



Art and Design at Hurst Green

“Living, loving and learning with God”

National Curriculum 2014 – Statutory Coverage

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

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:

- 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.

Year Group	Drawing and Painting	Printing	3D Work and Collage	Textiles
<p data-bbox="322 432 432 459">Nursery</p> <p data-bbox="304 549 450 576">2 year olds</p>	<p data-bbox="573 432 929 496">Start to make marks intentionally.</p> <p data-bbox="573 539 929 671">Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p data-bbox="573 715 929 847">Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p data-bbox="956 432 1312 564">Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p data-bbox="1339 432 1695 596">Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p data-bbox="1339 639 1695 740">Use their imagination as they consider what they can do with different materials.</p> <p data-bbox="1339 783 1695 847">Make simple models which express their ideas.</p>	<p data-bbox="1731 432 2024 635">Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p data-bbox="1731 678 2024 810">Use their imagination as they consider what they can do with different materials.</p>
<p data-bbox="264 866 495 893">3 and 4 year olds</p>	<p data-bbox="573 866 929 999">Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p data-bbox="573 1042 929 1174">Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p data-bbox="573 1217 929 1318">Use drawing to represent ideas like movement or loud noises.</p>	<p data-bbox="956 866 1312 999">Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p data-bbox="956 1042 1312 1142">Develop their own ideas and then decide which materials to use to express them.</p>	<p data-bbox="1339 866 1695 999">Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p data-bbox="1339 1042 1695 1142">Develop their own ideas and then decide which materials to use to express them.</p>	<p data-bbox="1731 866 2024 1031">Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p data-bbox="1731 1074 2024 1206">Develop their own ideas and then decide which materials to use to express them.</p>

	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p>			
Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
	Drawing and Painting	Printing	3D Work and Collage	Textiles
Year 1	<p>To use lines to represent objects seen, remembered and imagined.</p> <p>To explore mark making using thick brushes, foam and sponge brushes.</p>	<p>To be able to repeat patterns, random or organised, with a range of blocks.</p>	<p>To become aware of form, feel, texture, pattern and weight.</p> <p>To sort accordingly to specific qualities e.g. warm, shiny, cold smooth.</p>	<p>To sort, collect, discuss and pull apart cloths and threads.</p>

	To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.			
	Drawing and Painting	Printing	3D Work and Collage	Textiles
Year 2	<p>Explore tone using different grades of pencil, pastel and chalk.</p> <p>To use line and tone to represent things seen, remembered or observed.</p> <p>Experiment with and enjoys colour.</p> <p>Create pattern using different tools and colour.</p>	<p>Explore and recreates patterns and textures with an extended range of materials – e.g. sponges, leaves, fruit.</p> <p>Explore images through monoprinting on a variety of papers</p>	<p>To engage in more complex activities, e.g. cutting and sewing a variety of materials.</p> <p>To compare and recreate form and shape to natural and made environments.</p> <p>To have experience of adhesives and decides on the most effective for a given task.</p>	<p>Simple weaving with strong wool through a stiff card loom.</p> <p>To weave paper, progressing from one to two colours.</p>
	Drawing and Painting	Printing	3D Work and Collage	Textiles
Year 3	<p>Draws familiar things from different viewpoints.</p> <p>Use line, tone and shade to represent things seen, remembered or imagined.</p> <p>Represent things observed, remembered or imagined using colour/tools.</p> <p>Introduces different types of brushes for specific purposes.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Create repeating patterns.</p> <p>Print with two colour overlays.</p>	<p>Uses stimuli to create simple 2D and 3D images using a variety of tools and materials.</p> <p>Develops awareness of contrasts in texture and colour.</p> <p>Recreates 2D images in a 3D piece.</p> <p>Experiments with creating mood, feeling, movement and areas of interest.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p>

