



Statutory Requirements - National Curriculum

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.

Subject Content

Key Stage 2

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.

Expectations

At least 2 lessons (per term), focusing on teaching the skills of either sketching, painting or collage.

The Big draw once a term: created by SCop and adapted by teachers

RE day: one art outcome per day

Evidence: keep a range of pieces (at least 6 per lesson) floor books or scrap books

Spring 1: DT (see topic sheets)

Summer 2: textiles, sculpture, art in rotation (see topic sheets)

Autumn: sketching	Spring: painting	Summer: collage
I can use a sketchbook to collect and develop ideas	I can experiment with different media, materials and mixing.	I can combine collage with some other 2D techniques.
I can work from a variety of different sources (including observation, photographs, music, dance, poetry, own work)	I can mix colours to suit the style, mood and topic.	I can select materials by colour, texture and pattern to match intention.
I can work independently, on my own sketch.	I can start to develop composition, scale and proportion (foreground, middle ground, background.	I can use collage as a means to extend work from initial ideas.
I can add details to drawings, especially tone.	I can work from a variety of different sources (including observation, photographs, music, dance, poetry, own work)	I can rip, cut, layer and overlap materials to make images and representations.
I can explore colour mixing and blending with pencils.	I can identify and use primary, secondary, complimentary, warm and cool colours.	I can evaluate my own, my peers and other artists work.
I can experiment with different techniques for different purposes (shading, hatching etc.)	I can mix and match colours to create different moods and feelings – and explain my choices.	I can re-visit and improve my work.
I can start to develop close observation skills (viewfinders).	I can use a variety of techniques within one piece of work – mixing, blending, washing	I know the names of and the style and techniques of specific artists and designers.
I can use dry media to make different marks, lines, patterns and shapes.	I can evaluate my own, my peers and other artists work.	I can express my opinions and record my ideas in different ways.
I can start to develop my own style using other images and artists as inspiration.	I can re-visit and improve my work.	
I can explore mixed media to develop my sketch.	I know the names of and the style and techniques of specific artists and designers.	
I can use simple perspective using a single focal point and horizon.	I can express my opinions and record my ideas in different ways.	
I can start to develop composition, scale and proportion (foreground, middle ground, background.		
I can compare and contrast my own, my peers' and other artists' work.		
I can re-visit and improve my work.		
I know the names of and the style and techniques of specific artists and designers.		
I can express my opinions and record my ideas in different ways.		