

St. Teresa's R.C. primary School



Subject Statement of Intent for: ART & DESIGN

It is our intent that the art element of our curriculum allows our pupils to become equipped with the knowledge and skills to experiment, invent and create their own works of art and design. We want pupils to know how art and design both reflect and shape history, and contribute to the culture, creativity and wealth of our world. Every child is entitled to develop their critical and creative thinking skills, and to build their knowledge and understanding of materials and techniques, developing their experience of how they can make a creative response to a variety of stimulus. We want our pupils to be excited by art and experience the joy of creating something new.

	EYFS links	Y1	Y2	Y3	Y4	Y5	Y6
EXPLORING & DEVELOPING IDEAS (Sketch Books)	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Use sketchbooks to: -Test out printmaking ideas -Develop experience of primary and secondary colours -Practice observational drawing -Explore mark making -Look at the work of other artists thinking about the intention and context behind the work	Build on understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Work in sketchbooks to: -Explore the qualities of different media. -Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. -Explore colour and colour mixing. -Make visual representations/notes about artists studied	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Develop mark making skills. Brain storm ideas. Experiment with pigments created from the local environment. Experiment with lines and shapes using a variety of different media. Sketch from observation, imagination and instruction.			
EVALUTING & DEVELOPING WORK		Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Understand we may all have different responses in terms of our thoughts and the things we create.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Understand we may all have different responses in terms of our thoughts and the things we create.	Compare ideas, methods and approaches in their own and others' work (including work of famous artists) and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.			
DRAWING	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, etc. Control the types of marks made with the range of media	Use different media (sometimes combined in one drawing) to capture the nature of things we find/draw. Understand that we can hold our drawing tools in a variety of ways,	Develop mark making skills by deconstructing the work of artists. Understand that animators make drawings that move. Consider background, foreground and subject. Experiment with ways in which surface detail can be added to drawings.		Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Understand that designers create fonts and work with Typography.	

	<p>face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Lines and marks</u> explore lines/marks from observations. Draw on different surfaces with a range of media. Use differently textured and sized media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc. <u>Texture</u> Investigate textures by rubbing, copying etc. Understand that we can transform 2d drawings into 3d objects.</p>	<p>experimenting with pressure, grip and speed to affect line. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, etc. Control the types of marks made with the range of media <u>Lines and marks</u> explore lines/marks from observations. Draw on different surfaces with a range of media. Use differently textured and sized media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc. <u>Texture</u> Investigate textures by rubbing, copying etc. Understand that we can transform 2d drawings into 3d objects. Understand the concept of still life.</p>	<p>Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Understand working with pattern uses lots of different concepts including repetition, sequencing and symmetry. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil. <u>Form and Shape</u> Experiment to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>	<p>Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work e.g grid method. Explore using negative and positive space to "see" and draw a simple element/object. <u>Lines, Marks, Tone, Form & Texture</u> Use a variety of media to make different marks, lines, patterns and shapes within a drawing. Experiment with different media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>
PAINTING & COLOUR	<p>Explore colour and colour mixing. Develop their own ideas and then decide which materials to use to express them Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping etc. <u>Colour</u> Identify primary colours by name. Mix</p>	<p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Experiment with tools and techniques e.g. layering, mixing media <u>Colour</u> Understand that primary colours can be mixed together to make</p>	<p>Understand the concept of still life and landscape painting. Use paint and mixing colours to complete sculptures. Understand that paint acts differently on different surfaces. Experiment with different types of paints and the effect they have on an image. Use close observation and try different hues and tones to capture 3d form. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Use more specific colour language Mix and use tints and shades.</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. Understand that artists use a variety of media to capture a place, and that artists often work outdoors to do this. Explore how you can you paint and draw to capture your response to a place. Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Understand that the fabrics used to make clothes have been designed by someone.</p>

		<p>primary shades and tones. Understand watercolour is a media which uses water and pigment. <u>Texture</u> Create textured paint by adding sand etc.</p>	<p>secondary colours of different hues</p>		<p><u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Create and work with complementary colours.</p>
PRINTING		<p>Understand prints are made by transferring an image from one surface to another. Use hands and feet to make simple prints, using primary colours Print with a range of textured objects e.g. corks, pen barrels, sponges Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Texture: Make rubbings to collect textures and patterns. Explore and understand concepts like "repeat" "pattern" "sequencing"</p>	<p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono .printing Create simple printing blocks with press print Design more repetitive patterns Colour: Experiment with overprinting motifs and colour Texture: Make rubbings to collect textures and patterns. Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono .printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns.</p>	<p>Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints. Understand that mono types are single mono prints. Understand that artists sometimes use printmaking to create a larger artwork,</p>
3D & SCULPTURE	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions Use a combination of two or more materials to make sculpture Manipulate malleable materials in a variety of ways including rolling and kneading</p>	<p>Explore sculpture with a range of malleable media for a purpose. Experiment with constructing and joining recycled, natural and manmade materials Use simple 2. D shapes to create a 3. D form Change the surface of a malleable material e.g. build a textured tile.</p>	<p>Plan, design and make models from observation or imagination. Create surface patterns and textures in malleable materials. Use papier mache to create a simple 3D object. Understand that articulated drawings can be animated. Construct a sculpture using a variety of materials. Combine mixed media to construct or model a sculpture.</p>	<p>Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.</p>

	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Experiment with constructing and joining recycled, natural and manmade materials Use simple 2. D shapes to create a 3. D form.	Understand the role of an architect Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.		
COLLAGE	Join different materials and explore different textures Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Understand collage is the art of using elements of paper to make images. Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Collect and match colours appropriate for an image Create and arrange shapes appropriately Create, select and use textured paper for an image.	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary (sketch books). Combine collage with other disciplines such as drawing, printmaking and making.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas