



## Osmotherley CP Primary School Art and Design Curriculum 2020/21

*High-quality art, craft and design education is essential for our personal, social and material development.*  
NSEAD

### **Intent**

At Osmotherley Primary School we strive to provide a high-quality art and design education, which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design and develop their sense of shape, pattern and colour.

There is a clear progression in the skills and knowledge taught throughout the school and deliberate practice allows children to improve fluency leading to mastery and an alteration to their long-term memory.

We encourage our pupils to develop an understanding of art and design techniques. We aim to build an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The children will learn about artists and designers from a range of cultures and periods in history, and they will learn the necessary vocabulary to articulate their opinions about art and to evaluate their own artwork. Art and design at Osmotherley School promotes diversity and helps children to express their own personal identity and culture.

We recognise that, as a rural school, some pupils have a limited opportunity to visit galleries or attend cultural events so we endeavour to bring artists into the classroom, arrange educational or residential visits with the opportunity to experience art and design first hand and we take every opportunity to make links to art and design in other areas of the curriculum.

We celebrate the art that the children produce in attractive displays and we foster a love of creativity and help every child to feel positive about their own creative development.

At KS1 and KS2, children develop knowledge of artists and designers. They become familiar with their work and their ideas, the techniques they used, their lives, the period when they lived and the impact of their work.

## EYFS (content taken from Early Adopters EYFS Profile Handbook)

### Physical Development

#### Fine Motor Skills

- Use a range of small tools, including scissors and paint brushes
- Begin to show accuracy and care when drawing.

### Expressive Arts and Design and Creating with Materials

ELG 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;

## Art and Design National Curriculum Purpose of Study 2014

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.

### Attainment targets

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.

### Subject content

#### Key stage 1

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.

## 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.

## How Art will be taught at Osmotherley School?

Art and Design at Osmotherley will be taught by delivering the statutory requirements of the National Curriculum for Art and Design in Key Stage 1 and 2. Reception children will explore Art and Design through the EYFS framework, looking closely at the specific area of Expressive Arts and Design: Creating with Materials.

In Key Stage 1 and 2, the Art and Design curriculum will be taught over a 2-year rolling programme in KS1 and a 4-year rolling programme in KS2 with links made to learning in other subjects where appropriate.

There will be an emphasis on the 4 key areas from the Programmes of Study:

- art and design techniques (drawing, painting and sculpture),
- creating using a variety of materials (design and evaluate/ sketch books),
- awareness of different types of art and artists, designers and craft workers (similarities and differences and influence)
- vocabulary required to describe and evaluate their own work and the work of others

Within both Key Stages, pre-learning tasks will be set at the beginning of each new unit. Recalls of that knowledge will then be carried out at 2 weeks, 6 weeks and 12 weeks to ensure that key knowledge is committed to the long-term memory. Knowledge mats will be sent home with the key knowledge that needs to be learnt.

## Art and Design Curriculum Progression and End Points

	Early Years Expected by end of Reception year	Key Stage 1 Years 1 and 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4	Upper Key Stage 2 Years 5 and 6 Expected by end of Y6
<b>ART and Design Techniques</b>				
Drawing	<p><b>Year A and B</b> Know how to use and explore a range of mark making materials: fingers, hands, chalk, pens and pencils.</p> <p>Be creative and explore using a range of different surfaces (including large scale/ outdoors)</p> <p>Make simple representations of objects familiar to them eg. my house, my cat, my family</p>	<p><b>Year A and B</b> Begin to control marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk to create drawings</p> <p>Experiment with pencil types (HB,2B and 8B) and use knowledge to create different effects.</p> <p>Use a viewfinder to select a view or part of an image and record the selected</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Explore tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p><b>Year A</b></p>	<p><b>Year A, B, C and D</b> Use sketches to help produce a final piece of art.</p> <p>Continue to add detail to pictures</p> <p>Begin to use side of pencil to add shading to show light &amp; shadow.</p> <p>Sketch lightly</p> <p><b>Year A and C</b></p> <p>Show facial expression in art</p> <p>Show body language in sketches and paintings</p> <p>Use line, tone, shape and colour to represent figures and forms in movement.</p>	<p><b>Year A, B, C and D</b> Learn and use technical vocabulary</p> <p>Draw with precision using different gradient pencils or other mediums for effect</p> <p><b>Year A and C</b></p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Begin to include measuring skills to help with proportion in their drawings.</p> <p><b>Year B and D</b></p> <p>Show shape, proportion and perspective in drawings and artwork</p>

