



# Swaffham Primaries Partnership



Art and Design Curriculum

# Art and Design

## Intent, Implementation and impact

### INTENT

At Swaffham Prior, we believe that all pupils should be instilled with an appreciation and enjoyment of the visual arts, to be engaged, inspired, challenged and equipped with the knowledge and skills to explore designing and making their own pieces of art, craft and design. We want children to:

- ❖ **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.
  - ❖ know how art and design both **reflect** and **shape** our history, and **contribute** to the culture, creativity and wealth of our nation.
  - ❖ progress through school, beginning to think more **critically** and develop a more rigorous **understanding** of art and design.
- We understand the importance of parents and carers in supporting their children to develop all creative art and design skills and knowledge, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

### IMPLEMENTATION

**Curriculum** Our curriculum is progressive throughout the whole school focussing on knowledge and skills stated in the National Curriculum. Art and Design is taught as part of a half-termly topic which may or may not link with a cross-curricular theme depending on the skills and knowledge to be taught.

**Process** Art and Design is taught through a process of **Exploration, Response, Reflection and Creation**.  
Exploration: exploring art, designs and artists, Responding and Reflecting: both as artist and audience and Creation: combining knowledge and skills using the senses, inspirations and imagination. Learning and practising processes include verbal and written observations and observational, analytical and imaginative drawing activities in KS1 leading to the process of independent investigation, observation, annotation, sketching, design and planning by the end of KS2

**Concepts** *Five core concepts* form the skills basis for the Long Term Plan across the year groups: Drawing, Painting, 3D Form and Sculpture, Printing, Textiles and Collage. These are taught through the *process* of Exploration, Response and Reflection and Creation and will include the *knowledge* of key artists and designers work where appropriate.

**Approach** A variety of teaching approaches are used and the children's interests are reflected to ensure their learning is engaging, broad and balanced.

**Opportunities** Learning takes place inside and outside the classroom, during Art clubs, in school lunchtimes, on class trips and during visiting expert sessions.

**Evidence** Artwork is found in scrapbooks, art folders, displayed in the school's Art Gallery and celebrated in Friday Celebration assemblies which parents can attend.

**Marking and feedback** All marking and feedback is given in line with our marking and feedback policy.

### INTENDED IMPACT

Children will:

- ❖ **enjoy** being creative and expressing themselves across a **range** of media and materials;
- ❖ have a wide range of **skills** and **knowledge** that they use within their art;
- ❖ all be able to make good **progress** and **succeed** in all lessons;
- ❖ be clear about the intended **outcomes** of a lesson and have the means to **reflect** and **evaluate** their work
- ❖ be **inspired** to explore and acquire a range of **knowledge** of great artists and designers and their impact
- ❖ leave primary school being **stimulated** to design and create pieces of artwork

Parents and carers will have a good understanding of how they can support art and design at home, and celebrate their child's successes.

# Core Concepts

Core concepts are revisited thus building upon children's knowledge and understanding

	Definition	Coverage
Drawing	The art or technique of producing images on a surface, usually paper by means usually of graphite, crayon, ink, chalk or charcoal.	From pencil mark-making to produce self-portraits in EYFS to using control of line, tone, texture and shape to show depth and perspective when drawing Greek bodies in Y5/6.
Painting	The practice of applying paint, pigment, colour or other medium to a solid surface.	From applying chosen colours of paint to produce firework paintings in EYFS to using a range of media and techniques to create different effects or textures in Art in the 20th Century unit in Y5/6.
Printing	The process of making images that can be transferred onto other surfaces which can create one or more images or repeated patterns.	From block printing with rollers and polystyrene and using real objects in EYFS to mono-printing and screen-printing in Year 5/6.
3D Form and sculpture	The creation of a three dimensional form of length, width and height, as opposed to a 2D shape to represent an idea.	From exploring a range of natural and man-made materials to create 3D form in EYFS to using 3D mixed media to design and create relief sculptures.
Textiles and collage	The use of plant, animal or synthetic fibres and fabrics to produce practical and decorative objects. The technique in which pieces of material are arranged and stuck down to produce an artistic work	From creating collages of different materials to produce eggs to creating an Anglo saxon collaged boat using textiles in year 3/4 in the style of the Bayeux Tapestry.

