



The Art and Design Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

The beginnings of art and design come from the exploration that occurs in play and we take the earliest opportunities to encourage creativity in the use of traditional art materials and those drawn from the natural world. Forest School and projects such as Pappus demonstrate the inspiration that comes from our immediate rural landscape. The progression from initial mark making to more sophisticated forms of drawing is captured in sketchbooks that our children take with them through the school.

Alongside teaching a clear progression in art and design skills and the development of these skills in different media, we relate our artistic production to our broader thematic curriculum. This may take the form of an artistic representation of an element of a topic or relate directly to a given artist / artistic movement and its historical or cultural context, or it may involve artists visiting school to talk about their practice.

We ensure that children are taught appropriate terminology with which to appraise their work and each class has a gallery, which celebrates the creativity of our pupils.

During the school year, we will come together as a whole school and produce communal art, for example, on Apple Day, or in order to contribute to village events.

National Curriculum – 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

National Curriculum – Purpose of Study

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

Early Years Foundation Stage

We believe that Early Years arts experiences can impact positively on confidence, self-esteem, personal, social, emotional development and communication skills. Our pupils will embark on a creative journey of Expressive Arts and Design through topics which are defined by the interests and experiences of the children. They will be encouraged to use their imagination by dismantling, combining and discarding ideas and materials, experimenting and imitating, to develop their own ideas and produce their own unique pieces of work, both indoors and out, the messier, the better! They will talk about what they have produced, what they like and how they can make it better. They also begin to learn about the ways in which paintings and drawings can capture feelings. Art can bring a vibrancy to learning that results in a much deeper understanding of, and attention to, a child's needs and interests.

In EYFS and KS1 all children will: study the work of a range of great artists, craft makers and designers and begin to understand the historical and cultural development of their art forms .They will begin to evaluate and analyse creative works using the language of art, craft and design, exploring and evaluating ideas., record and explore ideas from first hand observations, ask and answer questions about starting points for their work, develop and share their ideas, try things out and make changes, describe the differences and similarities between different practices and disciplines, and making links to their own work., be encouraged to think critically about their art and design work., use a sketchbook to collect and develop ideas from a range of sources. Our children will paint, draw, sculpt, sketch, illustrate and create! Art provides a means of exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, line and form to produce pieces of art personal to the child.

In Key Stage 2 all children will: explore further the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms, evaluate and analyse creative works using the language of art, craft and design. , further develop sketch books to record their observations and use to review and revisit ideas. , record and explore ideas from first hand observations, experience and imagination and ideas for different purposes , question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. , think critically about their art and design work , creating imaginative and high quality pieces of work.

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use a variety of drawing and painting tools and media Be able and willing to mark make Talk about own creations	Drawing Use drawings to tell a story Investigate different lines to make enclosures and patterns Encourage increasingly accurate drawings of people	Drawing Extend variety of drawing tools Explore patterns Observe and draw landscapes Observe and draw in more detail anatomy (eg faces, limbs)	Drawing Draw a way of recording experiences and feelings Discuss and develop use of shadows, use of light and dark and shading to develop texture Sketch to make quick records	Drawing experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc experiment with different grades of pencil to achieve varied tone	Drawing accurate drawings of whole people including proportion and placement Begin to experiment with scale and proportion Identify areas of shadow and light and blend tones accurately to create soft gradients.	Drawing work on sustained, independent, detailed drawings. develop close observational skills experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.	Drawing A more expressive range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. drawing with natural objects. produce increasingly accurate drawings of people