				Experiment with paste resist.
	Drawing and Painting	Printing	3D Work and Collage	Textiles
Year 4	<p>To experiment with line, tone and shade.</p> <p>To explore the effect on paint of adding water, glue, sand, sawdust.</p>	<p>To explore colour mixing through printing, using two colours and a variety of materials.</p> <p>Print with two colour overlays.</p> <p>To use printing to represent the natural environment.</p>	Shows an awareness of texture, form and shape by recreating an image in 3D form.	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>
	Drawing and Painting	Printing	3D Work and Collage	Textiles
Year 5	To use a range of materials to produce line, tone and shade.	<p>To create printing blocks by simplifying an initial sketch book idea.</p> <p>To use a relief of impressed method.</p> <p>To create prints with three overlays.</p>	<p>To explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>To select and use materials to achieve a specific outcome.</p>	<p>To use fabrics to create 3D structures.</p> <p>To use different grades of threads and needles.</p> <p>To experiment with batik techniques.</p>
	Drawing and Painting	Printing	3D Work and Collage	Textiles
Year 6	Selects appropriate media and techniques to achieve a specific outcome.	Create prints with three overlays.	To look at 3D work from a variety of genres and develop own responses through experimentation.	To experiment with a range of media to overlap and layer creating interesting

		Work into prints with a range of media, e.g. pens, colour pens and paints.	To recreate images in 2D and 3D, looking at one area of experience.	colours, textures and effects.
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Art and Design Vocabulary				
	Drawing and Painting	Printing	3D Work and Collage	Textiles
EYFS	<ul style="list-style-type: none"> Events • Feelings • Ideas • Objects • People • Representations • Shape • Thoughts Control • Crayon • Drawing • Felt Tip • Line • Pen • Pencil • Wax crayon Colour mixing • Consistency • Darkening • Easel • Lightening Paint • Paintbrush • Painting • Palette • Sponge 	<ul style="list-style-type: none"> Design • Media • Shape • Texture • Thoughts Cardboard • Impress • Pattern • Print • Printing • Printmaker • Repeated pattern • Rubbing • Sponge • String • Surfaces 	<ul style="list-style-type: none"> Assemble • Construct • Design • Form • Manipulate • Objects • People • Representations • Thoughts Media Ideas Feelings Shape Texture 3D • 3D art • Attach • Cardboard • Clay • Dough • Junk model • Join • Mould • Modelling • Quill • Sculpt • Sculpture • Collage • Cut • Join • Overlap • Scrunch • Tear • Newspaper • Catalogue 	<ul style="list-style-type: none"> Texture Shape Construct Assemble Manipulate Design Shape Thoughts Attach Pattern
KS1	<ul style="list-style-type: none"> Design • Designers • Drawing • Line • Shape • Line • Painting • Shape Pastel • Charcoal • Chalk • Straight line • Wavy line • Thick line • Thin line Colour 	<ul style="list-style-type: none"> Craft Makers • Design • Designers • Make • Pattern Shape End piece • Impressed line • Overlaying • Random pattern • Repeated pattern 	<ul style="list-style-type: none"> Craft Makers • Design • Designers • Form • Make • Products • Sculpture • Space Craft Makers • Design • Designers Make • Pattern • Texture 	

	spectrum • Predict • Single mounting • Watercolour		• Overlays • Safe • Sculptural form • Shaping • Smooth • Tactile • Visual Embellish • Interpret • Tactile • Visual	
KS2	Charcoal • Control • Design Drawing • Pencil • Sketch • Control • Experimentation • Paint • Painting Ink • Sharp line • Smooth line • Smudged line Abstractly • Balanced • Complementary • Harmonising • Mood • Wash	• Craft • Design Designers Experimentation Final outcome • Negative • Relief • Positive • Screen printing • Stencil cut • Transfer	• Architects • Clay • Craft • Design • Designers • Experimentation • Sculpture Craft • Design • Experimentation Materials • Carving • Decoration • Tactile • Visual * Abstractly • Mixed media • Mood board • Tactile • Textiles • Visual	