

Whitley Park LKS2 Art and Design Curriculum

Intent

At Whitley Park, we strive to deliver an ambitious art and design curriculum, ensuring coverage of the aims and targets of the National Curriculum, whilst securing access and achievement for all of our students. Our curriculum enables students to express creatively their original ideas and personal experiences. Students produce their own works of art, craft and design, and have continual opportunities for progression without fear of mistakes. Self-expression is widely recognised as playing a vital role in maintaining good mental health, and therefore the Whitley Park curriculum promotes art as a valuable creative outlet. Students are engaged, inspired and challenged through varied and rich experiences that develop skills, knowledge and, in turn, cultural capital for every child. We encourage students to take creative risks through experimentation and innovation of learnt techniques and skills. The balance between breadth and depth is key to our curriculum; it is important that our students be introduced to a wide range of skills with different media, but also that these are revisited and skills developed progressively, both in isolation and in context of thematic topics and artists. Likewise, study of artists, craft makers and designers is balanced between the historical greats and contemporary and diverse artists, in order to promote aspiration and self-belief for all of our students, regardless of gender, socio-economic, cultural or ethnic background. Students explore the impact of art and design on culture and creativity, and how this has shaped our nation's history and its place within the world. They have regular and progressive opportunities to engage critically with works of art and to evaluate their own work, developing use of technical vocabulary to communicate their thoughts accurately and specifically.

KS2 Core Knowledge

- Pupils should be taught about great artists, architects and designers in history.

KS2 Core Skills

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.



A conceptual framework to support the planning of a balanced art, craft and design curriculum

(NSEAD, 2014)

TECHNICAL SKILLS	Initiating – Year 3	Building – Year 4	Deepening - Year 3 & 4
<p><u>Drawing</u></p> <p>Suggested materials: graded pencils, charcoal, inks, chalk, pastels</p> <p>Focus elements: line, shape, colour, texture</p>	<ul style="list-style-type: none"> - Experiment with different grades of pencils to show line, tone and texture. - Use drawing/sketching as a part of the experimentation and design process. - Begin to consider proportion, e.g. between body parts or components of an object. 	<ul style="list-style-type: none"> - Begin to show an awareness of scale and proportion within three dimensionality. - Use sketching and shading techniques to show light and shadow effects. - Review and revisit initial sketches/drawings as part of the production process. 	<ul style="list-style-type: none"> - Observe closely when sketching/drawing from life. - Continue and extend use of a range of drawing materials and surfaces – e.g. pencils, oil and chalk pastels, charcoal, ink, textured paper, wood, recycled materials etc. - Alter and refine drawings, using artistic vocabulary learned so far to discuss changes. - Draw for a sustained period of time at their own level.
	<p>Suggested Vocabulary: HB, 2B, 4H etc. – soft/hard pencils, marks, lines, light/hard (pressure), shading, scribble, hatching, cross-hatching, horizontal/vertical (link to maths) Proportion, bigger, smaller, balance</p>	<p>Suggested Vocabulary: Shadow, highlight, light, dark, , smudge, blend, 3D, height, width, depth, chiaroscuro, contrast</p>	<p>Suggested Vocabulary: Refine, close observation, surface From KS1: Y1: Draw, shade, pencil, chalk, wax crayon Line, thick, thin, straight, curved, wavy, zig-zag Shape, 2D shapes – use names covered in maths Y2: Sketch, outline, detail, observe/observation, control, tool Pastels, charcoal Y1/2: Accurate vocabulary for simple body parts as learned in science. Mark, thick, thin, soft/hard (pressure on surface), fine, broad</p>
<p><u>Painting</u></p> <p>Suggested materials: different sized and shaped brushes round, bright, flat, acrylic paint, watercolour, sand, PVA glue</p> <p>Focus elements: <u>colour, texture, shape</u>, line, space</p>	<ul style="list-style-type: none"> - Experiment with brushes (e.g. round, bright, flat) and different techniques to create texture and shape, e.g. washes, thickening with materials (sand, glue), blocking in, blending 	<ul style="list-style-type: none"> - Begin to use techniques to paint in the style of a chosen artist (not copying). 	<ul style="list-style-type: none"> - Mix colours effectively to achieve desired colours and shades.

<p>Poss. Artwork – take picture, black and white print, block in monochromatic colour</p>	<p>Suggested Vocabulary: Watercolour, acrylic, Wash, blocking in, base, building texture, broad/fine brushstrokes, thicker, thickening, thinner, thinning, bleeding (wet colours merging when on top or next to each other), round brush, bright brush (for washes), flat brush</p> <p>From KS1: Brushstroke, sweep, dab, dot, smooth, thick, thin</p>	<p>Suggested Vocabulary: Style, technique, experiment, imitate, vocab surrounding chosen artist</p>	<p>Suggested Vocabulary: Tertiary colours – red-orange, green-blue etc., tone, hue Y2- Shade (i.e. shade of blue, green etc.), tint, dark(er), light(er) tone Colour collections: warm, cold, bright, pale, pastel etc.</p>
<p><u>3D</u> (sculpture, textiles, collage)</p> <p>Suggested materials: clay forms, different textured fabrics, recycled materials e.g. plastic bags, wrappers, wrapping paper, old clothing, objects as looms, e.g. cooling rack, grill pans, fence panel</p> <p>Focus elements: form, shape, texture, colour</p> <p>Y3 – weaving Y4 – malleable sculpture</p>	<p>Textiles</p> <ul style="list-style-type: none"> – Follow a simple weaving process. – Experiment with using simple looms (both objects and looms made for purpose) to understand the key principles of weaving. – Use different colours and materials to create pattern and texture. 	<p>Sculpture</p> <ul style="list-style-type: none"> – Manipulate malleable materials for a purpose (e.g. thumb pots, coil pots, models), exploring form and shape. – Use simple joining techniques. 	
<p><u>Printing</u></p> <p>Suggested materials: acetate, Styrofoam or similar, ink</p> <p>Focus elements: pattern, texture, colour, space</p>		<ul style="list-style-type: none"> – Design and create own printing blocks using carving technique. – Use block printing to create patterns and designs onto fabric, with increasing precision. 	
		<p>Suggested Vocabulary: Acetate, carve, roller, pressure, even pressure, design, blunt tool, reverse</p>	

