**Art and Design**

**Intent:**

Art, craft and design embody some of the highest forms of human creativity. A quality art curriculum will inspire, challenge and equip children with the knowledge and skills to experiment, invent and think critically about their own and others’ works of art, craft and design. It will also highlight how art and design reflects and shapes our history and contributes to the culture, creativity and wealth of our nation.

**Aims:**

Our Art Curriculum aims for children at Bocking Primary School to:

* become proficient in drawing, painting, sculpture and other art, craft and design techniques.
* produce creative work which explores, records and reflects on ideas and experiences in their own and others’ lives.
* know about a range of artists, craft makers and designers and understand historical and cultural development of their art forms.
* achieve well and to prepare for future study.
* realise the relevance of art, craft and design in our modern culture whilst raising awareness of career choices and engendering a love of the subject.
* evaluate and analyse their own and others creative works using the language of art, craft and design.

**Implementation:**

* The Bocking Church Street Art Curriculum has three strands:
  + Strand 1 - Understanding art and artists
  + Strand 2 - Understanding artistic elements
  + Strand 3 - Developing artistic skills

The objectives in strands 1 and 2 can be taught in any unit. The objectives in Strand 3 are specific to a medium and so are only applicable to certain units

* Art is taught in units at Bocking Church Street which enables the subject to be taught in depth and for children to follow the artistic process. In a unit, teachers are expected to work towards a final piece following this process:
  + Explore an artist, piece of art and/or theme:
* In 30 seconds… A brief overview of the topic
* Introduce key artwork/ artist- this is used as a stimulus for discussion and practical work.
* What do I need to know? - information about the key artwork, artist and genre.
* Introduce vocabulary
* Generate ideas
  + Practise the skills needed for the final piece
  + Create final pieces for an audience
  + Evaluate their work
* Children should to taught five units in a year
* Teachers are asked to teach a range of media over the year. Drawing, painting and sculpture are our **core media.** These will be studied in every year. Photography/ digital media/ video art, textiles, printing and collage are our **secondary media.** These will be taught in alternate years.
* A range of artists and designers should be studied over the pupils’ years in school. These should be from a broad range of different Historical periods, Geographic, cultures and styles and up to present day. These are not specified but teachers are asked to ensure that no repetition occurs.
* Art forms part of the creative arts element of the Bocking curriculum which has four sessions allocated per 2 weekly timetable.

**Unit Planner**

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| Year | Units |
| Y1 | Drawing  Painting  Sculpture  Collage  Printing |
| Y2 | Drawing  Painting  Sculpture  Textiles  Digital media |
| Y3 | Drawing  Painting  Sculpture  Collage  Printing |
| Y4 | Drawing  Painting  Sculpture  Photography  Textiles |
| Y5 | Drawing  Painting  Sculpture  Printing  Collage |
| Y6 | Drawing  Painting  Sculpture  Video art  Textiles |

