



Art and design

What the National Curriculum says...

Key Stage 1	Key Stage 2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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


We believe that all children are artists and promote our ‘characteristics of a St Buryan artist’ within our lessons. Art is taught as a theme, often tying in with each class’ current learning context. When this isn’t possible it may link to the time of the year, an event – locally or globally, or from a teacher’s own judgement in order to progress children’s skills and knowledge.

Our art coverage is inspired by our Key Concepts, which indicate clear progression between classes and year groups as well as being held together by our overarching concepts: Creativity, Confidence, Collaboration and Independence.

As well as using artists as inspirations, we look to celebrate diversity and culture through artwork, as well as expansion of vocabulary by using subject –specific terminology to enhance their work.

We aspire to produce artists who are proud of their outcomes and strive for high-quality finished pieces of work.


Our key concepts ensure progression through the year groups, carefully designed to build knowledge and understanding. The selection of skills, coming from the National Curriculum as a starting point, ensures that learning is built on year-on-year and that in our mixed-aged classes, adaptive teaching is utilised to provide progression through children’s primary journey.

Key Concept	EYFS/Year 1	Year 2/3	Year 4/5/6
 <p>Media and Materials</p>	<ul style="list-style-type: none"> -Early mark making skills using a variety of materials -Investigating collages -Combine materials when drawing -Mark different marks by using a range of tools and hold them in various ways -Create marks by responding to different stimulus such as music or emotion -Explore clay and its properties 	<ul style="list-style-type: none"> -Explore a range of marks using different media with the focus on tone whilst using different tools -Increase control with a greater range of materials -Make choices about which materials to use for different effects, beginning to use them with more independence -Compose collages and adding media, such as paint, to enhance it -Make natural paints -Experiment with chalk and charcoal -Able to choose appropriate tools to create texture and pattern in clay -To make models using a variety of reclaimed materials -To use 2D shapes to create 3D sculptures 	<ul style="list-style-type: none"> - To experiment with different materials to produce 3D forms -To use a selection of media to produce observational drawings -To have an understanding of the nature of materials and explore these using them for different purposes -To know what print effects different materials make -To know the effects created on different surfaces


St Buryan Academy Coverage and Progression – Concept Map

		-Create stained glass	
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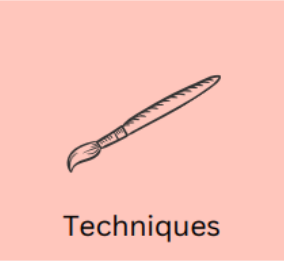
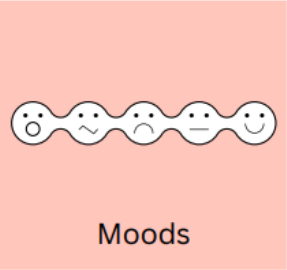
St Buryan Academy Coverage and Progression – Concept Map

 <p>Colours and Tones</p>	<ul style="list-style-type: none"> -Using colours to express emotion and atmosphere -Create contrast by using light and dark tones -Paint colours can be mixed using natural resources -Understanding shading techniques such as cross-hatching, scribbling and stippling -Understanding that lighter and darker tints can create 3D effects -To realise that tone can create contrast -To know what the primary colours are and when mixed, they create secondary colours 	<ul style="list-style-type: none"> -Able to explore ideas about shape, pattern and colour -Understand about primary, secondary and complementary colours and how adding more water to paint can create different shades -Colours can be used to mix and 'match' to real life objects -Using light and dark colours next to each other to create contrast -Use natural resources to apply paint to material and make comparisons to historic or prehistoric art 	<ul style="list-style-type: none"> -To investigate different marks made by pencils -To explore shading techniques investigating light/medium and dark tone -To have an understanding of contrasting, adjacent colours -To use pencils and paintbrushes of different tones or sizes and hold them in different ways to create various tones -Use charcoal and rubber to add tone -Create a wax resist background -Mix tints and shades by adding black or white -Use tints or shades to create a 3D effect when drawing or painting -How different tools can be used to create different sculptural effects and add details and are suited for different purposes
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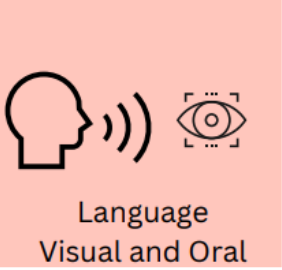
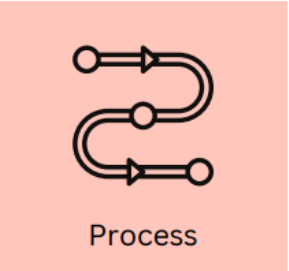
St Buryan Academy Coverage and Progression – Concept Map

