

Purbrook Junior School



### **Programme of Study – ART and Design**

#### **Purpose of study**

Art, craft and design represent some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, giving 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 skilful 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

## **Key Stage 2- Subject Content**

At Purbrook Junior School we want pupils 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 will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas – these books will reflect the learning journey the children will take throughout their time in school.
- 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.

## Progression of Art and Design skills

	Year 3	Year 4	Year 5	Year 6
<p><b>To create sketch books to record their observations and use them to review and revisit ideas.</b></p>	<p>Uses a sketchbook for different purposes, including recording observations, planning and developing ideas, gather evidence and investigate testing media.</p>		<p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Systematically investigates, researches and tests ideas and plans using their sketchbook (e.g. sketchbooks will show how work will be produced and how the qualities of materials will be used).</p>	
<p><b>To improve their mastery of art and design techniques...</b></p>				
<p><b>Drawing</b> (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)</p>	<p>Explores <b>shading</b>, using different media to achieve a range of light and dark tones, black to white.</p> <p>Uses <b>line, tone, pattern, colour, texture, shape</b> and mark with care to represent things seen, imagined or remembered.</p> <p>Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.</p> <p>Experiment with different drawing <b>techniques (hatching, cross-hatching, stippling, blending, shading, erasing)</b> and make sensible choices about what to do next.</p> <p>Can create line drawings with care and can begin to draw in <b>scale</b> applying rules of simple <b>perspective</b>.</p> <p>Experiment with the potential of various pencil grades.</p> <p>Develop drawing faces with increased accuracy.</p>	<p>Can make quick studies from observation to record action or movement with some fluency.</p> <p>Will investigate and experiment with formal elements <b>(line, tone, shape, texture, pattern, colour and form – 3D)</b> to make drawings that convey meaning.</p> <p>Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades).</p> <p>Develop different drawing techniques <b>(hatching, cross-hatching, stippling, blending, shading, erasing)</b> and make sensible choices about what to do next.</p> <p>Develop use of <b>scale, proportion and perspective</b>.</p> <p>Uses drawing to design and plan sculptures, paintings or prints.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Continues to use the correct vocabulary for the key elements <b>(line, tone, shape, texture, pattern, colour, form)</b>.</p> <p>Drawings show an understanding of the effect of light on objects and people.</p> <p>Confidently, experiments with different ways of using a tool or material that is new to them.</p> <p>Develop use of different drawing techniques <b>(hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circularism)</b> within their work and make sensible choices about what to do next.</p> <p>Use of <b>scale, proportion and perspective</b> more accurate.</p> <p>Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail.</p> <p>Develop their use of the effect of light on objects and people from different directions.</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on <b>form</b>.</p> <p>Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices.</p> <p>Increased accuracy in the use of <b>scale, proportion and perspective</b>.</p> <p>Drawings of people and in particular faces, more accurate.</p>
<p><b>Artists and Cultural links (drawing)</b></p>	<p><b>Durer</b> (Praying Hands), Jane Wells Loudon, Raoul Dufy, Keika Hasegawa, Giorgio Morandi</p>	<p><b>Edgar Degas</b>, Antony Gormley, Giacometti, <b>Gwen John</b></p>	<p><b>Zaha Hadid</b> (architect), Edgar Degas, Marcel Duchamp (Nude descending a staircase, <b>Pedro Figari</b>, <b>Stephen Wiltshire</b></p>	<p><b>Mary Cassatt</b>, <b>Vincent Van Gogh</b>, Edgar Degas, <b>Henri Matisse</b>, Elisabeth Frink</p>