**Progression of teaching objectives**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Strand 1 - Understanding art and artists** | | | | | | |
| **Understanding Art** | Express their feelings and ideas about art works and art experiences  Know that art takes different forms depending on the materials and techniques used | Know that an art form dictates the way it is experienced.  Know that an artwork tells something about its subject matter and the artist who made it.  Know where art might be found | Know that our associations influence the way we experience a work of art.  Know that contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art. | Know that art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative  Know that art serves societal as well as personal needs.  Know that art is sometimes linked to place | Know that artistic style is largely the product of an age.  Know that technological change affects types of art.  Know that an artwork can be analysed for the meaning of its visible components and their interrelationships. | Know that artistic style affects the emotional impact of an artwork.  Know that artworks may contain symbolic representations of a subject or theme  Know that artworks can be appreciated at many different levels e.g. literal and symbolic. |
| **Taking Inspiration** | Look and talk about own work and that of other artists and the techniques they had used  Explore the work of a range of Artists, craftspeople, designers, architects- describing the differences and similarities between different practices and disciplines, and making links to their own work. | Explore the work of a range of Artists, craftspeople, designers, architects- describing the differences and similarities between different practices and disciplines, and making links to their own work.  Discuss own work, and others’ work, expressing thoughts and feelings | Discuss own work, and others’ work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques.  Explore a range of great artists, architects and designers in history | Start to look at working in the style of a selected artist (not copying)  Discuss and review own and others’ work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further  Explore a range of great artists, architects and designers in history | Discuss and review own and others’ work, expressing thoughts and feelings- explaining their views  Identify artists who have worked in a similar way to their own work.  Explore a range of great artists, architects and designers in history | Discuss and review own and others’ work, expressing thoughts and feelings, identify modifications and changes- see how they can be developed further.  Identify artists who have worked in a similar way to their own work.  Explore a range of great artists, architects and designers in history- place them in key movements/ historical events. |
| **Being an artist** | Create 2D and 3D art from given starting points  Talk about their work  Use a sketchbook to collect ideas | Create 2D and 3D works of art that express feelings and ideas inspired by personal experiences  Suggest ways in which their work could be improved  Use a sketchbook to collect ideas | Create 2D and 3D works of art that express feelings and ideas inspired by their environment  Use a sketchbook to collect ideas  Evaluate their own work, explaining its strengths and weaknesses | Create 2D and 3D works of art that express feelings and ideas inspired by people and their community  Use notes in their sketchbook  Discuss their own and others work using the language of the elements of art and the principles of design | Create 2D and 3D works of art that express abstract ideas  Collect ideas from other artists in their sketchbooks  Discuss their own and work (using the language of the elements of art and the principles of design) throughout the creating process | Create 2D and 3D works of art that work at both a literal and symbolic level  Carry out preliminary studies and test media, materials and colour before creating art  Compare and contrast different pieces of their own work (using the language of the elements of art and the principles of design) |
| **Strand 2 - Understanding artistic elements** | | | | | | |
| **Understanding and using line** | Recognise lines in artwork and everyday objects  Control their use of lines in their artwork | Recognise jagged, curved, broken, dashed, spiral, straight, wavy and zigzag lines in art and everyday objects  Use these lines in their artwork | Recognise and use horizontal, vertical and diagonal lines  Recognise and use a variety of line quality (e.g. thick, thin, dotted) | Recognise and use lines that show motion (e.g., pointy, curvy) and lines that direct the viewers attention | Recognise and use lines to indicate emotion (e.g. smooth, horizontal lines can give a feeling of peace and harmony), contour lines (e.g. edges of objects), lines of various weights and repetition of lines to create visual rhythm | Recognise and use linear and curved hatching and cross-hatching that add a sense of depth to shape and form  Create gesture drawings and create basic sculptures of figures in action  Recognise and use implied lines for movement and depth |
| **Understanding and using colour** | Know the primary colours  Be able to mix these to make secondary colours  Use these in their artwork | Know that colours can be warm (e.g. red, orange) and cool (e.g. blue, green)  Know that colours can be light and dark  Use these in their artwork | Be able to create tints, shades and tones and use these in their artwork  Recognise and use colour for expression (e.g., warm and cool colours) and colour to indicate emotion  Use a monochromatic colour scheme | Recognise and use colour emphasis through variations in intensity (e.g. subdued colours next to bright, intense colours, use of shades)  Understand and use advancing colour | Recognise and use complementary colours  Be able to adjust colour intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue) | Recognise and use tertiary colours  Mixing colours to create naturalistic images  Create the illusion of depth and volume through the use of colour |
| **Understanding and using shape and form** | Recognise and use geometric shapes in their artwork | Recognise both geometric and organic shapes and use both in their artwork | Recognise and use symmetrical and asymmetrical shapes and forms in their artwork  Recognise and use composite shapes in their artwork | Recognise and create “bas relief sculpture”  Recognise and use shapes organized in a pattern showing symmetry  Understand and use the effects that grouping shapes have | Understand and use positive and negative shapes    Recognise and create free-standing forms “in the round”  Understand how shape changes depending on the angle or point of view  Recognise and use exaggerated proportions for an effect | Understand and use abstract and non-objective shape and form  Recognise and use convex and concave shapes and forms |