<p><u>Digital</u></p> <p>Suggested media: photography, ICT tools</p> <p>Focus elements: line, colour, shape, space</p>	<ul style="list-style-type: none"> - Apply creative skills learned in computing (Y2 – Unit 2.3) to create original and imaginative photography. - Plan the use of a camera to take a specific photo or set of photos, considering composition and purpose. - Use and change camera settings to enhance photo quality. 		
	<p>Suggested Vocabulary: Camera, image, capture, adjust, composition, viewpoint, landscape, portrait, flash, zoom, focus, setting/mode (different modes on digital camera),</p>		

CREATIVE EXPRESSION & KNOWLEDGE	Initiating – Year 3	Building – Year 4	Deepening – Year 3 & 4
<p>Design & Production</p>	<ul style="list-style-type: none"> - Begin to use a sketchbook as part of the design process: experimenting, drawing, practising skills, collecting ideas and examples of materials. 	<ul style="list-style-type: none"> - Begin to consider the work of other artists during the design process. - Continually refer to sketchbook designs during the production process. 	<ul style="list-style-type: none"> - Plan and design in response to a stimulus. - Use initial close observations / skills focus to inform design and production process.
<p>Evaluation</p> <p>Elements: line, shape, form, texture, colour, space, pattern</p>	<ul style="list-style-type: none"> - State something they like about an artwork and something they would like to change, giving suggestions for how to improve it. 	<ul style="list-style-type: none"> - Begin to analyse and critique artists' works, commenting on appropriate artistic elements at their level. 	<ul style="list-style-type: none"> - With increasing independence, use critical art vocabulary to describe and evaluate artwork – e.g. broad brushstrokes, dark shadow (Use suggested vocabulary as a guide.) - Seek out opinions of peers to assist in evaluation process, and provide others with constructive feedback. - With support, increasingly evaluate during production process, refining and adapting throughout.
<p>Knowledge Link to skills/topics/both Artists, designers, architects Culture, creativity, wealth</p> <p>Ensure a balance of breadth and depth by focussing on 2/3 artists per year, to include some more in-depth studies and comparisons between artists, architects and designers.</p> <p>Artists with links to topics have been suggested only if they also allow for teaching of year groups skills. Equally, teachers may feel that some skill areas would be better taught in isolation, without an artist focus.</p> <p>All artists listed here are suggestions only; teachers may choose to focus on different artists that allow for teaching and development of year group skills. Please check other year group coverage or consult art lead to avoid repetition and ensure progression.</p> <p>Check the Artists Coverage Audit document to ensure a balanced coverage of artists from different societal groups.</p>	<p>Suggested artist links Skills:</p> <ul style="list-style-type: none"> - <u>Paint techniques:</u> Frank Bowling (various paint techniques) Georgia O’Keeffe (watercolour and thicker paint), Elizabeth Baldin (local artist, watercolour and acrylics), Paul Klee (range of media), - <u>Proportion:</u> Gwen John (painted women and cats, look at sketches, link to body topic) - <u>Weaving:</u> Felicity Irons (last UK rush weaver), Sue Gillespie (traditional textile weaver, Devon), Monika Correa (India) - <u>Photography:</u> Ansel Adams <p>Topics:</p> <ul style="list-style-type: none"> - <u>Cavemen Rock! (The Stone Age):</u> - <u>My Brilliant Body:</u> Gwen John - <u>Passport to Europe:</u> Gaudi architecture / comparing architecture of Europe - <u>Invaders & Settlers:</u> - <u>Chocolate:</u> Ghadah Hamzah AlRabee (need to link to skill as Ghadah uses collage – could sketch to create composition first, or try tying 	<p>Suggested artist links Skills:</p> <ul style="list-style-type: none"> - <u>Scale & proportion:</u> 3D – Henry Moore sculpture drawings, contours and mark making (Access Art unit) - <u>Light/shadow (chiaroscuro):</u> Da Vinci, Caravaggio, Juan Muñoz - <u>Painting in style:</u> Jean Michel Basquiat (American-Puerto Rican-Haitian), Henri Rousseau - <u>Clay sculpture:</u> Noriko Kuresumi (also links to water topic as subject matter), Linda Lopez, Rachel Boxnboim (Israel), Emre Can - <u>Block printing:</u> Hiroshige <p>Topics:</p> <ul style="list-style-type: none"> - <u>Rainforests:</u> Henri Rousseau (paint in the style) - <u>Rivers/Water (link to paint in style of artist):</u> Maggi Hambling, Margarathe Vanderpas, Leonardo Da Vinci’s studies of water/Rosie Leventon (AccessArt unit), Noriko Kuresumi (Clay Sculpture) 	<ul style="list-style-type: none"> - Develop an increasing awareness of different kinds of art, craft and design. - Explore and discuss the work of great artists, architects and designers in history.

wrappers together and weaving with them)

- The Romans: Roman architecture – The Pantheon, The Colosseum (vs. Silchester. Rebuild/redesign)