



Deer Park Primary School

ART & DESIGN CURRICULUM

Our Ultimate End Goal:

What will our artists and designers be able to do when they leave Deer Park?

- **By the end of their time at Deer Park Primary School our Year 6 artists and designers will engage confidently in the production of creative work.**
- **They will have explored a wide variety of art, craft and design techniques and they will have had rich opportunities to develop their skills and mastery of a range of materials and processes.**
- **Our children will understand the importance of experimenting and feel confident to take risks and make mistakes, secure in the understanding that, when making art, the process is more important than the final product.**
- **They will feel confident in expressing their individuality through art and understand that creativity will look different in each person.**
- **They will value the work of artists and designers and have an understanding of its contribution to the world around us.**
- **They will be familiar with the work of some influential artists and designers including art within our local environment.**

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To 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.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To 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.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>	<p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p> <p>To learn about great artists, architects and designers in history.</p>

Overview

Cycle A			
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Drawing	Painting Colour, shape	Drawing Value, tone	Collage Shape, space
Textiles	Drawing using ICT Colour, space	Painting Shades, tints, tones	Printing Overprinting pattern
printing	Sculpture Form, shape	Textiles Texture	Sculpture Form

Cycle B			
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
painting	Printing/Collage Pattern	Sculpture Form	drawing Perspective, proportion
collage	Drawing Line, shape, texture	Printing Repeating pattern	Textiles Texture
sculpture	Textiles Texture	Collage Shape, space	Painting Composition

In blue are the elements of art that should be taught within this unit.

PROCEDURAL KNOWLEDGE - What skills do we want our artists to have? Analyse, evaluate and solve problems-How will these skills build on what went before and help prepare our children for what is coming next?

	EYFS	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
	Beginning to:	Continue to:	Have developed/developing:	Can/have/know:
DRAWING	<p>Use a range of mark- making materials, including paint, pen, pencil, charcoal, crayon, pastel, etc.</p> <p>Explore different ways to use and control mark making materials creatively.</p>	<p>Use a range of drawing tools to explore mark- making, e.g.: pencils, pens, charcoal, ink, ICT etc.</p> <p>Explore combining/layering different media within drawings.</p> <p>Draw from observation, for increasingly sustained amounts of time.</p>	<p>Draw on a range of scales, e.g. close-ups.</p> <p>Explore the use of different drawing equipment e.g: pencils, pens, charcoal and ink to achieve different effects.</p> <p>Use sketchbooks independently to collect and develop ideas.</p> <p>Explore a range of drawing effects such as shading, cross-hatching, scribbling etc.</p> <p>Make informed choices about which media and surface to draw on.</p> <p>Draw from first- hand observation using a range of media and compare the effects.</p>	<p>Continue to use sketchbooks and extend the range of materials and processes within them.</p> <p>Draw from first-hand observation and work from different viewpoints.</p> <p>Start to learn about perspective and proportions within drawing.</p> <p>Use sketchbooks independently and freely to record and annotate their ideas.</p> <p>Make informed choices independently about which media, surface and technique to use when drawing.</p> <p>Develop wider opportunities to draw from observation, including working outside the classroom.</p>