## Substantive Vocabulary

colour	detail	scale	contour	illusion
line	charcoal	plaster	layering	foreground
style	pastel	portraits	sketching	background
brush	felt tips	self-portraits	cross-hatching	depth
narrative	clay	mural	pattern	composition
architecture	carving	tapestries	interlocking	complementary
sculpture	Modroc	graphite	interlaced	monument
painting	shade	profile	illumination	icon
drawing	brushstrokes	tone	embroidering	loom
3D form	tool	space	frieze	warp
collage	purpose	form	mosaic	weft
evaluation	features	visual texture	stained glass	cross-stitch
observation	model-making	symmetry	acrylic	perspective
analysis	technique	landscape	relief	dimension
watercolour	cubism	fresco	tint	mono-printing
colour matching	manikins	weaving	accuracy	mixed media
				materials

# Enquiry Questions

		Autumn	Spring	Summer
EYFS	Year A	How can we use lines to show what we look like? What colours can we use to show fireworks?	Why do the Chinese create lanterns? How can I use junk modelling to show my house?	How does Van Gogh and O'Keefe use colour to create flowers? How do we create minibeast body parts out of clay?
KS1	Year A	How does L.S. Lowry use pencil and charcoal lines to create line and texture in his drawings?	How can I add layers of colour and shape to create Tingatinga art?	How can I select and mix colour and different media to depict seawater?
	Year B	How does Hockney use shape and colour to create landscapes?	What images and why is there artwork depicted on American Indian totem poles?	How can nature inspire artwork?
Lower KS2	Year A	How is line drawing demonstrating communication in Stone Age times?	How does a self-portrait reflect identity and mood?	What techniques are needed to create structure and form using clay?
	Year B	Why are patterns significant to Anglo-Saxon illuminated letters?	How do local artists use nature to inspire colour and shape in art?	How does weaving and cross-stitching textiles create artwork?
Upper KS2	Year A	What influences the bold colours and traditional techniques in Guatemalan art?	How does art develop in the 20th century from impressionism through to modernism?	How is Victorian architecture influenced by styles of the past?
	Year B	What is the cultural significance of the Greek image of the human form?	What is the spiritual purpose and significance of Western African Art?	How do different printing techniques produce many copies of one image?

# Long Term Plan

		Autumn	Spring	Summer
EYFS		<b>Painting</b> Self-portraits, Stickman, Hedgehogs <b>Drawing</b> Fireworks, designing hats <b>Clay</b> Diwali - Diva lamps	<b>3D Form</b> castles and dragon traps Machines, junk model homes <b>Collage</b> Eggs, Chinese lanterns and symbols	<b>Watercolours and paint</b> Georgia O'Keefe and Van Gogh flowers <b>Clay</b> Mini-beasts <b>Observational drawing</b> Flowers and insects
KS1	Year A	<b>Drawing</b> Famous London landmarks	<b>Painting</b> <b>Printing</b> Tanzanian Tingatinga art	<b>Collage</b> Coastlines
	Year B	<b>Painting</b> Landscapes	<b>3D Form</b> Sculpture Birds from around the world	<b>Textiles</b> Weaving inspired by nature
Lower KS2	Year A	<b>Drawing</b> <b>Printing</b> Cave painting	<b>Drawing</b> <b>Painting</b> Portraits and self-portraits	<b>3D Form</b> Ancient Egyptian Art
	Year B	<b>Drawing</b> <b>Painting</b> Anglo-saxon Illuminated letters	<b>Drawing</b> <b>Painting</b> Fen landscapes	<b>Textiles</b> Needlework, embroidery and weaving
Upper KS2	Year A	<b>Textiles</b> <b>Printing</b> Guatemalan weaving	<b>Drawing</b> <b>Painting</b> <b>Printing</b> Art in the 20th century	<b>Painting</b> <b>Drawing</b> Victorian Art and architecture
	Year B	<b>Drawing</b> Greek bodies	<b>Drawing</b> <b>3D Form</b> Art from Western Africa	<b>Printing</b> Printmaking

