representing textures.
* Use collage as a means of collecting ideas and information.
 | * Add collage to a painted, printed or drawn background.
* 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.
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| Digital media |  | * Explore ideas using digital sources ie 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.
* Use eraser, shape and fill tools.
* Use simple filters to manipulate and create images.
* Use basic selection and cropping tools.
 | * Record and collect visual information using digital cameras and video recorders.
* Present recorded visual images using software eg photostory, power point.
* 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 eg charcoal.
* Create shapes by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.
 | * Record and collect visual information using digital cameras and video recorders.
* Present recorded visual images using software eg photostory, power point.
* 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 (sketch books etc).
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