

## Art and Design Scheme of Work

### **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 designer, and understand the historical and cultural development of their art forms

### **National Curriculum - 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.

### **Progression in Art and Design involves developing skills in:**

- extending the **breadth** of content by providing opportunities for children to:
  - respond to personal, social and environmental issues within the broad themes of 'themselves and their experiences' and 'natural and made objects' and 'environments';
  - participate in an increasing range of practical experiences of art, craft and design;
  - engage with art, craft and design in a variety of genres, styles and traditions.
- increasing children's **depth** of knowledge and understanding of:
  - visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space;
  - the materials and processes used by artists, craftspeople and designers;
  - the role and function of art, craft and design in different times and cultures.
- improving the **quality** of children's response and outcomes through the development of:
  - practical and technical skills;
  - the ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning;

- the ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

## Art and Design – progression in skills across Key Stage 2

Strand	Lower KS2	Upper KS2
<b>Exploring and Developing Ideas</b>	<ul style="list-style-type: none"> <li>• select and record what they observe, experience and imagine and explore ideas</li> <li>• question and make comments about starting points for their work</li> <li>• collect visual and other information in a sketchbook and use as source material for their work</li> </ul>	<ul style="list-style-type: none"> <li>• select and record from experience and imagination, record first-hand observations and explore ideas for different purposes</li> <li>• make thoughtful observations about starting points and select ideas to use in their work</li> <li>• select and record visual and other information in a sketchbook and use this to help them develop their ideas</li> </ul>
<b>Investigating and Making Art, Craft and Design</b>	<ul style="list-style-type: none"> <li>• investigate and combine visual and tactile qualities of materials and processes</li> <li>• apply their experience of materials and processes, including drawing</li> <li>• communicate observations, ideas and feelings and design and make images and artefacts for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• investigate, combine and organise visual and tactile qualities of materials and processes and match these qualities to the purpose of the work</li> <li>• apply their experience of materials and processes, including drawing, developing control of tools and techniques</li> <li>• use a variety of methods and approaches to communicate observations, ideas and feelings and design and make images and artefacts</li> </ul>
<b>Evaluating and Developing Work</b>	<ul style="list-style-type: none"> <li>• compare their own and others' work and comment on similarities and differences in the context of the work</li> <li>• adapt their work according to their views</li> </ul>	<ul style="list-style-type: none"> <li>• compare and comment on ideas, methods and approaches in their own and others' work and relate these to the context of the work</li> <li>• adapt and improve their work to realise their own intentions, and describe how they might develop it further</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Visual and tactile elements and how these are combined</li> <li>• Materials and processes used for different purposes</li> <li>• The different purposes of artists, craftspeople and designers</li> </ul>	<ul style="list-style-type: none"> <li>• Visual and tactile elements and how these are combined and organized for different purposes</li> <li>• Materials and processes and how these are matched to ideas and intentions</li> <li>• The different purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>

The Scheme of Work for Art and Design at CKJS aims to match the requirements of the national curriculum and provide an exciting, stimulating curriculum enabling our pupils to develop competence in the areas of investigating and making as well as knowledge and understanding.

Pupils will be provided with a varied Art and Design Curriculum which contains the following elements:

**Drawing**

**Painting**

**Printing**

**Textiles**

**3-D**

**Collage**

**Digital Media**

Pupils will develop these skills by following the following curriculum across Key Stage 2.

Year Group	Key Art and Design Areas of Study
3	Dinosaurs Aboriginal Art Animals Iron Age/Stone Age Diwali Ancient Greece Traditional Tales Key artists and designers: TBC
4	Celts, Romans and Anglo-Saxons Chocolate Endangered animals Plants Islam Key artists and designers: Pop artists
5	Aztecs Tudors Rivers Judaism Creation Stories Key artists and designers: TBC
6	British History 1914-2014 Fashion through history Natural Disasters Coasts St.Lucia/Brazil country studies Evolution Earth and Space

**Children should be encouraged to develop the habit of using their sketchbook (or visual diary):**

- for recording, exploring and storing visual and other information, for example notes and selected materials, which can be readily retrieved and used as reference;
- for working out ideas, plans and designs;
- for reference - as they develop ideas for their work;
- for looking back at and reflecting on their work, reviewing and identifying their progress;
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Children should develop a range of approaches to using their sketchbooks. These might include using the sketchbook:

- to keep a visual record of their observations made from a range of first-hand sources, such as interesting objects, plant forms, buildings, people. Children should develop and practise the skills of drawing from observation on a regular basis, so that they can increase and sustain their concentration;
- to record a personal response to their experiences and their environment - a way of communicating ideas, feelings and interests;
- as an 'ideas book' where they can explore possibilities and alternatives based on their own ideas and imagination. These may be quirky, odd or impossible and may not necessarily be realised;
- to analyse the methods and techniques used by different artists, craftspeople and designers;
- for visual and annotated notes about line, tone, colour, pattern and so on, for reference for their own creative work;
- for visual and other notes, including personal comments about artists, craftspeople and designers and about particular works that interest them that they study in school and on visits to museums, galleries and exhibitions.