

Art and Design Curriculum Intention

At Featherstone Academy, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend their knowledge and skills, as well as an opportunity to express their individual interests, thought and ideas. Art and Design is a subject that our children look forward to and value within their curriculum. Our school recognises and understands that the arts provide a wealth of vital experience to excite children's imaginations and develop their creativity. Art and Design encourages our children to participate actively, to try out different possibilities, and to make and communicate meaning to different audiences through a variety of media and contexts.

Our Art and Design curriculum is designed to improve children's cultural capital by learning about and taking inspiration from both classic and modern artists. Each unit of work begins with an artist study which allows our children to develop an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The curriculum design for this subject ensures that there's a spiralling approach, in order for knowledge and skills to be built upon and developed every two years so that children make progress in line with National Curriculum expectations.

The National Curriculum sets out the aims that we intend to meet through a carefully planned school curriculum.

- 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 Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 1	Printing	Painting	Drawing Digital Media
Year 2	Textiles	Collage	Drawing Sculpture
Year 3	Printing	Drawing Digital Media	Painting
Year 4	Drawing Collage	Sculpture	Textiles
Year 5	Painting	Drawing	Printing Digital Media
Year 6	Collage	Textiles	Drawing Sculpture

	Intent	Implementation	Impact
<p>In Year 1, pupils will look to improve their artistic knowledge and skills in printing, painting and drawing, examining key artists and craft designers:</p> <ul style="list-style-type: none"> • Lynn Flavell • Wassily Kandinsky • Andy Warhol 	<p>In Y1 the children will develop their knowledge and skills through exploration of:</p> <p>Printing Block printing Repeated patterns Overlapping patterns Mske prints by pressing, rolling, rubbing and stamping.</p> <p>Painting Mixing colours Acrylic painting Watercolour painting Shades Painting techniques</p> <p>Drawing Self-portrait Proportion Thickness of line Pattern and texture by adding dots.</p> <p>Digital Media Create texture Use line, tones, colours and shapes to digitally enhance their self-portraits</p>	<p><u>Children will complete units that will focus on the following:</u></p> <p>Children will study the work of Lynn Flavell. Children create various prints using fresh fruit and vegetables, making repeated patterns. Children are encouraged to find patterns by painting onto fruit and vegetables cut in half to create repeated printing patterns and well as experimenting with different colours.</p> <p>Children will study the work of Wassily Kandinsky. Children take inspiration from the work of Wassily Kandinsky and use the colours they have mixed themselves (making warm and cool colours as well as different shades and tones of one colour using white to make it lighter, black to make it darker) to create a hot and cold places inspired painting using his circles painting as a stimulus. Children experiment with different painting techniques, materials and types of paint including acrylic paints, water colours, several different sized and shaped brushes, a spatula, a sponge and a toothbrush. Children explore different effects on wet, dry and textured paper and find out how different materials behave and react with each other.</p> <p>Children will study the work of Leonardo da Vinci, Henri Matisse and Vincent Van Gogh.</p> <p>Children develop skills required to draw a self- portrait or a portrait. They begin to learn some of the rules for the proportion of the face and practise using these. Children study the work of Pablo Picasso and create their own portraits using his style.</p> <p>Children study the work of Andy Warhol. Children draw a self-portrait. The outline is scanned and Paintshop Pro is used for digital image manipulation. Taking inspiration from work produced by Andy Warhol, children create their own pop art inspired by Andy Warhol's repeated images.</p>	<p><u>Children will be able to:</u></p> <p>Printing</p> <ul style="list-style-type: none"> • To know that repeating or overlapping shapes creates pattern • To know that objects create prints (e.g. fruit, veg or sponges) • To know how to press, roll, rub and stamp to make prints <p>Painting</p> <ul style="list-style-type: none"> • To know when you use a thick and thin brush • To know which primary colours make secondary • To know how to add white to colours to make tints and black to colours to make tones • To know how to create and use colour wheels <p>Drawing</p> <ul style="list-style-type: none"> • To know how to draw lines of different sizes and thickness • Colour (own work) neatly following the lines • To know how to create different tones by using coloured pencils <p>Digital Media</p> <ul style="list-style-type: none"> • To know that a wide range of tools can be used to create different textures, lines, tones, colours and shapes.