PAINTING	<p>To create art by exploring making marks using paint as the media.</p>	<p>Recognise and name the primary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Use a range of tools for painting, including brushes of different sizes, sponges, etc.</p> <p>Recognise and name secondary colours and mix them.</p> <p>Use a wider range of paint (e.g. water colour/poster etc.) and techniques, e.g. layering and scraping through colours.</p> <p>Develop control over paint through choice of tool, varying thickness of paint and painting within a shape.</p>	<p>Learn about shades, tints and tones and explore mixing colours to make different effects of each.</p> <p>Know which colours to use to mix a range of secondary colours.</p> <p>Develop increasing control over paint by exploring processes and techniques on a range of scales.</p> <p>Create tertiary colours by mixing primary and secondary colours.</p> <p>Make and match colours with increasing accuracy.</p> <p>Experiment with colour to create abstract colour palettes.</p>	<p>Develop understanding of water colour techniques.</p> <p>Employ a secure knowledge of colour (primary/secondary/warm/cold/complementary etc.) when painting.</p> <p>Use specialist paint, e.g. acrylic and explore effects.</p> <p>Consider composition when planning a painting.</p> <p>Choose from and use a wide variety of paint techniques, implements and surfaces when painting.</p> <p>Explore limited colour palettes.</p>
PRINTING	<p>Make printed marks with sponges, eg numbers and letters.</p>	<p>Use a variety of found materials to make printed marks.</p> <p>Understand the basic principle that the printing block does not move when they are printing.</p> <p>Experiment with combining colours (e.g. on a sponge) to create interesting effects.</p> <p>Create simple repeating patterns with ready-made/ found materials when printing.</p> <p>Explore making prints through marbling.</p>	<p>Explore mono-printing</p> <p>Create simple prints with 2 colours and further develop repeating patterns.</p> <p>Create their own printing blocks (e.g., potato/string etc.).</p> <p>Create printing blocks through using poly-blocks and print using inks and rollers.</p> <p>Use 2 colours and understand how to remove parts of the block to overprint in a second colour.</p> <p>Develop designs using repeating patterns from their printing blocks.</p>	<p>Plan and create a finished piece of work to show a range of the printed techniques they have learnt so far (marbling/block-printing/junk printing/poly-block/ mono-printing etc.)</p> <p>Further explore ways to overprint colours by changing their printing block.</p> <p>Explore different surfaces to print on to.</p> <p>Explore screen-printing techniques. Overprint using more than 2 colours.</p> <p>Print on to different materials, e.g. fabric.</p> <p>Design, print and finish a product (e.g. a design for a bag/t-shirt/ wrapping paper etc.)</p>

COLLAGE AND TEXTILES	<p>Explore the creative properties of a range of materials (found/natural/different paper and card etc.) and have opportunities to combine them and talk about different effects.</p>	<p>Combine different types of painted paper to make a collage (for example, an underwater scene based on Eric Carle's "A House for Hermit Crab")</p> <p>Make simple paper weaves.</p> <p>Investigate textures through making rubbings.</p> <p>Explore the effects of cutting, tearing and layering paper to create different effects.</p> <p>Explore ways to colour fabrics with natural dyes, e.g. tea, onion, etc.</p>	<p>Learn to make simple stitches using a variety of wool or threads.</p> <p>Learn to think about the best order in which to layer work and how to join their materials effectively.</p> <p>Explore tie- dying.</p> <p>Work collaboratively to produce larger-scale collage pieces.</p> <p>Make collage work from a wider range of materials, including fabric, wool etc.</p> <p>Create weaving from a variety of materials.</p>	<p>Use a range of stimulus for collage work and investigate abstract forms.</p> <p>Combine techniques for patterning fabric, e.g. tie-dying then printing.</p> <p>Explore different effects using fabric, e.g. sewing, ironing, creasing, knotting etc.</p> <p>Create a collage piece in response to a theme or a painting.</p> <p>Extend knowledge and skill of using stitching both decoratively and to join materials.</p> <p>Select processes, tools and materials and combine processes when making collage work.</p>
SCULPTURE	<p>Investigate a range of 3D materials and explore joining them to build simple structures and 3d work.</p>	<p>Investigate clay and make simple forms through pinching, rolling, twisting, scratching and coiling.</p> <p>Change the surface of clay by scratching, adding details and using tools.</p> <p>Make simple human forms from pipe cleaners and wire.</p>	<p>Make increasingly complex structures from clay and learn to join pieces effectively through scratching surfaces and using slip.</p> <p>Add colour to clay by using glaze.</p> <p>Explore paper- mâché</p>	<p>Use clay to express an abstract idea.</p> <p>Explore a wider range of materials to make sculpture, for example Modroc, plaster of Paris, etc.</p> <p>Design, create and complete a finished clay piece including glazing.</p> <p>Use wire to create structures which can be covered with other materials.</p>