		<p>Draw from observation adding light and dark tones, colour and detail</p> <p>Name, match and draw lines/marks from observations.</p> <p><b>Year B</b> Investigate textures and produce an expanding range of patterns, e.g. adding dots and lines.</p>	<p><b>Year B and D</b> Use different grades of pencils to show tones and textures through hatching &amp; cross hatching.</p> <p>Show reflections in art</p> <p>Use line to replicate geometric patterns (e.g. in Islamic Art)</p>	<p>Use a variety of techniques to add effects eg reflections, shadow &amp; direction of sunlight.</p> <p>Use shading to create mood and feeling</p>
Painting	<p><b>Year A and B</b> Explore mixing primary colours and experience adding white to a colour to create tonal shade.</p> <p>Experience 2 different paint types- eg. poster and water colour</p> <p>Use thick &amp; thin brushes</p>	<p><b>Year A and B</b> Experience painting with smaller brushes, develop paint and brush control. Create moods in art work by using colours and techniques</p> <p><b>Year A</b> Know and name both primary and secondary colours. Mix, use and apply secondary colours in their work. Create colour wheels</p> <p><b>Year B</b> Create tints with paint by adding white. Create tones with paint by adding black. Understand warm/cold colours</p>	<p><b>Year A, B, C and D</b> Further explore tint/tonal shade- apply this in their paintings.</p> <p>Use a range of brushes to create shapes, textures, patterns &amp; lines.</p> <p><b>Year A and C</b> Know and mix tertiary colours</p> <p>Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods.</p> <p><b>Year B and D</b> Use watercolour to produce washes for backgrounds and add detail</p>	<p><b>Year A, B, C and D</b> Use tertiary colour in their paintings Sketch lightly before painting Experiment with mood &amp; colour</p> <p><b>Year A and C</b> Use acrylic paint Make individual choices regarding choice of media and state why in their work.</p> <p><b>Year B and D</b> Silhouettes Use oil paint Create a colour palette based on colours observed in natural world</p> <p>Use the past as a source of artistic inspiration.</p>
Collage	<p>Use a combination of materials that are cut torn and glued</p>	<p><b>Year A</b> Sort and arrange materials Mix materials to create texture Select and arrange materials for a striking effect</p>	<p><b>Year A and C</b> Ensure collage work is precise Use coiling, overlapping &amp; tessellations. Use mosaic &amp; montage</p>	<p><b>Year A and C</b> Use mixed textures to combine visual &amp; tactile qualities. Use ceramic mosaic materials &amp; techniques</p>

Printing	Use repeating or overlapping shapes Use objects to create print eg fruit, sponges	<b>Year B</b> Create a printed piece of art by pressing, rolling, rubbing and stamping  Mimic print from the environment	<b>Year B and D</b> Use layers of two or more colours Replicate patterns from nature or built environments Make printing blocks eg coiled string glued to a block Print onto different materials Use at least 4 colours	<b>Year B and D</b> Use images which have been created, scanned and found; altering them where necessary to create art. Use a range of e-resources to create art. Print using relief or etching to create different patterns showing fine detail. Use visual elements to reflect the purpose of the work
<b>3D form</b>				
Sculpture	Use rolled up paper, straws card and clay Use rolling & cutting Manipulate and use playdough/plasticine Experiment with 3d junk modelling	<b>Year A</b> Join material using glue/stitch <b>Year B</b> Use rolling, cutting carving & moulding clay & other mouldable materials Join 2 pieces of clay together using coiling method	<b>Year A and C</b> Create and combine shapes eg nets or using solid materials <b>Year B and D</b> Sculpt using clay & other mouldable materials Include texture that conveys expression and movement Join 2 pieces of clay together (slip and score) Add materials to provide interesting details	<b>Year A and C</b> Use tools to create texture and pattern Show life like qualities and real life proportions <b>Year B and D</b> Use frameworks such as wire and moulds t to provide stability & form  Combine visual & tactile qualities
Textiles	Join material using glue and tape Weaving (large)	<b>Year A</b> Use weaving to create a pattern Learn to plait Use dip dye <b>Year B</b> Join materials using glue or stitch Use a template to shape Join material using running stitch	<b>Year A and B</b> Join textiles with stitching. Use cross stitch & back stitch Understand the need for a seam allowance  <b>Year B and D</b> Create weavings Dye fabric	<b>Year A and B</b> Create pieces using a range of stitches  <b>Year B and D</b> Select material to create visual and tactile effects including decorations
<b>Inspiration from artists –classical and contemporary</b>				
Artists	Describe their work Use ideas from the artist/designer to create own work	<b>Year A and Year B</b> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different	<b>Year A, B, C and D</b> Sketch and give details about the style of notable artists.	<b>Year A, B, C and D</b> Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.

