



## *Art and Design Curriculum*

*Every child is an artist and designer*

*At the Oaks Federation schools our integrated curriculum has been created to inspire, engage and develop an enthusiasm for art and design. Art is highly valued as a subject and our integrated curriculum gives children a broad range of experiences so that they can develop their own creativity and ideas. Through these learning opportunities, children produce their own original work which is informed by taught art skills and influenced by the work of artists and designers. It is important that children value the process of art and can discuss their work.*

### **Early Years Foundation Stage**

*In the Early Years Foundation Stage Curriculum art is taught through the curriculum area of expressive art and design and understanding the world.*

*The Early Learning Goals for this area are:*

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.

#### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants

### **Key skills to be developed in Foundation Stage**

*Skills are taught in the following areas with opportunities for children to explore these forms during child-initiated learning.*

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- **Painting** – colour mixing and colour mixing using primary colours
- **Collage** – simple tearing and cutting techniques using paper, card and material
- **Textiles** - Simple weave techniques and explorations of threads, beads, natural materials
- **Drawing** - Drawing using pencils, chalks, crayons, charcoal
- **Printing** - Simple printing using blocks and veg/fruit, rollers
- **Sculpture** - explorations of different malleable materials

### **Ongoing assessment of portrait**

*In Reception, children draw self-portraits and real life observations termly, to focus on detail and show progression in skills. Children will have time to practice and master skills that will support them in KS1.*

## **Key Stage One**

### **National Curriculum Aims**

*Children will learn:*

- 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.

- To learn 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.

**In Key stage one, the progression of teaching within art follows a series of key steps:**

***Introduction of Art form*** – For example this could be using watercolours or pastels

***Exploration*** – Children look at the work of artists and experiment using art form

***Skills*** - The teaching of specific skills and technique – for example, teaching children various ways of mixing paints or using pastels to create different effects

***Create*** – Children apply skills to create their own piece of art work.

***Evaluation*** – Discuss own work and the work of others

***References to artists are made throughout the cycle of teaching to inspire and to support children's own creative ideas.***

*In Key Stage One, Art is taught as a sequence of lessons, each term. Each block focusses on a different skill which leads to the creation of art work using the children's own ideas. These are in line with the aims of the National Curriculum and fit in with cross-curricular opportunities.*

## **Implementation:**

*The Teaching and implementation of Art and Design curriculum at the Oaks Federation is based on the National Curriculum and supported by a wide range of resources. We ensure the skills progression of Art are embedded through our 5 keys steps. These skills have be chosen to ensure coverage through our 2 year cycle. Below is our 2 year cycle for KS1, which includes artists covered across each term.*

	Drawing	Painting	Sculpture	Collage	Textiles	Printing
	<b>Children can:</b>					
<b>Key Stage 1</b>	Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture;  Use different materials to draw, for example pastels, chalk, felt tips;	Name the primary and secondary colours; Experiment with different brushes (including brushstrokes) and other painting tools;  Mix primary colours to make secondary colours; Add white and black to alter tints and shades;	Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  Use a variety of techniques, e.g. rolling, cutting, pinching; Use a variety of shapes, including lines and texture;	Use a combination of materials that have been cut, torn and glued; Sort and arrange materials;  Add texture by mixing materials;	Show pattern by weaving; Use a dyeing technique to alter a textile's colour and pattern;  Decorate textiles with glue or stitching, to add colour and detail;	Copy an original print; Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

## **Key Stage One Units of Art and Design**

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<b>Year 1/2 Cycle A</b>	<b>Skills focus: Printing/Painting</b>  <b>Autumn 1 cycle A</b>  Copy an original print; Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing	<b>Skills focus: Drawing</b>  <b>Spring 1 cycle A</b>  Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture  Use different materials to draw, for example pastels, chalk, felt tips	<b>Skills focus: Weaving</b>  <b>Summer 1 Cycle A</b>  Skills focus: Textiles  Kente weaving  Looking at different forms of textiles and techniques.
<b>Outcome</b>	<i>Superhero capes with printed logos</i> <i>Printmaking- Using string logos to print onto fabric.</i>	<i>Lets get physical –Drawing of a friend doing exercise.</i>	<i>Africa</i>  <i>Stick weaving, children collect sticks from outside</i>

			<i>and use knowledge from kente weaving (colours and what they mean) to weave around sticks.</i>
<i>Suggested Artist Links</i>	<i>Andy Warhol</i>	<i>Rosie James</i>	Judith scott
<i>Year 1/2 Cycle B</i>	<p><b>Observational drawing</b></p> <p>Mixing paint to create secondary colours.</p> <p>Mixing colours to create cool/warm colours</p> <p>Add white and black to alter tints and shades;</p>	<p><b>Skills focus: Collage/painting</b></p> <p>Using different mark making materials in a range of ways.</p> <p>Use a combination of materials that have been cut, torn and glued;</p> <p>Sort and arrange materials;</p> <p>Add texture by mixing materials</p>	<p><b>Skills focus: Sculpture</b></p> <p>Looking at different forms of sculpture on different scales</p> <p>Clay, natural, metal</p>
<i>Outcome</i>	<p><b>Link to project</b></p> <p><i>Suggestions: Mixed media self-portrait. Observational drawings of nature.</i></p>	<p><b>Link to project</b></p> <p><i>Suggestions: Use collages to respond to artists work,</i></p>	<p><b>Link to project</b></p> <p><i>Suggestions: Clay sculpture</i></p>