<p>In Year 2, pupils will look to improve their artistic knowledge and skills in textiles, collage, drawing and sculpture, examining key artists and craft designers:</p> <ul style="list-style-type: none"> • Gunta Stolzl • Emma Majury • Andy Goldsworthy 			
	<p>In Y2 the children will develop their knowledge and skills through exploration of:</p> <p>Textiles Weaving to create a pattern Joining materials- glue or stitch Plaiting Dip dye techniques</p> <p>Collage Combining materials Texture Colour Layering</p> <p>Drawing Observational drawings of nature</p>	<p>Children will complete units that will focus on:</p> <p>Children will study the work of Gunta Stolzl. They will develop skills needed to weave using materials such as paper, card and fabrics. They will begin to use a weaving loom too. Children will enhance their work by incorporating other textile elements by joining materials using glue or stitch, using plaiting and dip dye techniques.</p> <p>Children will study the work of Emma Majury. Children create a collage of two contrasting landscapes (city/desert/polar region/forest) using paper, plastic, card, fabric, cotton wool, feathers and leaves among other materials. Children should consider the texture, colour and use their imagination to make different materials represent real life objects.</p> <p>Children will study the work of Andy Goldsworthy. Children begin by developing their observational drawing techniques, mainly drawing from nature. The natural materials they draw will later be used in their nature inspired sculptures.</p>	<p>Children will be able to:</p> <p>Textiles</p> <ul style="list-style-type: none"> • To know how to weave to create a pattern • To know how to join materials using glue and/or stitch • To know how to use plaiting • To know how to use dip dye techniques <p>Collage</p> <ul style="list-style-type: none"> • To know how a combination of materials that are cut, torn and glued can be used to collage • To know how to sort and arrange materials • To know how to mix and join materials to create texture <p>Drawing</p> <ul style="list-style-type: none"> • To know how to draw lines of different sizes and thickness • To know how to add pattern and texture by adding dots and lines

