



Art and Design – Programme of Study KEY STAGE 2						
	Exploring and developing ideas	Drawing	Painting	Sculpture	Other art, craft and design techniques (e.g. collage, textiles, printing)	Work of other artists
Prior learning KS1	<p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Describe differences and similarities and make links to their own work</p> <p>Try different materials and methods to improve</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve</p>	<p>Draw lines of varying thickness</p> <p>Use dots and lines to demonstrate pattern and texture</p> <p>Use different materials to draw, for example pastels, chalk, felt tips</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line, drawing, detail, landscape, cityscape, building, pastels, drawings, line bold, size, space</p>	<p>Name the primary and secondary colours</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Mix primary colours to make secondary colours</p> <p>Add white and black to alter tints and shades</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades,</p>	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw, and card</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>Use a variety of shapes, including lines and texture</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art,</p>	<p><b>Collage</b> Use a combination of materials that have been cut, torn and glued. Sort and arrange materials. Add texture by mixing materials. <u>Key words:</u> collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p><b>Textiles</b> Show pattern by weaving. Use dyeing techniques to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail. <u>Key words:</u> textiles, fabric, weaving, woven, placement, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p> <p><b>Printing</b> Copy an original print. Use a variety of materials, e.g. sponges, fruit blocks. Demonstrate techniques e.g. rolling, pressing, stamping and rubbing.</p>	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous notable artists to create their own work and compare</p> <p>Use key vocabulary to demonstrate knowledge and understanding: Andy Goldsworthy, LS Lowry, and Paul Klee. Monet, Joan Miro, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, Van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild</p>



			warm colours, cool colours, watercolour wash, sweep, dab, bold brushstrokes, acrylic paint	Sculpture, installation, shapes, materials, pyramid, abstract, geometric	<u>Key words</u> Colour, shape, printing, printmaking, woodcut, relief printing, objects.	
Taught content: Knowledge/Skills	Exploring and developing ideas	Drawing	Painting	Sculpture	Other art, craft and design techniques (e.g. collage, textiles, printing)	Work of other artists
Year 3 and 4 (LKS2)	<p>Use sketchbooks to record ideas</p> <p>Explore ideas from first hand observations</p> <p>Question and make observations about starting points, &amp; respond positively to suggestions</p> <p>Adapt and refine ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>To develop their drawing skills charcoal, pencils and sketching</p> <p>Experiment with showing line, tone and texture with different hardness of pencils</p> <p>Use shading to show light and shadow effects</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary, and secondary</p> <p>Create different textures and effects with paint</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle, ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</p>	<p>Cut, make and combine shapes to create recognizable forms</p> <p>Use clay and other malleable materials and practice joining techniques</p> <p>Add materials to the sculpture to create detail</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, shape, form,</p>	<p>Select colours and appropriate materials, to create effect</p> <p>Refine work as they go to ensure precision</p> <p>Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic, and montage (collage)</p> <p>Select appropriate materials, giving reasons</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>	<p>Use inspiration from famous artists to replicate a piece of work and reflect on work</p> <p>Express an opinion on the work of famous notable artists and refer to techniques and effect</p>



				shadow, light, marionette puppet	<p>Develop skills in stitching, cutting and joining.</p> <p>Use more than one colour to layer in a print</p> <p>Replicate patterns from observations</p> <p>Make printing blocks (Printing)</p> <p>Use key vocabulary, such as: line, pattern, texture, colour, shape.</p>	
Year 5 and 6 (UKS2)	<p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Think critically about their art and design work</p> <p>Use digital technology as sources for developing ideas</p>	<p>Use a variety of techniques to add effects, e.g. shadows reflection, hatching and cross hatching</p> <p>Depict movement and perspective in drawings</p> <p>Use a variety of tools and select the most appropriate</p> <p>Use key vocabulary to demonstrate knowledge and understanding in</p>	<p>Create a colour palette, demonstrating mixing techniques</p> <p>Use a range of paint(acrylic, oil paints water colours) to create visually interesting pieces</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix,</p>	<p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p>	<p><b>(Textiles)</b></p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; Add decoration to create effect; ( Use key words to show understanding)- colour, fabric, weave, pattern)</p> <p><b>(Collage)</b></p>	<p>Give detailed observations about notable artists: artisans` and designers` work</p> <p>Offer facts about notable artist`, artisans` and designers lives</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray,</p>



	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>	<p>this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti</p>	<p>line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>	<p>Use materials other than clay to create a 3D sculpture</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast</p>	<p>Add collage to a painted or printed background; Create and arrange accurate patterns; Use a range of mixed media; Plan and design a collage; ( Use key words to show understanding)- shape, form, arrange, fix; <b>(Printing)</b> Design and create printing blocks/tiles; Develop techniques in mono, block and relief painting; Create and arrange accurate patterns; Use key vocabulary to demonstrate Knowledge understanding: Hapa-zome hammering, pattern, shape, tile, colour, arrange, collograph</p>	<p>Fernand Ledger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquin Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt</p>
<p><b>Subsequent learning</b></p>	<p><b>Key stage 3</b> Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform their own work.</p>					



**Pupils should be taught**

- To use a range of techniques to record their observations in sketch books, journals and other media as a basis for exploring
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.