



DISCOVERY CURRICULUM



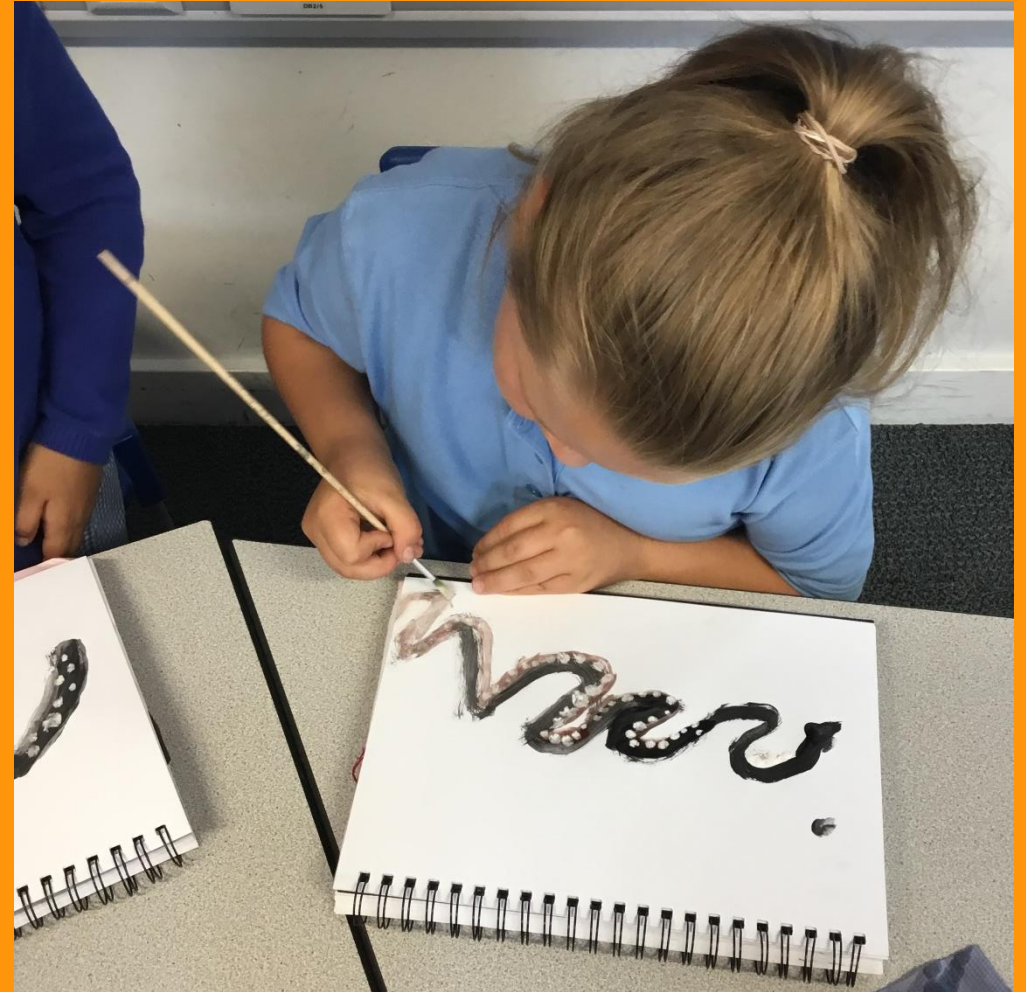
ART & DESIGN

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Year 2 creating mood using paint.



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Art and Design - Intent

At Westfield Primary Academy, we believe that pupils should master Art and Design through effective teaching of the key areas; making, generating ideas, formal elements, knowledge of artists and evaluation of their art. Children at Westfield Primary Academy are taught art and design through a progression of skills, building on their previous learning and ensuring progress is made. We encourage our pupils to enjoy and explore the work of different artists and to appreciate the enrichment that visual art brings to life.

Aims of the Art and Design Curriculum

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.

Our Art and Design curriculum allows children to create artwork through the use of formal elements. There is focus on the influence and exploration of great artists to inspire our pupils own artwork. Our Art and Design curriculum is organised into blocks with each block covering a particular set of artistic disciplines:

- drawing
- painting
- printmaking
- textiles
- 3D
- collage

Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. Pupils are able to express their opinions of artwork with sophisticated use of language. By creating original artwork of their own, documenting their artwork in their sketchbooks and exploring other sources of inspiration for their own artwork, pupils can generate their own ideas of Art and Design. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module focuses on developing different aspects of these competencies.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.



Early Years

Through exploration of art, pupils develop imaginatively and creatively. In Early Years at Westfield Primary Academy, pupils have regular opportunities to explore and create with different materials and express ideas through art.

	ELG 16 Creating with Materials	How this is achieved in EYFS	Art and Design KS1
Specific Area of Learning Expressive Arts and Design	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Drawing self-portraits Drawing and painting pictures of their family. Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn, theme of dark and light. Art work inspired by books – The dot, owl babies, <i>Handa's surprise</i>. Black History Art – <i>Kente</i> cloth Creating art inspired by famous Artist, e.g. <i>Andy Goldsworthy</i> / <i>Vincent Van Gogh</i>. Designing and creating a house for an animal. Adapting work where necessary. Child-led activities – Making kites. Leaf man link – Creating their own pictures using Autumn leaves. Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, brushes, inks, wool, material etc...to name some. Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make product. 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. Explore 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

Early Years to Key Stage 1

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Art National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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	Drawing	Printmaking	Collage	Drawing	Printmaking	3D
	Painting	Textiles	3D	Painting	Textiles and collage	
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.						

Colours indicate	Main content	Connected skill or vocabulary
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Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 1	Block A Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks	Block B Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of primary colours Be able to make thick and thin marks and identify shades of primary colours	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and manmade materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and manmade materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and manmade objects.



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<p>Year 2</p>	<p>Block A Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p>Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood and movement Be able to select colours and painting tools and make marks to express feelings</p>	<p>Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.</p>	<p>Block D* Explore dip dye technique. Use relief and block printing techniques on fabric.</p>	<p>Block E Explore aboriginal art. Combine different colours of clay.</p>	<p>Block D* Create large scale work focusing on line, colour and shape.</p>
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<p>Year 4</p>	<p>Block A Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life and know how to use a viewfinder to find a focal point Be able to create a composition Be able to use a viewfinder and use fine control for detail</p>	<p>Block B Learn about abstract art and develop colour mixing skills to include tertiary colours. Know how to compare the work of two artists Know that abstract art is about the feelings it expresses – it is not about being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p>	<p>Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie-dye, knotting and wrapping techniques.</p>	<p>Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.</p>	
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Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 5	<p>Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.</p> <p>Know what is meant by 'subtractive drawing' and 'abstract'</p> <p>Know that lines can suggest harmony.</p> <p>Be able to combine drawing techniques for desired effects</p> <p>Be able to transfer and enlarge an image and work in the style of an artist</p>		<p>Block B Create three colour prints and combine printing techniques.</p> <p>Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last</p> <p>Be able to create reduction prints and explain and record the process</p>	<p>Block C Create wall hangings using layered collage and weaving techniques.</p>	<p>Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.</p>	<p>Block C Use natural forms as a starting point for artwork.</p>



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Year 6	<p>Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.</p> <p>Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Block B Create still life compositions by combining different media and in response to cubist work.</p> <p>Know that still life can be represented by using a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>	<p>Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.</p>	<p>Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.</p>	<p>Block B Adapt and refine ideas and techniques and respond to different styles of artists and art movements.</p>
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