	<p>Sculpture Land art Using natural materials Using clay techniques</p>	<p>Children create sculptures using the work of Andy Goldsworthy as inspiration. They should use natural materials to make their sculpture design for a British seaside. Once they have created their sculpture using natural materials, they will create a nature inspired sculpture using man made materials such as paper, straws card and clay. Children will design and make a clay tile.</p>	<ul style="list-style-type: none">• To know how to create different tones by using coloured pencils <p>Sculpture</p> <ul style="list-style-type: none">• To know how to use a combination of shapes• To know how to use rolled up paper, straws, paper, card and clay as materials• To know how to use techniques such as rolling, cutting, moulding and carving
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<p>In Year 3, pupils will look to improve their artistic knowledge and skills in drawing, painting, printing and digital art by examining key artists and designers:</p> <ul style="list-style-type: none"> • William Morris • Frida Kahlo, • Salvador Dali, • Marion Adnams • Georges Seurat • Paul Signac • Maximilian Luce • Mike Barret • Claude Monet 	<p>In Y3 the children will develop their knowledge and skills through exploration of:</p> <p>Printing Block printing Incised printing</p> <p>Drawing Self portraits Proportion</p> <p>Digital Media Image manipulation</p> <p>Painting Pointillism Brush techniques Mixing colours Creating mood with colour</p>	<p>Children will complete units that will focus on:</p> <p>Children will study the work of William Morris. They will learn about different printing techniques and develop a range of skills in order to create their own nature/plant based inspired wallpaper prints. Their observations of nature will influence this process. Whilst learning about printmaking they will use a variety of materials to create block prints and glue string or textured paper to card to create a relief surface to take a print from. Children will observe how their print is a mirror image of the block used to make it. They will explore how to make an incised print by engraving into a polystyrene tile. They will explore block printing techniques and overlay prints to create different colours and textures.</p> <p>Children will study the work of Frida Kahlo, Salvador Dali and Marion Adnams. They will explore how Frida Kahlo's traditional Mexican folk art mixes with surrealism. Children explore how aspects of Mexican folk art reflects in her identity and how her work was autobiographical. Consider the proportions of the face when creating a self-portrait.</p> <p>Children study the work of Mike Barret. The children's self-portrait is scanned and Paintshop Pro is used for digital image manipulation, taking inspiration from work produced by Mike Barret.</p> <p>Children will study the work of Georges Seurat, Paul Signac and Maximilian Luce. They will learn about creating art in a style of painting called Pointillism and how it relies on optical mixing of colours. Children will learn about the founder of this style of art and how it impacted on a new art movement known as Neo-Impressionism, before using these newly learned techniques to create landscape paintings. Children will study the work of Claude Monet when experimenting with creating mood with colour.</p>	<p>Children will be able to:</p> <p>Printing</p> <ul style="list-style-type: none"> • To know how to use layers of two or more colours • To know how to make printing blocks (e.g. from coiled string glued to a block) • To know how to make precise repeating patterns <p>Drawing</p> <ul style="list-style-type: none"> • To know how to use different harnesses of pencils to show line, tone and texture • To know how to sketch lightly (no need to use a rubber to correct mistakes) • To know how to show light and shadow using shading • To know how to show tone and texture using hatching and cross hatching <p>Digital Media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they are created <p>Painting</p> <ul style="list-style-type: none"> • To know how to use different brush techniques such as using thick and thin brushes to produce shapes, textures, patterns and lines • To know how to mix colours effectively • To know how to use watercolour paint to produce washes for backgrounds then add detail • Experiment with creating mood with colour
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<p>In Year 4, pupils will look to improve their artistic knowledge and skills in drawing, collage, sculpture and textiles by examining key artists:</p> <ul style="list-style-type: none"> • Stephen Wiltshire • Alexander Calder • David Oliveira • Mary Edna Fraser • Gunta Stölz 	<p>In Y4 the children will develop their knowledge and skills through exploration of</p> <p>Drawing Using different harnesses of pencils Line, tone and texture Showing light Shading Hatching and cross hatching</p> <p>Collage Overlapping Mosaic Montage</p> <p>Sculpture Combining shapes Wire sculptures Paper sculptures Clay sculptures</p> <p>Textiles Colouring fabric Using wax to resist ink Shape and stitch material Cross stitch and back stitch Quilt and pad fabric</p>	<p>Children will complete units that will focus on:</p> <p>Children study the work of Stephen Wiltshire. Children explore how different harnesses of pencils can be used to show line, tone and texture. Children begin to use techniques to help them draw accurately what they see such as using grids. Children begin to learn how to show light and use shading. Hatching and cross-hatching is introduced too. Children apply these newly learned skills when drawing cityscapes and famous landmarks.</p> <p>Children make copies of their landscape drawings and use a range of materials to enhance them to create a montage.</p> <p>Children study the work of Alexander Calder and David Oliveira. Children begin this unit by exploring how paper, wire and tissue paper can be used to create 3d sculptures of plants and flowers. Children develop a range of techniques whereby they combine shapes to create recognisable forms (flowers). Children later develop skills required when handling clay. Coiling and carving will be used to create flower clay sculptures.</p> <p>Children will study the work of Mary Edna Fraser and Gunta Stölz. During this unit children will create an ‘under the sea’ themed fabric wall hanging which uses a variety of textile techniques. Children will colour fabric and experiment with how they can use wax to resist ink (batik paintings) and create unique effects within their art work. They will shape and stitch their material and develop skills enabling them to use basic cross stitch and back stitch to enhance the appearance and finish of their fabric wall hanging.