<p><b>Year A</b> Andy Goldsworthy <b>Year B</b></p>	<p>practices and disciplines, and making links to their own work.</p> <p>Use ideas from the artist/designer to create own work Replicate some of the techniques Create original pieces influenced by artist/designer /architect Create a piece of art in response to the work of an artist</p> <p><b>Year A</b> Lowry Hokusai <i>Great Wave of Kanagawa</i>, Monet <i>Stormy Sea in Étretat</i></p> <p><b>Year B</b> James Rizzi (Pop art) Stephen Wiltshire -drawing locations from memory Still Life by Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque.</p>	<p>Identify the techniques used by different artists</p> <p>Compare the work of different artists.</p> <p>Show how their artist designer /architect has influenced society</p> <p>Experiment with the styles used by other artists.</p> <p>Create original pieces that show a range of influences and styles</p> <p>Recognise when art is from different cultures Explain some of the features of art from historical periods.</p>	<p>Identify great artists and how their work has influenced art today</p> <p>Identify the techniques used by different artists</p> <p>Compare the work of different artists.</p> <p>Show how their artist designer /architect has influenced society</p> <p>Experiment with the styles used by other artists.</p> <p>Create original pieces that show a range of influences and styles</p> <p>Study history of art movements from ancient to modernist</p>	
		<p><b>Year A</b> Salvador Dali surrealism - clocks /Leonardo Da Vinci Mona Lisa/Girl with Pearl Earring Johannes Vermeer/ Whistler's Mother by James McNeill Whistler (portraits)/ Botanical artist Walter Hood Fitch</p> <p><b>Year B</b> Anglo Saxon Pattern work /Native American art/ Japanese line drawing</p> <p><b>Year C</b> Egyptian art / J. Vincent Scarpace/ Georgia O'Keefe/ sculptor Antony Gormley</p> <p><b>Year D</b> Neolithic stone carvings /Sculptor Alberto Giacometti /Hockney (pop art/ landscapes) Roman mosaics</p>		
<b>Appraise and Evaluate own art work and art work of others</b>				
<p><b>Year A and B</b> Look and talk about what they have produced, describing simple techniques and media used</p>	<p><b>Year A and B</b> Describe their work Discuss own work and others work, expressing thoughts and feelings.</p>	<p><b>Year A, B, C and D</b> Annotate sketches to explain and elaborate.</p> <p>Explain the different tools used to create art.</p>	<p><b>Year A, B, C and D</b> Use feedback to make amendments and improvements to art.</p> <p>Evaluate and analyse creative works</p>	

		Ask questions and describe what can be seen in a painting. Ask questions about a piece of art work.  Explain ideas of how artists have used colour, pattern and shape		Explain personal choices of specific art techniques used.  Explain the style work produced and how a famous artist has influenced it.
<b>Vocabulary</b>				
	<b>Understand and use:</b> paint/ painting draw/drawing colour names mix light/lighter dark/darker cut tear/ torn glue weave artist sculptor	<b>Understand and use:</b> primary colours secondary colours warm cold colours shade tone texture artist designer sculptor plait dip dye template stitch coil print	<b>Understand and use:</b> tint Hatching/ Cross hatching Expression Facial Tertiary colours Mosaic montage	<b>Understand and use:</b> Perspective Mood tactile Influence Oil paint Acrylic paint Etching relief Art movements – pop art/ impressionists/

**IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS**

**IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.**