

Whitley Park KS1 Art and Design Curriculum

Intent

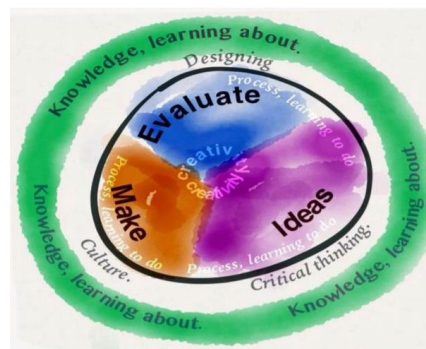
At Whitley Park, we strive to deliver an ambitious art and design curriculum, ensuring coverage of the aims and targets of the National Curriculum, whilst securing access and achievement for all of our students. Our curriculum enables students to express creatively their original ideas and personal experiences. 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.

KS1 Core Knowledge

- Learn about 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.

KS1 Core Skills

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.



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

(NSEAD, 2014)

| TECHNICAL SKILLS | Initiating – Year 1 | Building – Year 2 | Deepening - Year 1 & 2 |
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| <p><u>Drawing</u></p> <p>Suggested materials: pencil, charcoal, inks, chalk, pastels</p> <p>Focus elements: line, shape, colour</p> | <ul style="list-style-type: none"> - Draw with range of materials: pencils, chalk, wax crayons. - Begin to control lines to create simple drawings. - Shade with accuracy, staying 'in the lines'. <p>Vocabulary: Draw, shade, pencil, chalk, wax crayon Line, thick, thin, straight, curved, wavy, zig-zag Shape, 2D shapes – use names covered in maths</p> | <ul style="list-style-type: none"> - Extend the variety of drawing tools – pastels, charcoal - Sketch to make quick records - Add detail to line drawings with a range of mark making - Control lines to create simple drawings from observation <p>Vocabulary: Sketch, outline, detail, observe/observation, control, tool Pastels, charcoal</p> | <ul style="list-style-type: none"> - Experiment with the effects of different tools on a range of surfaces. - Consider line and shape in making accurate drawings of anatomy – face, arms, legs, hands, feet, torso <p>Vocabulary: 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: paint, brushes, fingers, cotton wool/buds, natural materials, spray bottles</p> <p>Focus elements: colour, texture</p> | <ul style="list-style-type: none"> - Recognise and name all primary and secondary colours - Hold large paint brush correctly <p>Suggested Vocabulary: Colour names: red, blue, yellow, orange, green, purple, brown, black, white Brush, paint</p> | <ul style="list-style-type: none"> - Find collections of colour – warm, cold, bright, pastel - With support, begin to consider how colours can reflect different feelings. - Use black and white to alter tints and shades. <p>Suggested Vocabulary: Shade (i.e. shade of blue, green etc.), tint, dark(er), light(er) Colour collections: warm, cold, bright, pale, pastel etc. Colour wheel.</p> | <ul style="list-style-type: none"> - Apply paint with a range of tools to create different textures. - Mix primary colours to make secondary colours. <p>Suggested Vocabulary: Brushstroke, sweep, dab, dot, smooth, thick, thin Primary colour, secondary colour, mix, add</p> |

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| <p>3D (sculpture, textiles, collage)</p> <p>Suggested materials: clay forms, dough, boxes, wire, paper sculpture, mod roc, junk, natural materials (feathers, sticks, leaves)</p> <p>Focus elements: form, shape, texture, colour</p> <p>Y1 – malleable sculpture Y2 – collage</p> | <p>Sculpture</p> <ul style="list-style-type: none"> – Use different shapes to represent known objects and ideas. – Use simple techniques with malleable materials, e.g. rolling, cutting, pinching. – Use tools to carve simple detail or designs. – Use objects to impress detail. | <p>Collage</p> <ul style="list-style-type: none"> – Replicate patterns in a 3D form. – Add texture by cutting, tearing, layering and combining materials. – Use scissors with increasing accuracy to cut desired shapes. <p>Sculpture</p> <ul style="list-style-type: none"> – Use natural and man-made materials. – Experiment with manipulating materials, e.g. twisting, scrunching, folding. (Overlap with Science curriculum – Materials) <p>Apply skills learnt in DT (Y1 & Y2, Making) to produce an original additive (construction) sculpture:</p> <ul style="list-style-type: none"> – Select tools and materials. – Join, assemble and combine materials. – Mark, cut and shape materials with some accuracy. | <ul style="list-style-type: none"> – Use materials to make known objects for a purpose. – Select and gather desired tools and materials based on their qualities. (E.g. shape – sticks, leaves, texture – shiny, fluffy, pointy tool to carve detail.) |
| | <p>Suggested Vocabulary: Model, shape, roll, coil, slab, pinch, bend, cut, tool, carve, detail, impress, design</p> | <p>Suggested Vocabulary: Mixed media, 3D, collage, combine, layer, tear, cut, overlap, pattern, texture, material, fabric, scraps, shiny, dull/matte, soft, rough, fix Natural, man-made, twist, scrunch, fold, construction, sculpture</p> | |
| <p>Printing</p> <p>Suggested materials: found materials, fruit/veg, wood blocks, pressprint, lino, string, marbling, ink</p> <p>Focus elements: pattern, texture, colour, space</p> | <ul style="list-style-type: none"> – Collect objects to explore, considering different textures. – Explore texture of natural and man-made objects through rubbings and prints. – Create simple patterns, using colour and texture. | | |
| | <p>Suggested Vocabulary: Rubbing, natural, man-made, pattern, repeat, texture, smooth, rough, bumpy, surface, press hard/lightly, print</p> | | |