</p>	<p>Children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> • To know how to use different harnesses of pencils to show line, tone and texture • To know how to sketch lightly (no need to use a rubber to correct mistakes) • To know how to show light and shadow using shading • To know how to show tone and texture using hatching and cross hatching <p>Collage</p> <ul style="list-style-type: none"> • To know how to select and arrange materials for a striking effect • To know how to use coiling, overlapping, tessellation, mosaic and montage <p>Sculpture</p> <ul style="list-style-type: none"> • To know how to create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • To know how to include texture that conveys feelings, expression or movement • To know and understand how to use clay and other mouldable materials • To know how to add materials to provide interesting detail <p>Textiles</p> <ul style="list-style-type: none"> • To know how to shape and stitch materials • To know how to use basic cross stitch and back stitch • To know how to colour fabric • To know how to quilt and pad fabric
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<p>In Year 5, pupils will look to improve their artistic knowledge and skills in painting, drawing, printing and digital media by examining key artists:</p> <ul style="list-style-type: none"> • Henri Rousseau • Gary Hodges • Hans Holbein • Katsushika Hokusai • Mike Barret 	<p>In Y5 the children will develop their knowledge and skills through exploration of</p> <p>Painting Creating colour palettes Watercolour paint Acrylic paint Brush techniques to create texture Combine colours, tones and tints to create mood</p> <p>Drawing Proportion Shadows Light</p> <p>Printing Build layers of colour</p> <p>Digital Media Image manipulation</p>	<p>Children will complete units that will focus on:</p> <p>Children will study the work of Henri Rousseau and Gary Hodges. Children are given opportunities to sketch animals and rainforest compositions before using acrylic or watercolour paint to add colour. Children create a montage of paintings showing the same rainforest animal, zoomed in on various features and parts of the body.</p> <p>Children will study the work of Hans Holbein. Children develop their knowledge and skills to create realistic Tudor portrait of either Henry 8th or one of his six wives in the style of Hans Holbein.</p> <p>Children study the work of Katsushika Hokusai Children recreate a natural disaster image by making an incised print by engraving into a polystyrene tile and overlay prints to create different layers of colour with precision and detail.</p> <p>Children study the work of Mike Barret. The children's prints are scanned and Paintshop Pro is used for digital image manipulation, taking inspiration from work produced by Mike Barret.</p>	<p>Children will be able to:</p> <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour • To know how to create a colour palette based upon colours observed in the natural or built world • To know the qualities of watercolour and acrylic paints to create visually interesting pieces • To know how to combine colours, tones and tints to enhance the mood of the piece • To know how to use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists <p>Drawing</p> <ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) • To know how to use techniques to show movement, perspective, shadows and reflection • To know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) <p>Printing</p> <ul style="list-style-type: none"> • To know how to build up layers of colours • Use a range of visual elements to reflect the purpose of the work <p>Digital media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations)
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<p>In Year 6, pupils will look to improve their artistic knowledge and skills in collage, textiles, drawing, and sculpture by examining key artists:</p> <ul style="list-style-type: none"> • Lucy Arnold • Sonia King • Antoni Gaudi • Isiah Zagar • Emma Biggs • LS Lowry • Eadweard Muybridge 	<p>In Y6 the children will develop their knowledge and skills through exploration of</p> <p>Collage Mix textures Ceramic mosaic</p> <p>Textiles Range of stitching techniques</p> <p>Drawing Shadows Show movement Use lines to represent movement</p> <p>Sculpture Proportion Using frameworks</p>	<p>Children will complete units that will focus on:</p> <p>Children will study the work of Lucy Arnold, Sonia King, Antoni Gaudi, Isiah Zagar and Emma Biggs. Using the work of Lucy Arnold as a starting point, children explore how they can create a collage of an insect by using a variety of materials to create different textures. Children then use ceramic mosaic tiles to create mosaic art inspired by Lucy Arnold's work.</p> <p>Children study the work of Children learn how to use stitch as line or shade. They combine these skills with felt work and batik techniques to create a high quality textiles piece of art.</p> <p>Children study the work of LS Lowry. They begin by exploring how he uses matchstick figures by using simple shapes to show movement of their body. Children will build upon Lowry's work by developing oval drawings and learning the rules for proportion when drawing the human body, especially to show movement. Children will design and create a Lowry inspired drawing of a scene where lots of people show different movements.</p> <p>Children study the work of Eadweard Muybridge. Children use their knowledge of proportion of the human body from the drawing unit, to create sculptures showing a sports person, which depicts movement.</p>	<p>Children will be able to:</p> <p>Collage</p> <ul style="list-style-type: none"> • To know how to mix textures (rough and smooth, plain and patterned) • To know how to use ceramic mosaic materials and techniques • To know how to combine visual and tactile qualities <p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques • To know how to use a range of stitching techniques • Combine previously learned techniques to create pieces <p>Drawing</p> <ul style="list-style-type: none"> • To know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • To know how to use techniques to show movement, perspective, shadows and reflection • To know how to use lines to represent movement <p>Sculpture</p> <ul style="list-style-type: none"> • To know how life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • To know how to use tools to carve and add shapes, texture and pattern • To know how to use frameworks (such as wire or moulds) to provide stability and form • To know how to combine visual and tactile qualities
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