| **Understanding and using space** | Understand and use the depiction of objects in the distance as smaller and closer to the top of the paper  Use a horizon line | Create changes in space by moving shapes and lines closer together or farther apart  Recognise spaces through, inside, and around shapes or objects | Recognise and use the overlapping of objects to show depth  Recognise and use foreground, middle ground, and background to give illusion of depth | Recognise and use diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes)  Recognise and use variation in size to create the illusion of depth | Recognise and use positive and negative space in art work  Understand and use basic facial and body proportions  Recognise and use focal points in artwork | Use shading and cast shadows that create the illusion of depth  Recognise and use atmospheric perspective  Understand and use one-point perspective |
| **Understanding and using texture** | Be able to describe the textures of familiar objects  Be able to transfer a texture e.g. through a rubbing | Recognise and create changes in texture  Understand that a pattern of lines can show texture | Recognise and create illusions of texture (e.g., a rough texture created by patterns of lines)  Know how to create real texture on artwork e.g. impasto | Be able to create a range of contrasting real versus and illusory textures  Use etching by scratching through surfaces | Use textural elaboration (e.g., embossing, piercing, pinching, pressing, scoring, scraping) | Create textures with a variety of tools, materials, and techniques  Use texture to enhance the meaning of an artwork |
| **Strand 3 - Developing artistic skills** | | | | | | |
| **Drawing** | Hold and use drawing tools such as pencils and crayons using them with some dexterity and control | Draw carefully from observation, recording shapes and positioning all marks/features with some care  Investigate tone by drawing light/dark lines, patterns and shapes using a pencil | Use different grades of pencil to achieve effects  Create textures and patterns with a range of drawing implements | Draw for a sustained period of time  Develop drawings featuring the third dimension and perspective | Work in a sustained and independent way to create a detailed drawing  Use different techniques for different purposes i.e. shading, hatching within their own work | Draw for a sustained period of time over a number of sessions working on one piece  Develop their own style of drawing through use of line, tone, pattern and texture |
| **Painting** | Explore with a variety of media; different brush sizes and tools.  Control the types of marks made | Expand their use of painting techniques e.g. layering, mixing media, and adding texture  Use a brush to produce marks appropriate to work e.g. small brush for small marks | Experiment with different paint effects and textures inc. blocking in colour, washes and thickened paint creating textural effects | Confidently control their painting  Develop a painting from a drawing | Mix and match colours to create atmosphere and light effects  Mix colour, shades and tones with confidence, building on previous knowledge | Work in a sustained and independent way to develop their own style of painting (may be through the development of colour, tone or shade) |
| **Sculpture** | Shape and model materials for a purpose, e.g. pot, tile from observation and imagination  Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  Impress and apply simple decoration techniques | Shape, form, construct and model from observation and imagination  Demonstrate experience in surface patterns/ textures and use them when appropriate | Join two parts successfully  Construct a simple base for extending and modelling other shapes  Produce larger ware using pinch/ slab/ coil techniques | Model over an armature  Produce marquettes  Use recycled, natural and manmade materials to create sculptures | Combine pinch, slabbing and coiling to produce end pieces  Develop understanding of different ways of finishing work e.g. glaze, paint, polish | Create relief and freestanding work using a range of media  Work around armatures or over constructed foundations |
| **Printing** | Print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Use impressed printing  Print in relief e.g. string and card |  | Develop mono-printing and relief printing  Print in 2 and 3 colours  Combine prints taken from different objects to produce an end piece  Create patterns using printing |  | Create fabric prints  Overlay colours  Know and apply a range of printmaking techniques  Identify printing in the environment  Mix print with other media |  |
| **Textiles** |  | Explore weaving as an art form  Weave materials (both 3D and flat)  Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting |  | Explore the importance of fabric dying in art and design  Apply colour to textiles e.g. with printing, tie dye etc.  Create and use dyes  Use resist paste and batik |  | Explore the use of textiles in art  Design, plan and decorate a fabric piece, combining techniques  Use a number of different stitches creatively to produce different patterns and textures.  Apply decoration using needle and thread and buttons and sequins |
| **Collage** | Using adhesive, select and place cut or torn shapes onto a surface to convey an idea  Consider shape, surface and texture in collage |  | Use overlapping and overlaying to place objects in front and behind  Embellish a surface using a variety of techniques, such as drawing, painting and printing |  | Select from a range of cutting tools and adhesives and use with care to achieve a specific outcome  Embellish decoratively using more layers of materials to build complexity and represent the qualities of a surface or object |  |
| **Digital media/photography** |  | Explore digital art as an art form  Use an art program selecting simple tools to make lines, shapes and pour colours  Use a digital camera and combine a photo with drawing in a paint program |  | Explore photography as an art form  Hold and use a camera to select and capture with clear intention  Use the zoom to best frame an image and consider the impact of different viewpoints  Modify an image on a computer to achieve the best quality print  Understand how to convey mood, atmosphere and emotions in photographs |  | Explore video as an art form  Animate a simple sequence of drawings/ photos to make a time based presentation with sound  use a video camera and editing software to pre-produce, film and edit a short sequence of narrative film |