Propositional knowledge:

- What key concepts or knowledge will our artists and designers have?
- What knowledge do we want to emphasise?
- How will knowledge be built on what went before and prepare our children for what is coming next?
- As there is such a wealth of artists and artworks to choose to study, it is essential that teachers choose work which will interest and inspire their particular group of children. The most important thing is that children have opportunities to express their ideas about art freely and that they understand that there are no right or wrong answers when talking about art.
- It is also important that children access work from a range of disciplines, not just painting.
- There are some suggested artists for each year group but teachers should feel free to use any art work that fits, especially if there are opportunities to see real work in a gallery.

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p>Have opportunities to look at and discuss pictures which are linked to other areas of learning.</p> <p><u>Suggested artists/works:</u></p> <ul style="list-style-type: none"> • Jackson Pollock • Arcimboldo • Monet • Mondrian • Van Gogh • Wassily Kandinsky • Matisse <p>Modern artists</p> <ul style="list-style-type: none"> • Sudarsan Pattnaik – sand sculptures 	<p>Have opportunities to look at works on themes which are relevant to them, e.g., children, families, toys etc.</p> <p>Explore art in children’s books.</p> <p>Have opportunities to look at different portraits and self- portraits.</p> <p>Have opportunities to discuss and express their ideas and understand that there are no right or wrong answers when discussing ideas about art.</p> <p><u>Suggested artists/works:</u></p> <ul style="list-style-type: none"> • Sophy Henn - illustrator • Eric Carle - illustrator • Pieter Bruegel - Children’s Games • Modigliani - portraits • Lucien Freud - portraits • Vermeer’s work • David Hockney - portraits • Picasso – abstract portraits • William Morris • Beatriz Milhazes – collage • Quentin Blake – Illustration 	<p>Have opportunities to look at the ways in which artists have portrayed still-life and familiar objects in a range of media which could include painting, sculpture, photography or collage.</p> <p>Have opportunities to look at the ways in which artists have portrayed landscapes and seascapes (including imaginary) in a range of media which could include painting, sculpture, photography or collage.</p> <p><u>Suggested artists/works:</u></p> <ul style="list-style-type: none"> • Georgia O’Keefe – colour, shape • Sonia Delaunay – colour, shape • George Braque - collage • Cezanne – observational art • Turner - seascapes • Hokusai - printing • Andy Warhol – Pop art • Alma Thomas – abstract colour • Louise Bourgeois – sculptor • Julien Opie – Portraits/photography • David Hockney - landscapes 	<p>Understand what abstract art is and have the opportunity to look at abstract art work in a range of media which could include painting, sculpture, photography or collage.</p> <p>Have opportunities to look at the work of contemporary artists and visit a gallery or exhibition. Explore a particular artistic movement (e.g., cubism, surrealism, etc.) in more detail.</p> <p><u>Suggested artists/works:</u></p> <ul style="list-style-type: none"> • Joan Miro - surrealism • Christo and Jeanne Claude – land art • Yayoi Kusama – sculpture/textiles • Picasso - cubism • Ilse d’Hollander – scale/landscape • Jean Michel-Basquit – contemporary • Richard Diebenkorn – abstract landscapes • Banksy – street art • Betye Saar – assemblage/collage • Peter Doig – landscapes/photography • Alexander Calder – wire sculpture

• Robert Delaunay - colour

What key vocabulary will our artists and designers need?

Vocabulary is important because it embodies and communicates concepts.

	EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
GENERAL	The names of individual colours, Illustration, illustrator, artist, designer, portrait, self-portrait, sculpture	Illustration, illustrator, artist, designer primary colour , portrait, self-portrait, sculpture	Shade, tint, tone Secondary colour, still-life, tertiary colour, palette Landscape, foreground, middle ground, background, impressionism	Complementary, abstract, figurative , water colour, perspective, proportion, surrealism, expressionism, cubism, palette
DRAWING	Line: thick, thin, wavy, straight pencil, stick, chalk, pastel, felt tip	Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight Texture: smooth, rough, wrinkly, bumpy, marker, Colour/pattern: soft, hard, shiny, light/dark, pale, deep Shape: oval, long, curvy, bright.	Line: charcoal, pencil, crayon, chalk, pastels, drawing pens. Form and shape: grades, forms, shapes, third dimension Tone: shade, hatch, cross-hatch, scribbling, light, dark, blend Value: lightness, darkness, gradient value scale	observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Proportion: perspective, proportion, single focal point, horizon, composition, scale, foreground, middle ground, background
PAINTING	Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, size, fine motor skills	Brush, size and types, scale, Colour: mixing, primary colours, secondary colours, primary shades, techniques, layering, mixing media,	Colour: mixed colours – primary, secondary, tertiary mix, tints, shading, tones, experiment, effects, texture, blocking, washes, layering, brush, scale,	Sketchbooks: record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, water colours, imagination
SCULPTURE	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation,	Materials: products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, safety, tools, experiment,	Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct,	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils,

	<p>imagination, demonstrate, modelling tools, control, fine motor, 3D, joining, structure</p>	<p>pinch, bend, twist, shape, properties, paint, create, textural effects</p> <p>Form: experiment, constructing, joining, natural, manmade material, rolling,</p> <p>Texture: surface, scratching, detail</p>	<p>modelling, shape, develop, clay, slabs, coils, slips, score, blend, glaze</p>	<p>slips, materials, sculptures, score, blend, glaze, abstract form</p>
COLLAGE	<p>Experiment, understand, glue, sticking, paper, fabric, natural materials, observation, imagination, collage</p>	<p>Collage, create, combine, variety, images, media, attaching materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, rubbings, fold, crumple, tear, overlap edges,</p>	<p>Collage techniques, motif, tearing, overlapping, layering, large-scale, background, foreground, style,</p>	<p>Mixed media, combine, composition, mood, balance, symmetrical, asymmetrical, abstract,</p>
TEXTILES	<p>Practise, threading skills, understand, join, fabric, decorate</p>	<p>Match and sort, threads texture, length, size, shape.</p> <p>Modify, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Stitching, printing, dipping, fabric crayons, natural dyes.</p> <p>weaving</p>	<p>Techniques, printing, tie-dye, weaving and stitching</p> <p>Textural effects</p> <p>stitching, cutting joining, scale, layer</p>	<p>3D structures, grades of threads, needles.</p> <p>Batik techniques.</p> <p>Media, overlap, layer creasing, knotting, ironing,</p>
PRINTING	<p>Experiment, printing, understand, techniques</p>	<p>Print, hard and soft, junk printing, rollers, ink, pattern, stencils, patterns, printing blocks, press print, repetitive patterns, printing motifs, texture, rubbings,</p>	<p>mono printing, printing blocks, impressed or relief method, colour overlays, repetitive patterns, overprint, poly-block</p>	<p>Printing block, mono-printing, poly-block, marbling, batik, screen printing</p>

What experiences do we want our artists and designers to have?

- What opportunities will our artists and designers have had to 'make the world a better place'?
- Children should have regular opportunities to look at real works of art in galleries and in their local environment and to consider the role that the arts have to play in shaping the world around us and helping us all to make it a better place.

