

Hambrook Primary School

Art and Design Curriculum

Essential characteristics of effective artists:

- ❖ The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- ❖ The ability to communicate fluently in visual and tactile form.
- ❖ The ability to draw confidently and adventurously from observation, memory and imagination.
- ❖ The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- ❖ An impressive knowledge and understanding of other artists, craft-makers and designers.
- ❖ The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- ❖ Independence, initiative and originality which they can use to develop their creativity.
- ❖ The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- ❖ The ability to reflect on, analyse and critically evaluate their own work and that of others.
- ❖ A passion for and a commitment to the subject.

Learning Objectives:

- ❖ To develop ideas
- ❖ To master techniques
- ❖ To take inspiration from the greats

Key Stage 1

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

Key Stage 2

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

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Learning Objective		Milestone 1	Milestone 2	Milestone 3
To develop ideas		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke

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		<ul style="list-style-type: none"> • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<p>shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital Media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).

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To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
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Support Generic Art skills

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Show some awareness of cause and effect in a creative process. • Explore materials systematically. • Show awareness of starting or stopping a process. • Make marks intentionally on a surface with fingers or tools. • Repeat an activity to make the same or similar effect. • Show an active interest in a range of tools and materials, taking part in familiar activities with some support. 	<ul style="list-style-type: none"> • Handle or use tools and materials purposefully. • Show preferences for activities and begin to carry out simple processes. • Choose tools and materials which are appropriate to the activity. • Create and apply familiar techniques to a task. 	<ul style="list-style-type: none"> • Show an intention to create. • Start to use tools, materials and simple actions to produce a piece of work. • Imitate the use of tools, materials and simple actions. • Practise new skills with less support, developing knowledge of the process of making. 	<ul style="list-style-type: none"> • Communicate ideas, events or experiences through the use of colour, form, line and tone. • Intentionally represent or symbolise an object or an emotion in either 2D or 3D work. • Purposefully choose colours or techniques. • Show confidence in using a variety of processes and make appropriate use of tools and materials. 	<ul style="list-style-type: none"> • Develop ideas and use materials and processes working in two and three dimensions. • Finish a piece of work following an established pattern of activity. • Know that paintings, sculptures and drawings have meaning. • Use a growing art vocabulary and begin to express meaning. 	<ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately. • Explore what happens when colours are mixed. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Choose particular colours for a purpose. • Create simple representations of events, people and objects.

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Challenge Years 7, 8 and 9

Art and Design opportunities	Developing Ideas	Mastering Techniques	Taking Inspiration from the Greats
<ul style="list-style-type: none">• Use simple tools and techniques competently and appropriately.• Explore what happens when colours are mixed.• Experiment to create different textures.• Understand that different media can be combined to create new effects.• Manipulate materials to achieve a planned effect.• Choose particular colours for a purpose.• Create simple representations of events, people and objects.	<ul style="list-style-type: none">• Develop ideas and increase proficiency in their execution.• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.	<ul style="list-style-type: none">• Increase proficiency in drawing and in handling different materials.• Analyse and evaluate work to strengthen the visual impact.	<ul style="list-style-type: none">• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.