Know primary colours and shades such as light and dark Begin to self-select own resources Development Matters/ELGS	Painting Mix colours to make new colours Create textures eg in paint by adding another material Printing Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables Make rubbings. Build a repeating pattern with block colours and begin to recognise patterns in the environment Media Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks 3D Design Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading Join pieces together to build and balance, constructing with a purpose Textiles Explore various techniques e.g. weaving with natural materials, simple sewing.	Painting Experiment with mixing and matching primary colours exploring shades and tones Use a variety of tools and techniques i.e. brush sizes and types Work on different scales Printing Make marks in print with a variety of objects, including natural and made materials. Explore a variety of techniques from relief, press print, mono-printing, block printing, fabric printing and rubbings. Design patterns of increasing complexity and repetition and copy environmental patterns. Mixed media Experiment with tools and techniques e.g. layering, mixing media Draw lines and shapes from observations using different surfaces invent lines and shapes in drawing pattern and texture by describing, naming, rubbing and copying Apply shapes with glue or stitching Apply decoration using beads, buttons, feathers Apply colour with printing, dipping, fabric crayons Create fabrics by weaving materials 3D Design Manipulate clay / dough in a variety of ways, e.g. rolling, joining, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Textiles/collage Make structures by joining object together including fabrics Cut and shape fabric using scissors/snips	Painting Mix a range of secondary colours, shades and tones Make as many tones of one colour as possible Use a range of decorative paint techniques Paint on an increasing variety of paper and at a range of scales and with different types of brush Printing Make simple prints i.e. mono-printing Create simple printing blocks for press print Design and build repeating patterns and recognise pattern in the environment Experiment with overprinting motifs and colour Textiles and Collage Learn to use running stitch and simple applique work Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour Arrange and glue materials to different backgrounds 3D Design Explore sculpture with a range of malleable media Work safely with materials and tools Mixed Media Experiment with constructing and joining recycled, natural and manmade materials Use a wide variety of media, inc. fabric, plastic, tissue, magazines, crepe paper, etc.	Painting experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. create different effects and textures with paint use language of and mix primary and secondary colours Use tints and shades Printing Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. 3D Design design and make models from observation or imagination . experiment with constructing and joining recycled, natural and manmade materials. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively (links with DT) Make a simple papier mache object. Plan, design and make 3D models Textiles/Collage use a variety of techniques dyeing, weaving and stitching to create different textural effects. experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures create texture and pattern	accurate drawings of whole people including proportion and placement Create objects in the foreground that appear larger than those in the back and mid-ground. Painting Beginning to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife. Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point. Can blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals. Know that complementary colours are opposite on the colour wheel. Using knowledge of shade and tint, knows how to mix variations of dark, mid and light of a certain colour and know that to blend them softly, they must use minimal pressure back and forth using an appropriate brush. Printing create printing blocks using relief or impressed method develop print techniques i.e. mono-printing, block printing, relief or impressed method print with two colour overlays 3D Design use papier mache to create simple 3D effects design and make models of increasing complexity develop skills in joining, extending and modelling clay Textiles /Collage develop skills in stitching, cutting and joining use collage as a means of collecting ideas and information and building up a visual vocabulary. Digital media explore ideas using digital sources i.e. internet, ipads Store and present recorded visual images using software e.g. Photostory, Powerpoint use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.	use different techniques for different purposes i.e. shading, hatching, blending. develop drawing using tonal contrast and mixed media begin to use simple perspective in their work i.e. by using single focal point on horizon begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background. Painting identify, mix and use primary, secondary, complimentary and contrasting colours. Know that when complementary colours are mixed, they will become muted.. Using knowledge of shade and tint, know how to mix variations of dark, mid and light of a certain colour to replicate those used in their artist study. Know that objects can be affected by many light sources and can create many shadows (dark) and highlights (light). develop a painting from a drawing. experiment with different media and materials for painting create imaginative work from a variety of sources e.g. observational drawing, music, poetry. mix and match colours to create atmosphere and light effects Printing Increase awareness of mono and relief printing. Continue to gain experience in overlaying colours. 3D Design shape, form, model and construct from observation and imagination use recycled, natural and manmade materials to create sculptures plan a sculpture through drawing and other preparatory work develop skills in using clay or other media eg willow produce patterns and textures in malleable materials. begin to explore carving as a form of 3D art Textiles/Collage Explore using resist paste and batik. Digital Media explore ideas using digital sources i.e. internet, ipads create digital layered images from original ideas in sketchbooks	Can draw an object from different viewpoints using knowledge of perspective Uses directional shading with confidence to create form in a drawing. Clearly shows areas of light and shadow in an observational drawing based on one or several light sources. Shapes and lines are refined independently using controlled lines. Independently applies a range of techniques to create texture e.g. use of an eraser, stippling, cross hatching, surface etc Painting paint an object from different viewpoints using knowledge of perspective. Uses directional brush strokes with confidence to create form in a painting. Clearly shows areas of light and shadow in an observational painting based on one or several light sources. Shapes and lines are refined independently using controlled strokes. Independently applies a range of techniques to create texture Printing Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. 3D Design Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Recognise sculptural forms in the environment: Furniture, buildings Confidently carve a simple form Textiles/Collage Use a number of different stitches creatively to produce different patterns and textures. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. experiment with a range of media to overlap and layer creating textures, effects and colours. Continue to gain experience in batik- use more than one colour. use different techniques, colours and textures when designing and making pieces of work use collage as a means of extending work from initial ideas. Digital Media explore ideas using digital sources i.e. internet, ipads create digital layered images from original ideas in sketchbooks confidently use Photo story or other graphics packages