<p><b>Painting</b> (watercolour, ready mixed, acrylic)</p>	<p>Experiment with <b>monochromatic</b> paint scales using the terms <b>tint</b> (adding white), <b>shade</b> (adding black) and <b>tone</b> (adding black and white).</p> <p>Begin to explore <b>complementary colours</b>.</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b>, thickened paint creating textual effects.</p> <p>Record experiments and explorations.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p>Mixes paint with an understanding of <b>primary, secondary and monochromatic colours</b> Selects and uses these colours appropriately.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b> and thickening paint to create textual effects.</p> <p>Use light and dark within painting and show an understanding of <b>complementary colours</b></p> <p>Produce work 'in the style' of an artist (not copying directly).</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. Alternate brush size depending on background and foreground.</p>	<p>Create a colour wheel to show <b>complementary colours</b>. Look at the work of artists that may use <b>complementary colours</b>.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b> and thickening paint to create textual effects.</p> <p>Mix and match colours to create atmosphere and light effects, e.g. using <b>monochromatic colours</b>.</p> <p>Mix colour, <b>shades and tones</b> with confidence.</p> <p>Show movement through paint, e.g. rivers to show movement.</p>	<p>Introduce the idea of <b>tertiary colours (primary + secondary)</b> and <b>harmonious colours</b>.</p> <p>Look a different <b>tints</b> (colours with white added) and <b>shades</b> of a pure hue (a colour).</p> <p>Work in a sustained and independent way to develop own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, <b>washes</b> and thickening paint to create textual effects.</p> <p>Mix <b>colour, shades and tones</b> with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Take a real scene and intrepret in an abstract style.</p>
<p><b>Artists and Cultural Links (painting)</b></p>	<p>Mark Rothko, Diego Rivera, Indian Miniatures, Georgia O'Keeffe, Abstract Art, Expressionism, cave paintings (Lascaux and Altamira)</p>	<p>Edward Hopper, Rembrandt Harmenszoon van Rijn.</p>	<p>Laurence Stephen Lowry, Matisse, René Margritte, Claude Monet Vincent Van Gogh.</p>	<p><b>Francis Bacon, Frida Kahlo, Pablo Picasso, Antony Gormley, Vincent Van Gogh, Max Beckmann, Lichenstein, Andy Warhol, Laurence Stephen Lowry.</b></p>
<p><b>Printing</b> (found materials, rubbings, stencils, sponges, polystyrene tile, fruit/veg, wood blocks, press print, lino print, mono-print, string)</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in printing using different colours.</p> <p>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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>		<p>Use tools in a safe way.</p> <p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes (positive shapes occupy positive space. The area around positive shapes, the background, is negative space).</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques, e.g. using stencils, rolling ink out and placing paper on top then drawing onto the paper.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Develop their own style using tonal contrast and mixed media.</p>	
<p><b>Artists and Cultural Links (printing)</b></p>	<p>Roy Lichtenstein Andy Warhol Anita Klein</p>	<p>Jasper Johns Angie Lewin</p>	<p>Sally Mckay Matisse Edward Bawden</p>	<p>Ernst Ludwig Kirchner</p>

<p><b>Sculpture</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Use equipment and media with confidence, safely and in an organised way.</p> <p>Learn to secure work to continue at a later date.</p> <p>Plan, collect and develop ideas.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Join two parts of a sculpture successfully.</p> <p>Produce and decorate models confidently.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures.</p> <p>Use language appropriate to skill and technique.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Apply Modroc to a framework.</p> <p><b>Clay</b> Make a <b>slip</b> to join two pieces of clay.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger pieces <b>using pinch/ slab/ coil techniques</b>.</p> <p>Use language appropriate to skill and technique, e.g. <b>'slip and score'</b>.</p>	<p>Work in a safe and organised way, caring for equipment.</p> <p>Plan how to join parts of the sculpture, securing work to continue at a later date as needed.</p> <p>Develop skill in applying modroc to a framework or over other constructed foundations.</p> <p>Demonstrate experience in freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Solve problems and discuss possible solutions as they occur.</p> <p>Use language appropriate to skill and technique</p> <p>Adapt work as and when necessary and explain why.</p> <p>Compare different styles and approaches.</p> <p><b>Clay</b> Make a <b>slip</b> to join two pieces of clay.</p> <p>Continue to model and develop work through a combination of <b>pinch, slab, and coil</b>.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use language appropriate to skill and technique, e.g. <b>slip and score, pinch, coil, slab</b>.</p>		
<p><b>Art and Cultural Links (Sculpture)</b></p>	<p>Alexander Calder, George Segal, Jim Leach, Kinetic, recycled/ found object sculptures from Africa and India.</p>	<p>Egyptian Artefacts, Christo and Jeanne Claude.</p>	<p>Elisabeth Frink, Giacomo Balla, Carl Andre, Henry Moore, Aztec, Greek vases.</p>	<p>Maya stelae and sculptures. Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
<p><b>Textiles/collage</b> (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Create and use dyes.</p> <p>Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc.</p> <p>Become confident in applying colour with printing, tie dye, fabric pens etc.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Continue to gain experience in batik.</p> <p>Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Change and modify threads and fabrics as needed.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>		

<b>Artists and Cultural Links(Textiles)</b>	Adire (African textiles)	Indian embroiders	Nigerian tie dye, Java batiks. Rosalind Freeborn	Have opportunity to explore modern and traditional artists using ICT and other resources.
<b>ICT – digital media</b> (E.g. Photography, paint/draw packages)	<p>Record and collect visual information using digital cameras and video recorders, I-pads/i-pods.</p> <p>Present recorded visual images using software e.g. photostory, PowerPoint.</p> <p>Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create shapes by making selections to cut duplicate and repeat.</p> <p>Experiment with colours and textures by making inappropriate choice of special effects and simple filters to manipulate and create images for a particular purpose,</p>		<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. photostory, PowerPoint.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image ( scanned, retrieved, taken) in to a graphics package.</p> <p>Understand that a digital image is create by layering.</p> <p>Create layered images from original ideas sketch books etc...).</p>	
<b>Artists and Cultural Links (ICT-digital media)</b>	Local artist - Joanna Dewfall (mosaics) – year 3  Charlie Waite, Fay Godwin		Ansel Adams, Annie Leibovitz, Man Ray	
<b>Evaluation</b>	<p>Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use.</p>	<p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>Regularly analyse and reflect on their progress taking account of what they hope to achieve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>