 <p>Texture</p>	<ul style="list-style-type: none"> -To understand texture links to how something feels eg. bumpy, rough, smooth -Mark making in different ways represents texture 	<ul style="list-style-type: none"> -Understanding how to represent texture by using a variety of different marks -Understanding the element of 'texture' simply, using different tools and media to show this in their work -Overlapping materials can be used to create texture -Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object 	<ul style="list-style-type: none"> -Using and experimenting with various textures to produce an outcome inspired by an artist (draw, sculpture, collage) -Using and experimenting with various textures to produce an outcome inspired by an artist of a different movement or style -How to create texture on different materials -Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture
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St Buryan Academy Coverage and Progression – Concept Map

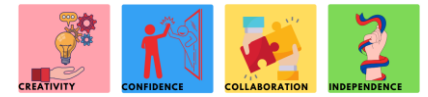
 <p>Techniques</p>	<ul style="list-style-type: none"> -Develop grip and strokes -Exploring different resources to be used as tools: hands, natural resources etc -Choose the correct techniques to create a range of pieces 	<ul style="list-style-type: none"> -Start to observe more closely and add detail when making drawings from images and objects -Use different brush strokes and painting media, with control -Use a roller to apply ink and paint -Add details to felt through the use of wool - Able to manipulate clay by rolling, pinching and pulling to shape clay, and learn how to join pieces -Use 2D shapes to create 3D 	<ul style="list-style-type: none"> -To explore different painting techniques using these to create their own imaginative paintings -To develop their work by layering techniques -To combine and use processes and techniques previously learned
 <p>Moods</p>	<ul style="list-style-type: none"> -To explore how different stimulus can make us feel -To discuss how different pieces of art work make us feel -To use shapes, colours and tone to represent mood and emotion 	<ul style="list-style-type: none"> -To use shapes and colours to represent different moods, emotions and movements 	<ul style="list-style-type: none"> -To understand about repeating patterns -To explore pattern, recording, enlarging and extending them to realise their intentions

St Buryan Academy Coverage and Progression – Concept Map

 <p>Language Visual and Oral</p>	<p>-Children are able to say what they think and feel about their own and others' work and suggest ways of improving their own work. (Austin's butterfly)</p>	<p>-Able to communicate ideas and meanings in response to music and comment on their own and others' work</p> <p>-Able to say what they think and feel about their own and others' work and suggest ways of improving their own work. (Austin's butterfly)</p>	<p>-To record and annotate samples of their work</p> <p>-To reflect and comment on theirs and others work</p> <p>-To review their work and that of others</p> <p>-To analyse their approaches and refine their work</p> <p>-Able to say what they think and feel about their own and others' work and suggest ways of improving their own work (Austin's butterfly)</p>
 <p>Process</p>	<p>-Children can plan processes to design and complete pieces of art</p>	<p>-Explore and record objects and arrangements from different viewpoints</p> <p>-Able to investigate and use printmaking materials, techniques and processes to communicate their ideas</p> <p>-Children can design art to display</p>	<p>-To understand about tint and tone using it through practical experiences</p> <p>- To transfer designs onto a 3D artefact understanding the process of inlaid clay designs</p> <p>-To explore' overworking' images with different mediums</p>

St Buryan Academy Coverage and Progression – Concept Map


			<p>-To research and discuss the work of printmakers developing responses through their own work</p>
 <p>Artists</p>	<ul style="list-style-type: none"> -Expose learners to art work from well-known artists -Investigate a local artist -Recognising that artists can be inspired by different things -Understand why artists may choose different materials based on their properties for different pieces of art 	<ul style="list-style-type: none"> -Discussing the work of different artists and using it as inspiration for their own work -Investigate a local artist or movement -Use subject-specific vocabulary to analyse artists' work -Understand messages that artists convey through their work 	<ul style="list-style-type: none"> -To respond to ideas and techniques used by other artists comparing and contrasting images -To explore artist's approach to line, shape and pattern developing these and recording using sketchbooks or ICT -To create responses to artists' work on line, shape, space and colour -To respond to a contemporary artist using different techniques and materials -To respond and record to the work of an artist using different materials



St Buryan Academy Coverage and Progression – Concept Map

			<ul style="list-style-type: none">-To investigate a local artist or movement-Confidently use subject specific vocabulary-Discuss how artists create work with the intent to create an impact on the viewer.
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St Buryan Academy Coverage and Progression – Concept Map

 <p>Movements, Styles and Periods</p>	<p>-Investigate a local art movement (Newlyn Artists)</p>	<p>-Creating an outcome relating on learning context inspired by a style</p> <p>-Relation to art within History</p>	<p>-To research patterns from different cultures</p> <p>-Relation to art within History, as examples: Ancient Civilizations, World Wars</p> <p>-To investigate working in the negative</p> <p>-Relation to art within History: World Wars</p>
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