

Curriculum Model for Art & Design

Possibilities <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>	Initiative <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>	Community & Environment <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>	Health & Well-being <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>
Determination Focus Passion	Creativity Originality Self-reflection	Process of enquiry Art & cultures Appreciation of diversity	Personal enrichment Knowledge Confidence

Characteristics of an artist

- The ability to use visual language skillfully 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, craftmakers 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 skillfully 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.

At the end of Key Stage One the children will know how to ...

- Use experiences and ideas as the inspiration for artwork
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.

The children will be able to ...

Develop ideas

Respond to ideas and starting points.
Explore ideas and collect visual information.
Explore different methods and materials as ideas develop.

Master techniques - Painting

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.

Master techniques - Print

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

Master techniques - Collage

Use a combination of materials that are cut, torn and glued.
Sort and arrange materials.
Mix materials to create texture.

<p>Master techniques- Sculpture Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving</p>
<p>Master techniques - Drawing 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.</p>
<p>Master techniques – Digital media Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>
<p>To take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>

Milestone 1			
	Basic	Advancing	Deep
To develop ideas	<ul style="list-style-type: none"> With support of a teacher, suggested ideas are followed Following suggestions, visual information is collected Different methods are used when suggested by a teacher 	<ul style="list-style-type: none"> Generally, ideas are developed and developed from familiar starting points Some ideas are presented and some visual information to develop the ideas is collected There is some exploration of different methods as ideas develop 	<ul style="list-style-type: none"> Ideas are quickly developed and explained. Ideas are explored with enthusiasm and visual information is gathered and explained A number of different methods are adopted as ideas develop and reasons are given for choices
To master techniques Drawing	<ul style="list-style-type: none"> With encouragement, there is some experimentation in altering the thickness of lines With structured activities and the support of a teacher, patterns and texture are explored There is some experimentation with creating tones 	<ul style="list-style-type: none"> A number of techniques are used to alter the thickness of lines when appropriate to do so. Generally, dots and lines are used to show texture or patterns. Tones are generally successfully created in a number of ways. 	<ul style="list-style-type: none"> A wide variety of techniques using a number of different implements shows a good understanding of line. Good effects are created by using a mixture of dots, lines an shading. A number of successful techniques for creating tones are used.
To master techniques Painting	<ul style="list-style-type: none"> Some control is developing when using different sized brushes With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours With support of a teacher, tints and tones are created for specific purposes. 	<ul style="list-style-type: none"> Generally, some effective results are achieved by altering the size of brush used. The terms primary and secondary colours are understood and there is some effective mixing of colours. The terms tint and tone are understood and there is some effective experimentation in creating them. 	<ul style="list-style-type: none"> Good control and careful choices of brush size produce striking effects. Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices re explained and justified. Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
To master techniques Collage	<ul style="list-style-type: none"> With suggestions from a teacher, a range of materials are combined. With suggested groupings, materials are sorted. From a small range, some interesting mixtures of materials are used to create materials are mixed to create texture. 	<ul style="list-style-type: none"> There is generally some experimentation with combining different materials. Materials are generally sorted and arranged effectively. Some interesting mixtures of materials are used to create texture. 	<ul style="list-style-type: none"> Thoughtful combinations of materials are created. Some interesting criteria for sorting and arranging materials are used and explained. The properties of materials are used to choose materials and explain the textures they create.

To master techniques Digital Media	<ul style="list-style-type: none"> • Through some effective experimentation with familiar tools, interesting pieces are created. 	<ul style="list-style-type: none"> • Through experimentation of new and familiar tools, produces interesting effects and pieces. 	<ul style="list-style-type: none"> • New tools and techniques are sought out to explore and create striking effects and pieces.
To master techniques Sculpture	<ul style="list-style-type: none"> • With encouragement, a number of shapes are combined • When supported, lines and texture are added for effect 	<ul style="list-style-type: none"> • Shapes are combined in a number of interesting ways • There are some good attempts at creating lines and texture 	<ul style="list-style-type: none"> • A range of interesting and sometimes unusual shape combinations are made and explained • Carefully chosen lines and textures are added for specific effects
To master techniques Textiles	<ul style="list-style-type: none"> • During structured activities, patterns are created with weaving and plaiting • With the help of a teacher, gluing and stitching are experienced. 	<ul style="list-style-type: none"> • Generally, experimentation with weaving and plaiting produces some effective patterns. • Generally, gluing effectively joins textiles and there is some experimentation with stitching 	<ul style="list-style-type: none"> • Interesting patterns are created through thoughtful experimentation with weaving and plaiting • Methods of joining materials are carefully chosen according to the properties of the materials being joined.