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p>Instant displays of children's work.</p> <p>Experiences of different media – indoor and outdoor.</p> <p>Various dressing up outfits in role play areas</p>	<p><u>Drawing – Illustrator visit</u> Illustrator workshop – Arrange a visit from a children's book illustrator to work with the children talking about their job and carry out art activities with the children.</p> <p><u>Observational drawing around school</u> Use the school grounds to encourage observational drawing.</p>	<p><u>Sculpture</u> Trip to Yorkshire Sculpture Park</p> <p><u>Walk around Wingerworth</u> Linked the architecture and famous buildings – observational drawing</p>	<p><u>Art Appreciation</u> Visit an Art gallery</p> <p><u>Designers</u> Organise a fashion show</p>
<ul style="list-style-type: none"> • Art week • Art competitions throughout the year • Whole school Art gallery for parents/carers • Celebrate World Art Day • Artist of the term – create a display of all the artists covered over the year • Art display of children's work from across the school. 			

End Points:

What key learning to we want our children to know and remember by the end of each unit?

What will we assess our children against?

	EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
DRAWING	Explore different ways to use and control mark making materials creatively.	Explore combining/layering different media within drawings. Draw from observation.	Draw on a range of scales, e.g., close-ups. Use sketchbooks independently to collect and develop ideas. Explore a range of drawing effects such as shading, cross-hatching, scribbling etc. Draw from first- hand observation using a range of media and compare the effects.	Draw from first-hand observation and work from different viewpoints. Understand perspective and proportions within drawing.
PAINTING		Recognise and name the primary colours. Mix primary colours to make secondary colours. Recognise and name secondary colours and mix them. Develop control over paint through choice of tool, varying thickness of paint and painting within a shape.	Understand shades, tints and tones and explore mixing colours to make different effects of each. Know which colours to use to mix a range of secondary colours. Develop increasing control over paint by exploring processes and techniques on a range of scales. Create tertiary colours by mixing primary and secondary colours.	Develop understanding of water colour techniques. Employ a secure knowledge of colour (primary/secondary/warm/cold/complementary etc.) when painting. Choose from and use a wide variety of paint techniques, implements and surfaces when painting.
PRINTING	Make printed marks with sponges, eg numbers and letters.	Understand the basic principle that the printing block does not move when they are printing. Experiment with combining colours (e.g. on a sponge) to create interesting effects.	Create a mono-print Create their own printing blocks (e.g., potato/string etc.). Use 2 colours and understand how to remove parts of the block to overprint in a second colour.	Plan and create a finished piece of work to show a range of the printed techniques they have learnt so far (marbling/block-printing/junk printing/poly-block/ mono-printing etc.) Understand and demonstrate more ways to overprint colours by changing their printing

			Develop designs using repeating patterns from their printing blocks.	block. Explore screen-printing techniques. Overprint using more than 2 colours. Print on to different materials, e.g. fabric. Design, print and finish a product (e.g. a design for a bag/t-shirt/ wrapping paper etc.)
COLLAGE AND TEXTILES	Explore the creative properties of a range of materials (found/natural/different paper and card etc.) and have opportunities to combine them and talk about different effects.	Combine different types of painted paper to make a collage. Make simple paper weaves. Explore the effects of cutting, tearing and layering paper to create different effects. Explore ways to colour fabrics with natural dyes, e.g. tea, onion, etc.	Learn to make simple stitches using a variety of wool or threads. Learn to think about the best order in which to layer work and how to join their materials effectively. Make collage work from a wider range of materials, including fabric, wool etc. Create weaving from a variety of materials.	Use a range of stimulus for collage work and investigate abstract forms. Combine techniques for patterning fabric, e.g. tie-dying then printing. Explore different effects using fabric, e.g. sewing, ironing, creasing, knotting etc. Extend knowledge and skill of using stitching both decoratively and to join materials.
SCULPTURE	Investigate a range of 3D materials and explore joining them to build simple structures and 3d work.	Investigate clay and make simple forms through pinching, rolling, twisting, scratching and coiling. Change the surface of clay by scratching, adding details and using tools.	Make increasingly complex structures from clay and learn to join pieces effectively through scratching surfaces and using slip. Add colour to clay by using glaze.	Use clay to express an abstract idea. Design, create and complete a finished clay piece including glazing. Use wire to create structures which can be covered with other materials.