Deer Park Primary School

ART & DESIGN CURRICULUM

Our Ultimate End Goal:

What will our artists and designers to 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**
Expressive Art and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. **Physical Development (Moving and Handling)** Children handle equipment and tools effectively, including pencils for writing. **Expressive Arts and Design (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.	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. 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.	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. 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.	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. To learn about great artists, architects and designers in history.	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. To learn about great artists, architects and designers in history.	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. To learn about great artists, architects and designers in history

Overview

Cycle A			
EYFS	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Drawing/Lines **Explore drawing different types of lines.** **Draw self/family portraits.**	Painting **Colour, shape**	Drawing **Value, tone**	Collage **Shape, space**
Painting/printing **Colour mixing** **Printing with different shapes/ different textures**	Drawing using ICT **Colour, space**	Painting **Shades, tints, tones**	Printing **Overprinting pattern**
Collage **Recycle objects to create a sea pollution themed class artwork.**	Sculpture **Form, shape**	Textiles **Texture**	Sculpture **Form**

Cycle B			
EYFS	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Drawing/Lines **Explore drawing different types of lines.** **Draw self/family portraits.**	Printing/Collage **Pattern**	Sculpture **Form**	drawing **Perspective, proportion**
Painting/printing **Colour mixing** **Printing with different shapes/ different textures**	Drawing **Line, shape, texture**	Printing **Repeating pattern**	Textiles **Texture**
Collage **Recycle objects to create a sea pollution themed class artwork.**	Textiles **Texture**	Collage **Shape, space**	Painting **Composition**

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

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group	Pre-teaching (parent or TA). Using social stories to understand different contexts	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Embed ground rules to develop clear understanding of boundaries Picture cards to express likes and dislikes
Difficulty transferring information to real or own life	1:1 or small group support		
Cognitive processes and overload	Ensure previous years learning objectives are covered	Those who struggle to process language may struggle in Art lessons where there is lots of written or spoken language	Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g., drawing, writing, recording answer on an iPad.
Ability to follow multi-step processes	Instruction broken down in to small steps		
	Visual cues and check lists	Interpreting social cues	Use of dual coding and visuals to support understanding.
		Recognising feelings/ body language	Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available	Provide alternative resources e.g. in large print.	Children with SEMH needs may struggle with heightened anxieties/triggering in Art when they feel upset, excited or frustrated etc	Regular sessions, establish clear routines expectations/boundaries for the start and end of every session when equipment is being used – children know what to expect.
Recording information may be difficult	Provide additional ways to record information (video/ICT etc)		
Fine motor control by be less developed	Provide large equipment e.g., large paint brushes, large scale etc		Feeling cards to support understanding of emotions.
Accessibility to equipment or resources – physical disabilities.	Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access.		Talking to children on 1-1 basis rather than a large group.

. Fear of sight, touch, smell of Art equipment	Consider how children with support equipment e.g. walker can be part of physical lessons Consider what additional support may be required for the child. Pre teach so the child knows what to expect. Offer alternative resources and/or materials Communication with home		Opportunities to work in smaller groups. Use of stories. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.

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	**Explore drawing different types of lines.** **Draw self / family portraits** Select own resources Tell others about their artwork and signal key parts e.g. mouth, eyes etc. Use a variety of one-handed tools e.g. paintbrush Explore a range of materials and textures Draw with increasing control and detail Combine different techniques	Use a range of drawing tools to explore mark- making, e.g.: pencils, pens, charcoal, ink, ICT etc. Explore combining/layering different media within drawings. Draw from observation, for increasingly sustained amounts of time.	Draw on a range of scales, e.g. close-ups. Explore the use of different drawing equipment e.g: pencils, pens, charcoal and ink to achieve different effects. Use sketchbooks independently to collect and develop ideas. Explore a range of drawing effects such as shading, cross-hatching, scribbling etc. Make informed choices about which media and surface to draw on. Draw from first- hand observation using a range of media and compare the effects.	Continue to use sketchbooks and extend the range of materials and processes within them. Draw from first-hand observation and work from different viewpoints. Start to learn about perspective and proportions within drawing. Use sketchbooks independently and freely to record and annotate their ideas. Make informed choices independently about which media, surface and technique to use when drawing. Develop wider opportunities to draw from observation, including working outside the classroom.

PAINTING	**Mix colours.** **Add details.** **(Winter themed)** Experiment mixing primary colours Talk about their artwork and ideas linked to some of the materials/ techniques Use scissors and one-handed tools effectively, safely and with more accuracy Explore, use and refine a variety of artistic effects to express their ideas and feelings	Recognise and name the primary colours. Mix primary colours to make secondary colours. Use a range of tools for painting, including brushes of different sizes, sponges, etc. Recognise and name secondary colours and mix them. Use a wider range of paint (e.g. water colour/poster etc.) and techniques, e.g. layering and scraping through colours. Develop control over paint through choice of tool, varying thickness of paint and painting within a shape.	Learn about 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. Make and match colours with increasing accuracy. Experiment with colour to create abstract colour palettes.	Develop understanding of water colour techniques. Employ a secure knowledge of colour (primary/secondary/warm/cold/complementary etc.) when painting. Use specialist paint, e.g. acrylic and explore effects. Consider composition when planning a painting. Choose from and use a wide variety of paint techniques, implements and surfaces when painting. Explore limited colour palettes.
PRINTING		Use a variety of found materials to make printed marks. 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 simple repeating patterns with ready-made/ found materials when printing. Explore making prints through marbling.	Explore mono-printing Create simple prints with 2 colours and further develop repeating patterns. Create their own printing blocks (e.g., potato/string etc.). Create printing blocks through using poly-blocks and print using inks and rollers. Use 2 colours and understand how to remove parts of the block to overprint in a second colour. Develop designs using repeating patterns from their printing blocks.	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/ monoprinting etc.) Further explore ways to overprint colours by changing their printing block. Explore different surfaces to print on to. 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	**<u>Collage</u>** **Recycle objects to create a sea pollution themed class art work** Return to and build on their previous learning, refining ideas and developing their ability to present them. Create collaboratively, sharing ideas, resources and skills Mix a range of primary colours and shades. Join materials using a variety of techniques	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") Make simple paper weaves. Investigate textures through making rubbings. 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. Explore tie- dying. Work collaboratively to produce larger-scale collage pieces. 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. Create a collage piece in response to a theme or a painting. Extend knowledge and skill of using stitching both decoratively and to join materials. Select processes, tools and materials and combine processes when making collage work.
SCULPTURE		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 simple human forms from pipe cleaners and wire.	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. Explore paper- mâché	Use clay to express an abstract idea. Explore a wider range of materials to make sculpture, for example Modroc, plaster of Paris, etc. Design, create and complete a finished clay piece including glazing. Use wire to create structures which can be covered with other materials.