# Skills Progression

	EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Planning	<p>Choose materials to use to express their ideas</p> <p>Talk about what they like or dislike about an artist's work</p> <p>Use ICT to create a simple picture</p> <p>Work with different media to show ideas</p>	<p>Identify which materials may be required and plan multiple ways in order to express their ideas</p> <p>Respond to an artist, expressing what they may like to include within their own work and make links to artists to inspire their work (i.e. colour)</p> <p>Use ICT to create a simple picture (ie using a simple paint program)</p> <p>Collect and explore ideas.</p> <p>Work with a range of mixed media to show ideas and meaning.</p>	<p>Begin to show independence and creativity during the planning process</p> <p>Compare and explore work from multiple artists and cultures and use what they have learnt about artists and styles to influence their work (ie colour, culture, content, themes, media, techniques...)</p> <p>Use ICT to develop and share ideas – combining digital media with their own ideas</p> <p>Use the scrapbook to share ideas</p> <p>Work on preliminary studies to test multiple media and develop techniques</p>	<p>Plan and create imaginative work from a variety of sources, including those researched independently</p> <p>Use what they have learnt about artists and styles to influence their work (ie colour, culture, content, themes, media, techniques...)</p> <p>Use ICT to develop and share ideas – use a combination of graphics, text and images and use the internet for research and present findings</p> <p>Work on preliminary studies to test and choose appropriate media and implement</p> <p>Use a scrapbook to develop and improve an idea</p> <p>Choose appropriate media, paper and implements to adapt their techniques</p>
Evaluating	<p>Talk about their work and explain what they like and dislike</p> <p>Use art vocabulary to explain colours and shapes</p> <p>Begin to recognise primary colours</p> <p>Talk about how art makes them feel</p>	<p>Talk about their work and explain what they like and their choices.</p> <p>Use art vocabulary to explain colours, shapes and artists' names.</p> <p>Begin to use specific colour language (primary, secondary colours)</p> <p>Talk about drawings and painting and express how they feel about their own and others' work</p>	<p>Discuss and explain the choices they made whilst creating their artwork</p> <p>Use art vocabulary (colour, shape, pattern, texture, tone, blend, mood)</p> <p>Understand and use the colour language of primary and secondary including complementary, contrasting...)</p> <p>Make comments identifying what they like and would do differently on the work of themselves and others, including both ideas and techniques</p>	<p>Use specific colour language (complementary, contrasting, warm, cold and neutral, tint, tone, shade, hue...)</p> <p>Make on-going revisions to refine their work, often with several adaptations</p> <p>Use art vocabulary (tone, texture, blend, shadow, shade, depth, composition, perspective, emotion...)</p> <p>Evaluate, analyse and comment on their own and others' ideas, methods and techniques</p>
Drawing	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigate different lines and textures</p> <p>Encourage drawing faces accurately</p>	<p>Use drawing to express their feelings or emotion</p> <p>Draw lines of different shapes and thickness using different grades of pencil</p> <p>Interpret an object through drawing</p> <p>Use sketching to explore line and shape within their work</p> <p>Understand how they can create tone and texture using multiple grades of shading pencil</p> <p>Create the form of a person through drawing</p>	<p>Use scrapbooks to explore colour and pattern</p> <p>Create tone and texture using shading, hatching and cross-hatching when drawing still life and landscapes</p> <p>Add expression and create mood when drawing people</p> <p>Use scrapbooks to explore line, tone, pattern, texture, colour and shape</p> <p>To begin to show depth by creating shade and shadows and perspective by manipulating shape, space and size when drawing still life and landscapes</p>	<p>Use scrapbooks to develop their control over line, tone, pattern, texture, colour and shape using a wide variety of different marks</p> <p>Show movement, feeling and emotion when drawing people</p> <p>Show depth by creating shade and shadows and perspective by manipulating shape, space and size when drawing still life and landscapes</p>
