

Below outlines the learning focus for each term

KS1 Art End Points (NC):			
Can use a range of materials creatively to design and make products.			
Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.			
Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			
Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work			
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn 1	<p style="text-align: center;">Printing & Pattern</p> <ul style="list-style-type: none"> To know what is meant by layering To be able to investigate a range of media - fabric, paper, card, tissue paper Recognise a print on a variety of surfaces: paper, ceramic and fabric. A printed pattern is created with a wood block or shape that is repeated. A painted pattern is created by hand. Patterns can be created using lines and shapes. A pattern can be repeated, rotated or reversed 	<ul style="list-style-type: none"> Use a range of techniques to create patterns in clay e.g. scraping, scoring etc. Begin using techniques such as smudging, blending and layering Begin to control the types of marks made with the range of media on different surfaces Investigate the effect of light / hard lines Sketch initial ideas to include traditional motifs and patterns. Use observational skills to identify repeating patterns Use and experiment with printing initial patterns using objects. Develop language to describe the printing process and use to describe their own and others' work. 	<p>R.E. Diwali</p> <p>Maths: 2D shapes</p>
Spring 1	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> Know of the work of a range of artists, craft makers and designers (<i>Wallisy, Kandinsky – colour mixing</i>) Drawing techniques and styles can represent thoughts, as well as feelings. Kandinsky was a famous Russian painter who painted a range of abstract art Kandinsky's most famous works have stylistic features in common – use of geometric shapes and contrasting colour Specific primary colours can be mixed to achieve specific secondary and tertiary colours. To know about complimentary colours 	<ul style="list-style-type: none"> Form and share responses to the work of Kandinsky, using this as a stimulus for their own ideas and imagination. Experiment with colour mixing moving towards predicting resulting colours Experiment with complimentary colours Explore with a variety of media; different brush sizes and tools Begin using techniques such as smudging, blending and layering. Start to record simple media explorations in a sketch book. 	<p>History – Chronology / art movements</p>

	<ul style="list-style-type: none"> • Painting can evoke emotions and a personal response • Varying tones and moods can be created with the use of colour. • To know what is meant by layering • A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours. 	<ul style="list-style-type: none"> • Evaluate own and others' work against criteria informed by the work of an established artist 	
Summer 1	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • Know of the work of a range of artists, craft makers and designers (<i>Georgia O'Keefe – flower colour shading</i>) • Drawing techniques and styles can represent thoughts, as well as feelings. • Specific primary colours can be mixed to achieve specific secondary and tertiary colours. • Painting can evoke emotions and a personal response • Varying tones can be created with the use of colour. • A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours. 	<ul style="list-style-type: none"> • Explore/experiment with a wide range of techniques using colour, pattern, texture, form and shape through drawing & painting • Experiment with using colour to create shade and tint • Experiment with colour mixing and use understanding of the colour system, for effect in their own painting. • Paint in the style of O'Keefe, making and explaining informed choices on their use of chosen media. • Evaluate own and others' work against criteria informed by the work of an established artist. • Start to record simple media explorations in a sketch book. 	History – Chronology / art movements

Ambition / Intent:

At Camrose Primary School we recognise that Art, Craft and Design is essential to a rich and balanced education that develops the whole child. In our teaching of Art, Craft and Design, we recognise the importance of learning the unique sets of skill, as well as their integral place in our history and culture.

We aim to develop children's skills through the process of generating ideas, making and evaluating art pieces whilst supporting this with a knowledge and understanding of artists, crafts people and designs, materials, tools and techniques.

We believe that this will prepare them to not only continue their study of Art, Craft and Design into Key Stage 3, but provide the foundation stones so that children may have a lifetime of participation, appreciation and enjoyment of the Arts, which are also used to gain a greater depth of understanding in other areas of our curriculum.

Design / Implementation:

The National Curriculum provides the structure and skill development for the Art, Craft and Design curriculum being taught throughout the school. We base our units on the art disciplines of drawing, painting, sculpture and mixed-media collage, and include areas of digital art in these units. In order to give our units a context and enhance learning across the curriculum, we endeavour to promote links with other subjects particularly through History and Geography.

Units are taught each term (usually for half a term). Sketchbooks are used throughout the process as each lesson builds on ideas from the previous. The children are encouraged to take ownership of their sketchbooks by exploring their own ideas through working with materials and making annotations.

Impact:

Our Art and Design curriculum contributes to pupil's personal development in creativity, independence, judgement, and self-reflection. Pupils enjoy and value Art and Design and know why they are doing things, not just how. They understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.