**Art Medium Units**

Art units cover a range of mediums that teachers can plan for at their own discretion depending on their intended topic. Units may contain a focus of one medium or compile several different mediums that can be taught separately or combined. Key artists and artworks are used, these are not specified, however teachers need to ensure that no repetition occurs.

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| **Art Medium Units** | **Possible Mediums** | **Possible key artworks – artists, designers, architects, craftspeople** |
| **Drawing- understanding and using line** | Pencil, charcoal, ink, chalk, pastels, ICT software | Maria Sibylla Merian- scientific illustration  Van Gogh- fishing boats at saintes Maries de la mer/ Van Gogh- self portrait  Picasso- The owl the camel and the dog  Fernard Leger- The City  Lascaux cave paintings  Antoni Gaudi- sketching  Goldsworthy- sketching  Leonardo Da Vinci, Poonac, Seurat, Durer, Cezanne, Hooper, Henry Moore, Goya, Rossetti, Calder, Miro.  Teacher examples |
| **Painting- Understanding and using colour** | Ink, watercolour, paint pens, oil paints, poster paints, powder paints, ICT software | Aboriginal dot paintings- Walangkura Napanangka  Henri Matisse- The dessert harmony in red/ Matisse -sorrows of the king  Georgia O’Keefe- oriental poppies  Lowry, Peter Thorpe, Kimpt, Klee, Marc, Hockney, Monet, Pollock, Rembrandt, Hooper, Magritte, Rousseaux, Picasso, Archimboldo, Willem Kalf  Teacher examples |
| **Sculpture- Understanding and using shape and form** | 3D work, clay, dough, boxes, wire, paper sculpture, mod roc | Benin Ivory Queen Mother pendant mask Lyoba  Goldsworthy- nettle stalks  Animal sculptures- Niki de saint Phalle  Michelle Reader- seven wasted men- junk  Zaha Hadid- architect that created form ideas from paper  Henry Moore, Frink, Hepworth, Arp, Nevelson, Gabo, Egyptian artefacts, Christo, Balla, Andre.  Teacher examples |
| **Printing- Understanding technique and making patterns** | Found materials, fruit and veg, wood blocks, press print, lino, string, polystyrene | Albecht Durer- rhinoceros 1515- woodcut print  Elizabeth Catlett- portrait printing  Hiroshige, Escher, Hokusai, Morris, Rothenstein, Kunisada, Picasso, Mather, Warhol  Teacher examples |
| **Mixed media- combining techniques**  **(Video, photography, collage, textiles)** | Paper, card, string, photography, Natural resources, Paint, pastels, ink, wax, fabric, pencil, wire, 3d found objects, recycled materials, newspaper | Sarah Eisenlohr- collage 2012  Rosenquist James- president elect- pop Art  Paul Klee- castle and sun- collage, shapes  Pompeii- mosaic sea creatures 1st C AD  Chris Ofili- conceptual art- paint with dung  Escher, Matisse, Cornell, Rauschenburg, Blake, Malevich, Hamilton, Matisse  Teacher examples |