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| <u>Digital</u> Suggested media: photography, ICT tools Focus elements: line, colour, shape, space | <ul style="list-style-type: none"> – Use ICT as a tool to create simple images, experimenting with colour, line and shape. | | |
| | Suggested Vocabulary: 2D Shape names, line vocabulary, colour names. Select, line, shape, delete, erase, move, drag, enlarge, shrink, copy, paste, clone, fill | | |

| CREATIVE EXPRESSION & KNOWLEDGE | | | |
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| | Initiating – Year 1 | Building – Year 2 | Deepening – Year 1 & 2 |
| Design & Production <ul style="list-style-type: none"> - Experiment - Imagination - Express - Explore - Observe - Represent | <ul style="list-style-type: none"> - In creative work, express own ideas linked to experiences. | <ul style="list-style-type: none"> - Use imagination to create increasingly original artwork. - Begin to build resilience in trying to improve skills and techniques, trying again if mistakes are made. | <ul style="list-style-type: none"> - Express personal experiences and ideas. - Begin to use close observation skills to represent real objects and scenes. |
| Evaluation Elements: line, shape, form, texture, colour, space, pattern | <ul style="list-style-type: none"> - State something specific they like about a piece of art – theirs, an artist's, a peer's. | <ul style="list-style-type: none"> - State something they like and something they would like to improve in their own work. | <ul style="list-style-type: none"> – With support, use critical art vocabulary to explain reasons for opinion – e.g. bright colours, neat lines, interesting texture. (Use suggested vocabulary as a guide.) – Describe differences and similarities between theirs and others' work. |
| Knowledge Ensure a balance of breadth and depth by focussing on 2/3 artists per year, to include some comparisons between artists, practices and disciplines. 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. 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. | Suggested artist links Skills: <ul style="list-style-type: none"> - <u>Line drawing:</u> Quentin Blake (see AccessArt unit) (also links to reading Y1 author coverage & Mrs. Armitage unit) - <u>Naming/mixing colours:</u> David Hockney (links to Woods topic and science - seasonal change) - <u>Applying paint in range of ways:</u> Sam Gilliam - <u>Rubbings (frottage):</u> Max Ernst, Histoire Naturelle collection - <u>Printing:</u> Sandra Dieckmann, (illustrator working with pattern, link to Leaf Literacy unit), Beatriz Millhazes (Brazilian, could use to explore 2D | Suggested artist links Skills: <ul style="list-style-type: none"> - <u>Collections of colour:</u> Kandinsky, concentric circles, could also link to music mood. - <u>Anatomy:</u> Portrait artists, e.g. Frida Kahlo, Picasso, Joy Labinjo – could compare artists to Tudor portraits. - <u>Additive sculpture:</u> Jill Townsley - <u>Collage</u> Kurt Schwitters (used litter), Fred Tomaselli (uses colourful range of natural and man-made materials) Anne Wilson (<i>Masha and the Firebird</i>) Topics: <ul style="list-style-type: none"> - <u>Towers, Tunnels & Turrets:</u> | <ul style="list-style-type: none"> – Explore the work of a range of artists, craft makers and designers and their place in culture and history. – Describe the differences and similarities between different practices (the artist's process/ way they go about their work) and disciplines (ways of working, e.g. sculpture, painting). – Make links between artists' and their own work. |

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| <p>Check the Artists Coverage Audit document to ensure a balanced coverage of artists from different societal groups.</p> | <p>shapes) - <u>Maleable sculpture</u>: Anthony Gormley,</p> <p>Topics:</p> <ul style="list-style-type: none">- <u>The Woods</u>: Andy Goldsworthy (natural materials)- <u>No Place Like Home</u>: Sandra Dieckmann (illustrator, see printing above, link to Leaf Literacy unit)- <u>Beside the Seaside</u>: | <ul style="list-style-type: none">- <u>A Life in the Sky</u>: Anne Wilson (<i>Masha and the Firebird</i>)- <u>The Great Fire of London</u>: Sculpture? Could look at Jill Townsley and create sculptures of London, or representations of fire in sculpture or collage.- <u>Africa</u>: Cheri Samba | |
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