



**Art and Design Curriculum  
Our Lady of the Rosary  
Primary School**

## **Art and Design**

### **National Curriculum Programme of Study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, in-spire 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.

## Art: EYFS

	Physical Development	Expressive Art and Design
<b>Nursery</b>	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• · Choose the right resources to carry out their own plan.</li><li>• · Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• · Use a comfortable grip with good control when holding pens and pencils.</li></ul>	<ul style="list-style-type: none"><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li><li>• Explore colour and colour mixing.</li></ul>
<b>Reception</b>	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop overall body-strength, balance, coordination and agility.</li></ul>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>

Art: Key Stage 1				
Using Materials		Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> </ul>		<ul style="list-style-type: none"> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Study a range of artists, craft makers and designers</p>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>know how to cut, roll and coil materials</li> <li>know how to use IT to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>know how to show how people feel in paintings and drawings.</li> <li>know how to use pencils to create lines of different thickness in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>know how to create moods in art work</li> <li>Know the names of the primary and secondary colours.</li> <li>know how to create a repeating pattern in print</li> </ul>	<ul style="list-style-type: none"> <li>describe what can be seen and give an opinion about the work of an artist</li> <li>ask questions about a piece of art</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>know how to make a clay pot and know how to join two clay finger pots together</li> <li>know how to use different effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>choose and use three different grades of pencil when drawing</li> <li>know how to use charcoal, pencil and pastel to create art</li> <li>know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<ul style="list-style-type: none"> <li>know how to mix paint to create all the secondary colours</li> <li>know how to create brown with paint</li> <li>know how to create tints with paint by adding white and know how to create tones with paint by adding black</li> </ul>	<ul style="list-style-type: none"> <li>suggest how artists have used colour, pattern and shape</li> <li>know how to create a piece of art in response to the work of another artist</li> </ul>

Art: Key Stage 2		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>• improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>• great artists, architects and designers in history</li> </ul>
<b>Year 3</b> <ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art</li> <li>• know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show facial expressions in art.</li> <li>• know how to use different grades of pencil to shade and to show different tones and textures</li> <li>• know how to create a background using a wash</li> <li>• know how to use a range of brushes to create different effects in painting</li> </ul>	<ul style="list-style-type: none"> <li>• know how to identify the techniques used by different artists</li> <li>• know how to compare the work of different artists</li> <li>• recognise when art is from different cultures</li> <li>• recognise when art is from different historical periods</li> </ul>
<b>Year 4</b> <ul style="list-style-type: none"> <li>• know how to integrate digital images into artwork.</li> <li>• Use sketchbooks to help create facial expressions</li> <li>• use sketchbooks to experiment with different texture</li> <li>• use photographs to help create reflections</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show facial expressions and body language in sketches and paintings</li> <li>• know how to use marks and lines to show texture in art.</li> <li>• know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</li> <li>• know how to print onto different materials using at least four colours.</li> <li>• know how to sculpt clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with the styles used by other artists.</li> <li>• explain some of the features of art from historical periods.</li> <li>• know how different artists developed their specific techniques</li> </ul>

Art: Key Stage 2		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>• improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>• great artists, architects and designers in history</li> </ul>
<b>Year 5</b> <ul style="list-style-type: none"> <li>• experiment by using marks and lines to produce texture</li> <li>• experiment with shading to create mood and feeling</li> <li>• experiment with media to create emotion in art</li> <li>• know how to use images created, scanned and found; altering them where necessary to create art</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use shading to create mood and feeling</li> <li>• know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• know how to express emotion in art</li> <li>• know how to create an accurate print design following given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• research the work of an artist and use their work to replicate a style</li> </ul>
<b>Year 6</b> <ul style="list-style-type: none"> <li>• explain why different tools have been used to create art</li> <li>• explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art</li> <li>• know how to use a range of e-resources to create art</li> </ul>	<ul style="list-style-type: none"> <li>• know how to overprint to create different patterns</li> <li>• know which media to use to create maximum impact</li> <li>• use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> </ul>	<ul style="list-style-type: none"> <li>• explain the style of art used and how it has been influenced by a famous artist</li> <li>• understand what a specific artist is trying to achieve in any given situation</li> <li>• understand why art can be very abstract and what message the artist is trying to convey</li> </ul>