Painting	<p>Begin to recognise and name different colours</p> <p>Understand when colours are mixed new colours are created.</p> <p>Select and create different colours</p> <p>Use a variety of tools to apply paint</p> <p>Explore working with paint on different surfaces and in different ways</p> <p>To work from observation and imagination</p>	<p>Have an understanding of basic colour theory, start to recognise and identify primary colours</p> <p>Use multiple painting tools to create effect</p> <p>Use primary and secondary colours to explore repeating patterns</p> <p>Mix colour to explore colour theory, understanding the difference between primary and secondary colours</p> <p>Use watercolours to create different effects using both the paints and brushes</p> <p>Show awareness of shades of colour</p>	<p>Mix a range of colours, showing understanding and knowledge of primary, secondary and contrasting colours</p> <p>Identify an awareness of colours that work well together</p> <p>Create an appropriate effect or texture using paints and brushes</p> <p>Show awareness of shape, space and size</p>	<p>Make and match different colours with increasing accuracy, demonstrating a secure knowledge of warm, cold and neutral colours</p> <p>Show depth by creating shade and shadows</p> <p>Make different tints and shade of a colour by adding black and white</p> <p>Use a range of techniques to create different effects or textures using paints and brushes</p>
Printing	<p>Create a print picture</p> <p>Recognise different marks through printing with different materials</p> <p>Print with block colours</p>	<p>Create a print design using a repeating pattern</p> <p>Recognise different marks through printing with different materials</p> <p>Begin to apply drawing skills to print</p> <p>Make an impression into a surface and use this to create a print</p> <p>Begin to experiment with printing techniques (ie repeating patterns, block printing, potato printing)</p>	<p>Experiment with printing, creating a layered print design using 2 colours or more</p> <p>Create an appropriate print design, considering pattern, repetition and symmetry</p> <p>Experiment with a technique (ie poly-blocks, relief, mono and resist printing)</p> <p>Transfer a drawing into a print design</p> <p>Use a technique to create a clear print effect</p>	<p>Explain and evaluate the technique they are using (ie relief, mono and resist printing)</p> <p>Create the desired effect they intended to make</p> <p>Create an appropriate print design, considering the build-up of layers, colours and textures</p>
Textiles and Collage	<p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Have a go at threading a needle. Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>Group together fabrics by colour and texture</p> <p>Build layers of materials to form an image</p> <p>Use a range of media to create collage by cutting and tearing</p> <p>Record experimentation</p> <p>Bond fabrics together using glue</p> <p>Use a range of media to create collage by cutting and joining</p>	<p>Explore a technique (ie dyeing, weaving, quilting or applique)</p> <p>Join fabrics to build an image</p> <p>Use a range of media to create a collage by cutting, joining and overlapping materials</p> <p>Explore a technique (ie dyeing, quilting, embroidery, trappings or applique)</p> <p>Join fabrics by stitching</p>	<p>Explain and evaluate the technique they are using (ie quilting, embroidery)</p> <p>Join fabric using different stitches</p> <p>Use different media and techniques to create a collage with different colours, textures and techniques</p> <p>Choose appropriate grades of threads and needles for using a variety of stitches</p>
Sculpture and 3D Form	<p>Explore malleable media such as clay, salt dough, playdoh</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making.</p>	<p>Scrunch, roll and shape materials to form a 3D form</p> <p>Use different materials to create range and texture, using various bonding techniques</p> <p>Recognise different textures in different surfaces</p> <p>Mould, foam, shape and bond materials to create a 3D form and add parts onto their sculpture</p> <p>Experiment with media and techniques for sculpting, modelling or constructing</p>	<p>Create a 2D design with a 3D angle</p> <p>Make a simple prototype to begin to understand shape, space and form</p> <p>Experiment with media and techniques for sculpting, modelling or constructing</p>	<p>Produce 2D designs that depict some 3D elements through shading, shadows, perspective and depth</p> <p>Make prototypes to adapt, develop, refine and improve shade, space and form</p> <p>Develop and improve their use of different media and techniques for sculpting, modelling or constructing to include both visual and tactile elements in their work</p>