

Below outlines the learning focus for each term

<b>KS1 Art End Points (NC):</b>			
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		
	Knowledge	Skills	
Autumn 1	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Know of the work of a range of artists, craft makers and designers (<i>Keith Haring – line drawing / PoP Art</i>)</li> <li>Haring was a famous American painter</li> <li>Haring's most famous works have stylistic features in common – continuous repetition of stylised shapes in bright, vibrant colours and outlined in black on different media</li> <li>Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks</li> <li>To know what Primary &amp; Secondary colours are</li> <li>Mix and create new colours for a purpose</li> <li>Drawings can be used to develop initial ideas</li> <li>Painting can evoke emotions and a personal response</li> <li>Varying tones can be created with the use of colour.</li> <li>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, paint, pastels.</li> </ul>	<ul style="list-style-type: none"> <li>Form and share responses to the work of Haring, using this as a stimulus for their own ideas and imagination.</li> <li>Experiment with colour mixing and use understanding of the colour system, for effect in own paintings.</li> <li>Plan in the style of Haring, making and explaining informed choices on their use of chosen media.</li> <li>Evaluate own and others' work against criteria informed by the work of an established artists</li> <li>To work spontaneously and expressively using marks, lines and curves.</li> <li>To respond to sculptures, paintings and drawings to adapt and make one's own work.</li> <li>Use a sketchbook to plan and develop simple ideas.</li> </ul>	<b>History: Chronology/art movements</b>
Spring 2	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Know of the work of a range of artists, craft makers and designers Paul Klee – abstract art using lines and colour</li> <li>Klee was a famous German painter</li> <li>Klee's most famous works have stylistic features in common – continuous repetition of stylised shapes in bright, vibrant colours and outlined in black on different media</li> <li>Explore/experiment with a wide range of techniques using colour, pattern, texture, form and shape through</li> </ul>	<ul style="list-style-type: none"> <li>Form and share responses to the work of Klee, using this as a stimulus for their own ideas and imagination.</li> <li>Experiment with colour mixing and use understanding of the colour system, for effect in own paintings.</li> <li>Investigate a range of media - paints, chalk, wax crayons, coloured papers</li> <li>Plan in the style of Klee, making and explaining informed choices on their use of chosen media.</li> <li>Evaluate own and others' work against criteria informed by the work of an established artists</li> </ul>	<b>History: Chronology/art movements</b>

	<p>painting</p> <ul style="list-style-type: none"> <li>• Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>• To be able to investigate a range of media - paints, chalk, wax crayons, coloured papers</li> <li>• To be able to mix primary colours to create secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To work spontaneously and expressively using marks, lines and curves.</li> <li>• Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</li> <li>• To respond to sculptures, paintings and drawings to adapt and make one's own work.</li> </ul>	
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Summer 2	<p><b>Sculpture – clay pot</b></p> <ul style="list-style-type: none"> <li>• To model in malleable/plastic materials to assemble basic shapes or forms</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Water makes clay softer and easier to mould, but that too much can make it unworkable.</li> <li>• Clay can crack when it dries if it is too thin.</li> <li>• Pots are a type of container and that containers are hollow inside (criteria for own work)</li> <li>• Pots have been used throughout history, by different civilisations and different types of pots were decorated according to their purpose and the era (eg Ancient Greece)</li> <li>• Clay is a natural material and has been used to produce pots because of its malleable nature</li> <li>• Materials can be man-made or natural and have different associated qualities</li> <li>• The choice of a material affects what the product will look like and its use</li> <li>• A sculpture is usually a 3D art form.</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay to create sculptures (pots)</li> <li>• Create textured pictorial designs using tools.</li> <li>• Use scoring and slip to join clay parts together when creating their sculpture.</li> <li>• Use a sketchbook to plan and develop simple ideas.</li> </ul>	<p><b>Science - materials</b></p>
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**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.