

NC Art and design programmes of study: Key Stages 1 and 2

Subject content Key Stage 1

Subject content Key Stage 2

Pupils should be taught:

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

Pupils should be taught:

- ✚ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- ✚ to create sketch books to record their observations and use them to review and revisit ideas
- ✚ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ✚ about great artists, architects and designers in history.

KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.

Strand	KS1	LKS1	UKS2			
<p>Drawing - Line, pattern and texture</p>	<ul style="list-style-type: none"> • explore ways of drawing lines between two points • experiment with how I hold a pencil when sketching • experiment with pressure when drawing pencil lines • experiment with different kinds of pencils and observe the different marks they make • create different repeated line patterns • discuss and comment on the texture in artwork • use rubbing to recreate texture • Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Draw on different surfaces with a range of media. 	<ul style="list-style-type: none"> • experiment with different materials to make marks • make attempts to mimic the art of a famous artist • experiment with different mediums to create a polka dot pattern • Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern) • Draw lines from observations • Draw the gaps (draw shapes in between objects) • I can make visual observations to inform my sketches 	<ul style="list-style-type: none"> • Experiment with different grades of pencil, cross hatching, blending • Use different grades of pencil to apply tone to drawings • Make marks using different drawing implements – oil pastels, charcoal • Create textures with different drawing implements, pencil, oil pastels, charcoal • Use pencil, charcoal and oil pastels to draw different form and shape • use soft, light sketching techniques to create a still life sketch and can adjust my pencil grip when sketching • understand how shading is linked to the light source in a drawing 	<ul style="list-style-type: none"> • use my observational skills to create a detailed sketch • understand that constant observation is important when creating a detailed sketch • compare a sketch from my imagination, and a visually informed sketch and evaluate the difference • make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners • apply and use simple pattern and texture to a drawing • show an awareness of objects have a third dimension • Explore environmental and manmade patterns • create tessellation 	<ul style="list-style-type: none"> • Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels • Explore colour mixing and blending with coloured pencils • Apply the effect of light on objects from different directions • Begin to use perspective in work using a single foci point and horizon 	<ul style="list-style-type: none"> • Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils • Produce accurate drawings from observation and use tonal contrast in drawings • Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture • Develop an awareness of composition, scale and proportion, foreground, middle ground and background. • I can use vanishing points, horizon lines and construction lines to create perspective in my artwork • I can use lines and patterns to create abstract artwork • Scale up and down images
Key vocabulary	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, horizon	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, perspective, horizon			
<p>Painting, printing and colour</p>	<ul style="list-style-type: none"> • I can hold a paintbrush correctly when painting • I know what ‘loading’ the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create differently shaped lines • I can use my paintbrush to create lines of different thicknesses • I can experiment with different ways to make marks using a paintbrush • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand: 	<ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; make colour wheels • create different textures and effects with paint; • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks and create repeating patterns • make repeated patterns with precision using relief ie. Strings, leaves etc. 	<ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists • make decorative colour and pattern choices to fit a given theme • create tints and shades using a variety of different mediums • vary the pressure and amount of paint I use when printing using my fingers to create different effects • use overlapping and layering to create shadow in my painting • identify how colour can portray emotion and use this in their own artwork • Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc Add collage to a printed or painted background. • Print with three overlays – using card, string and small lino tiles to create block prints 	<ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • explain what collage is and how tearing paper can be used to create different effects • create a torn paper collage of a landscape scene • use different parameters to create torn paper collages, e.g. by altering the size of the paper • rolling and pinching techniques to manipulate salt dough, plasticine or clay • form simple shapes to create a base for a model • attach two pieces of modelling clay with the help of materials such as matchsticks to reinforce joins • add pieces of salt dough etc to my base to create relief details • use tools to create details, shape and manipulate my salt dough or clay model • use wire to create a sculpture of a person • convey an emotion or specific body language in my wire sculpture 		
Key Vocabulary	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.			
<p>Collage, sculpture and 3-D art</p>	<ul style="list-style-type: none"> • develop my scissor/cutting skills when cutting out shapes • comment on the shape/form of 3-D objects and sculptures • Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc • Introduce adhesives – pritt and PVA • Fold, crumple, tear, overlap and sort different materials • roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. • Use patterns. • Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots • use the rolling technique effectively to manipulate clay 	<ul style="list-style-type: none"> • experiment with coloured paper to create a collage • make careful choices of the colours I use in my collage to create a complementary or harmonious effect • experiment with different ways I can join materials to make a 3-D piece of art • select a suitable joining method when working with different materials • look at different materials and make suggestions about how I could use them in my artwork • use layers of different colour paper to create a collage with depth • create a simple sculpture from recycled materials • understand what a sculpture is and what different materials they can be made from • define the differences between decorative and functional sculpture • understand how to join two pieces of clay • use tools to make marks in the clay for decorative purposes • add or remove bits of clay to create detail • make my own simple sculpture from clay 	<ul style="list-style-type: none"> • To create sketch books to record their observation and use them to review and revisit ideas. • Compare their work to others, methods, techniques, colours etc. • Adapt their work after discussion. • Use a sketchbook to collect ideas, develop ideas and annotate. • Record from observations and their own imagination. 	<ul style="list-style-type: none"> • To create sketch books to record their observation and use them to review and revisit ideas. • Compare ideas, methods and approaches used by themselves and others. • Discuss how they feel about their own and others work. What might they change? • Adapt work accordingly. • Use a sketchbook to record observations and other visual information from different sources. 		
Key Vocabulary	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric, collage, squares, gaps, mosaic, features, cut, place, arrange.	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet, texture, shape, form, pattern, mosaic.	form, structure, texture, shape, mark, soft, join, tram, cast, shape, arrange, fix			
<p>Sketch Books Responding to artwork and using a sketch book</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Record observations and review and revisit ideas.</p>	<ul style="list-style-type: none"> • I can explore how a famous artist has used different lines in his/her artwork • Discuss the artworks of an artist and say what I like and dislike about them • I can spot different mark making techniques in an artist’s work attempt to recreate some of the mark making in an artist’s work. • Record my ideas and be creative 	<ul style="list-style-type: none"> • Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. 	<ul style="list-style-type: none"> • Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. 			
Work of other artists	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.			
Focus on a Local artist	Bryan Pearce Peter Lanyon	Barbara Hepworth Seasalt Fabric Designers	John Dyer Bernard Leach			
Other Prominent Artists	Paul Klee van Gogh Clarice Cliff Kandinsky Henri Rousseau Kusama	Williams Morris – Arts and Craft movement Orla Kiely Eric Carle Picasso -cubism	Hokusai Japanese Artist George Seurat – Pointillism Julian Opie (ICT) Zaha Hadid-Architect L.S.Lowry Street Art- Banksy			
<p>Websites and books to support: https://www.accessart.org.uk/ https://www.deepspaceparkle.com/art-supply-technique/</p>		<p>Drawing Projects for Children-Paula Briggs Make, Build, Create – Paula Briggs Collage Workshop for Kids: Rip, snip, cut, and create with inspiration from The Eric Carle Museum If You Can Cut, You Can Collage: From Paper Scraps to Works of Art – Holly Chastain</p>				