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
Have opportunities to look at and discuss artwork and paintings which are linked to other areas of learning. Suggested artists/works: • Jackson Pollock • Arcimboldo • Monet • Mondirian • Van Gogh • Wassily Kandinsky • Matisse **Modern artists** • **Sudarsan Pattnaik** – sand sculptures	Have opportunities to look at works on themes which are relevant to them, e.g., children, families, toys etc. Explore art in children's books. Have opportunities to look at different portraits and self- portraits. Have opportunities to discuss and express their ideas and understand that there are no right or wrong answers when discussing ideas about art. Suggested artists/works:	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. 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. Suggested artists/works: • **Georgia O'Keefe** – colour, shape • **Sonia Delaunay** – colour, shape • **George Braque -** collage	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. 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. Suggested artists/works: • **Joan Miro** - surrealism • **Christo and Jeanne Claude** – land art • **Yayoi Kusama** – sculpture/textiles • **Picasso** - cubism

	• **Sophy Henn** - illustrator • **Eric Carle** - illustrator • **Pieter Bruegel** - Children's Games • **Modigliani** - portraits • **Lucien Freud** - portraits • Vermeer's work • **David Hockney** - portraits • **Picasso** – abstract portaits • William Morris • **Beatriz Milhazes** – collage • **Quentin Blake –** Illustration	• **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	• **Ilse d'Hollander** – scale/landscape • **Jean Michel-Basquit** – contempory • **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, collage, printing, primary colour, mix**	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 stroke**	**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		**Materials:** **products, manipulate**, **malleable** materials, clay, **natural**, understand, **techniques**, tools, rolling, **kneading**, safety, tools, **experiment**, **pinch**, **bend, twist, shape**, **properties**, paint, create, **textural effects** **Form:** **experiment, constructing, joining**, natural, **manmade material, rolling,** **Texture:** **surface, scratching, detail**	**Record, observe, review, revisit, improve, mastery, design techniques**, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, **slabs,** coils**, slips, score, blend, glaze**	Record, materials, **observations, review**, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, materials, sculptures, score, blend, glaze, **abstract form**
COLLAGE	**Experiment, understand, glue, sticking, paper, fabric, natural materials, observation, imagination, collage**	Collage, create, **combine, variety, images, media, attaching materials , fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, rubbings, fold, crumple, tear, overlap edges,**	**Collage techniques, motif**, tearing, overlapping, layering, large-scale, **background, foreground**, **style,**	**Mixed media**, combine, **composition, mood, balance**, **symmetrical, asymmetrical,** abstract,
TEXTILES		**Match and sort, threads texture, length, size, shape.** **Modify**, **knotting, fraying, fringing, pulling threads, twisting, plaiting.** **Stitching,** printing**, dipping**, fabric crayons, **natural dyes.** **weaving**	Techniques, printing, **tie-dye**, weaving and stitching **Textural effects** stitching, cutting joining, scale, layer	**3D structures, grades of threads**, needles. **Batik techniques. Media, overlap, layer creasing, knotting, ironing,**

PRINTING	**Experiment, printing, understand, techniques, shapes, objects, texture**	Print, hard and soft, **junk printing, rollers, ink, pattern, stencils, patterns, printing blocks, press print, repetitive patterns, printing motifs, texture, rubbings**,	**mono printing,** printing blocks, **impressed or relief method**, **colour overlays, repetitive patterns, overprint, poly-block**	Printing block, mono-printing, polyblock, **marbling, batik, screen printing**

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
Instant displays of children's work. Experiences of different media – indoor and outdoor. Various dressing up outfits in role play areas	**Drawing – Illustrator visit** 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. **Observational drawing around school** Use the school grounds to encourage observational drawing.	**<u>Sculpture</u>** Trip to Yorkshire Sculpture Park **<u>Walk around Wingerworth</u>** Linked the architecture and famous buildings – observational drawing	**Art Appreciation** Visit an Art gallery **Designers** Organise a fashion show

- 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	Use a range of drawing tools and materials with increasing control to represent their ideas. Experiment with lines, shapes, patterns and details, showing growing confidence making marks with purpose.	Explore combining/layering different media within drawings. Draw from observation.	Draw on a range of scales, e.g., closeups. 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	Use painting tools with increasing control to apply paint in different ways, such as making lines, shapes and patterns. To know that you can mix primary colours to make new colours.	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	They can use a range of shapes, objects and textured materials to create prints with increasing confidence and control.	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/blockprinting/junk printing/poly-block/ monoprinting 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	They can select, arrange, and join a variety of materials to create a collage to represent their ideas, observations, and imagination. They can use scissors and other tools with increasing confidence and control.	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 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.