Curriculum 2014 – *Art & Design*

Purpose of study

Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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

Art and Design

The national curriculum for ***Art & Design***

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Art and design – years 1 to 6

Subject Statutory requirements

Pupils should be taught to:

Key stage 1

Pupils should be taught:

- 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
- 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

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Notes and guidance (non-statutory)

These statements apply to all years.

The content should be taught at a level appropriate to the age of the pupils.

Art and Design– Skills Progression Document

Development matters in the Early Years Foundation Stage (EYFS)			
Expressive arts and design: EUMM/BI			
	A Unique Child: observing what a child is learning	**Positive Relationships: what adults could do**	**Enabling Environments: what adults could provide**
Birth – 11 months	Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World. (EAD)	See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World. (EAD)	See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World. (EAD)
8-20 months	Explores and experiments with a range of media through sensory exploration, and using whole body. Notices and is interested in the effects of making movements which leave marks. (EAD	Encourage babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles. (EAD)	Place big sheets of plastic or paper on the floor so that babies can be near or crawl on to it to make marks. Provide materials to encourage large motor movements, e.g. sprinkling, throwing or spreading paint, glue, torn paper or other materials (EAD)

Development matters in the Early Years Foundation Stage (EYFS)			
Expressive arts and design: EUMM/BI			
	Aspect	**Aspect**	**Aspect**
16-26 months	Explores and experiments with a range of media through sensory exploration, and using whole body. Notices and is interested in the effects of making movements which leave marks. (EAD)	Accept wholeheartedly young children's creations and help them to see them as something unique and valuable Make notes detailing the processes involved in a child's creations, to share with parents. (EAD)	Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. (EAD)
22-36 months	Experiments with blocks, colours and marks Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' (EAD)	Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. (EAD)	Choose unusual or interesting materials and resources that inspire exploration such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added. (EAD)

Development matters in the Early Years Foundation Stage (EYFS)			
Expressive arts and design: Exploring and using media and materials			
	Aspect	**Aspect**	**Aspect**
30-50 months	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (EAD)	Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. Talk about children's growing interest in and use of colour as they begin to find differences between colours.	Provide a place where work in progress can be kept safely. Talk with children about where they can see models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down. Introduce children to a wide range of music, painting and sculpture.

		Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if…". Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like. (EAD)	Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion. (EAD)
40–60+ months	Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD)	Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. (EAD)	Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. (EAD)
Early Learning Goal **They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** **Early Learning Goal** **Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (EAD)**			

National Curriculum 2014 KS1 – Target Tracker Statements or Web links		
Art & Design		
	Drawing & Painting 3D/Collage/Textiles Printing/Photography	**Evaluating**
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	• 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	• 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 .

Art & Design				
MINIMUM EXPECTED STANDARDS – by the end of year 1 most pupils should be able to:				
	Drawing & Painting	**3D/Collage/Textiles**	**Printing/Photography**	**Evaluating**
	Uses lines to represent objects seen remembered or imagined. Explores tone using different grades of pencil pastel and chalk. Experiments with and enjoys mixing colour. Creates patterns using different tools and colours.	Becoming more aware of the feel, form, texture and pattern on objects. Experiments with a purpose using basic tools on a range of materials. Engages in more complex activities e.g. cutting and sewing a range of materials. Has an idea of adhesives and decides which might be the most effective for the task.	Is aware that there are famous or specialist photographers. Develops an awareness of scale, perspective, movement and colour in photography. Extends repeating patterns – overlapping, using two contrasting colours etc. Explores and recreates patterns and texture with a range of materials e.g. sponges, leaves or fruit.	Say what they like about their own or another child's work. Identify how their own or their peers work makes them feel.

National Curriculum 2014 KS1 – Target Tracker Statements or Web links

	Art & Design	
	Drawing & Painting 3D/Collage/Textiles Printing/Photography	**Evaluating**
Band 2 Beginning Beginning+ Within Within+ Secure Secure+	• 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	• 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

MINIMUM EXPECTED STANDARDS – by the end of year 2 most pupils should be able to:

	Drawing & Painting	3D/Collage/Textiles	Printing/Photography	Evaluating
	Uses line and tone to represent objects. Uses colour to express moods and feelings. Controls the range of marks and lines made when drawing and representing shape. Represents things observed , remembered or imagined using colour.	Compares and re-creates form and shape. Creates texture, contrast, colour and specific effects with a range of tools/ materials. Simple weaving using strong wool through card or weaving colours using paper/card. Is able to create texture and specific effects with a range of tools. Develops an awareness of contrast in texture and colour. Weaves paper progressing from two to three colours to create a pattern.	Creates a range of prints and can identify prints in their own environment. Alters images e.g. jigsaws, positive and negative shapes. Explores images through mono-printing on a variety of papers. Experiments with lenses e.g. telescope, camera, video and is aware of the effect on images.	Identify what they might change in their own work next time. Plan, make and then general written evaluation of their work.

National Curriculum 2014 KS1 – Target Tracker Statements or Web links		
Art and Design		
	Drawing & Painting **3D/Collage/Textiles** **Printing/Photography**	**Evaluating**
Band 3 Beginning Beginning+ Within Within+ Secure Secure	• 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	• 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

MINIMUM EXPECTED STANDARDS – By the end of Year 3 most pupils should be able to: **(SEE NATIONAL CURRICULUM 2014 KEY STAGE 2 OBJECTIVES FOR BAND 3)**				
	Drawing & Painting	**3D/Collage/Textiles**	**Printing/Photography**	**Evaluating**
	Explores shading using a range of media including light and dark. Uses line, tone and shade to represent things drawn or imagined Explore effects of other media on paint e.g. adding sand, water or glue. Introduction of primary and secondary colours with the addition of black and white.	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials. Is able to recreate a 2D image in a 3D piece. Experiments with creating mood feeling and movement. Interprets stories, music, poems and other stimuli using collage.	Explores images recreating texture using wallpaper, string, polystyrene etc. Explores colour missing through printing, using 2 colours and a variety of materials. Is aware that movement can be photographed in small slides to show the effect of movement. Prints on fabrics.	Compare methods and approaches between their own and others work.