<i>Suggested Artist Links</i>	<i>Picasso, Rosie James, Alice Fox</i>	<i>Henri Matisse, Claire Willberg</i>	<i>Marcus Coates</i>
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### Progression

*Skills can only progress with frequent opportunity and practice. To allow children to progress in Art and Design, they follow this specific skill progression that will support them when reaching the next step. For children to progress they need to demonstrate their knowledge and understanding by using key vocabulary.*

<i>Skill</i>	<i>FOUNDATION</i>	<i>YR 1</i>	<i>YR 2</i>
<i>Drawing</i>	<p>To draw a <b>simple representation</b> of themselves making sure that most of the facial features are included (eyes, nose, mouth, ears).</p> <p style="text-align: center;">→</p> <p><i>Key vocabulary to know:</i></p> <p>Drawing, portrait, shape, straight, wavy, swirl, dot, line, pencil, pen, crayon</p>	<p>Use a <b>variety of tools</b> when drawing and begin to <b>explore</b> the use of <b>line, shape and colour</b>.</p> <p style="text-align: center;">→</p> <p><i>Key vocabulary to know:</i></p> <p>self-portrait, line drawing, detail, landscape</p>	<p>To draw with <b>more detail</b> and accuracy. Draw for a <b>sustained period</b> of time from the figure and real objects, including single and grouped objects. <b>Experiment</b> with the visual elements; <b>line, shape, pattern and colour</b>.</p> <p><i>Key vocabulary to know:</i></p> <p>cityscape, building, pastels, drawings, line, bold, size, space, pressure, texture</p>
<i>Painting</i>	<p>To be able to <b>make marks</b>, e.g. lines, dots and print, create simple representations, and use paint freely. A child in</p>	<p>Children in year 1 will <b>know the primary colours</b> and <b>select colours with purpose</b> when painting. E.g. when painting the</p>	<p>Mix a range of <b>secondary colours, shades and tones</b>. Experiment with tools and techniques, inc. layering,</p>

	<p>reception will be able to <b>correctly apply paint</b> to paper and other materials, making sure to <b>hold a paintbrush correctly</b>.</p> <p><i>Key vocabulary to know:</i></p> <p>Mix, dip, watercolour, paintbrush, gentle, brush, flick, dab</p>	<p>ocean, select colours that match. They will use a <b>variety of tools</b>, including different size brushes.</p> <p><i>Key vocabulary to know:</i></p> <p>Primary colours, secondary colours, watercolour wash, sweep, bold brushstroke, acrylic paint.</p>	<p><b>mixing media</b>, scraping through etc.</p> <p>Name <b>different types of paint</b> and their properties. E.g. watercolour, acrylic.</p> <p><i>Key vocabulary to know:</i></p> <p>neutral colours, tints, shades, warm colours, cool colours</p>
Textiles/collage	<p>Children use different materials to <b>create a simple collage</b>. They know how to <b>rip paper</b> and use glue to attach paper and other materials such as tissue paper. They can use wool/string and beads/pasta to <b>thread</b>.</p> <p><i>Key vocabulary to know:</i></p> <p>Collage, thread, rip, gaps, cut, stick, place</p>	<p><b>Create images from imagination, experience or observation</b>. Select <b>colours with purpose</b> when collaging.</p> <p>Use a wide variety of media, inc. photocopied <b>material, fabric</b>, plastic, tissue, magazines, crepe paper.</p> <p><i>Key vocabulary to know:</i></p> <p>Textiles, fabric, weaving, material, attach, squares, arrange</p>	<p>Use a variety of techniques, inc. <b>weaving</b>, knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p><b>Create textured collages</b> from a variety of media.</p> <p>Make a simple mosaic. Stitch, knot and use other manipulative skills.</p> <p><i>Key vocabulary to know:</i></p> <p>placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set, texture.</p>

<p><i>Sculpture</i></p>	<p><i>To explore materials such as playdough and clay. Children can manipulate clay by pushing and pinching.</i></p> <p><i>Key vocabulary to know:</i></p> <p>Build, press, push, squeeze, model, roll, pinch</p>	<p>Experiment with, construct and join recycled, natural and man-made materials. To be able to Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p><i>Key vocabulary to know:</i> sculpture, statue, model, work, work of art, 3D, land art</p>	<p><i>Manipulate clay for a product such as a thumb pot, simple coil pots, model or a textured relief tile.</i></p> <p><i>Understand the safety and basic care of materials and tools.</i></p> <p><i>Key vocabulary to know:</i> sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
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### **Ongoing assessment of portrait**

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