

KS2 Art Curriculum End Points (NC)			
<ul style="list-style-type: none"> Has learnt 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 designs Is able to record observations and use them to review and revisit ideas through the use of sketchbooks. Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Demonstrates knowledge of great artists, architects and designers in history. 			
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn	Painting techniques <ul style="list-style-type: none"> Know of the work of a range of artists, craft makers and designers (<i>Henri Matisse 1869-1954 – colourful collage</i>) Matisse was a famous French painter & sculpture Matisse's most famous works have stylistic features in common – decorative patterns & bright, vibrant colours Compare two different styles of painting and use these to inform own work, explaining choices. Create detailed images from a stimulus, using close observation To mix colours to create secondary and tertiary colours To know some pairs of complementary colours A variety of materials and techniques can be used to create art. Experimenting with: String, scratch art, shaving foam, card, etc Explore landscape and portrait orientation 	<ul style="list-style-type: none"> Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces. Use sketchbooks to develop composition as well as form. Further develop mixing and matching colour skills, using the double primary system. Use light and dark within painting and begin to explore complimentary colours. Experiment freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination. Work at different scales for different purposes and articulate ideas and feelings expressed in art. 	History – Chronology of art
Spring 2	Drawing (Light and Form) <ul style="list-style-type: none"> Different materials can be used for drawing e.g. pencils, charcoal, chalk, pastels, cartridge paper, sugar paper. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Observational drawings require careful observation of the subject to create a realistic representation. Begin to show an awareness of objects having a third dimension Drawings can be used to develop initial ideas. 	<ul style="list-style-type: none"> Observe carefully when drawing. Exercise control over a variety of drawing tools and media. Explore a range of marks that can be made when drawing and the effects of these. Consider scale (comparative size of objects in a still life) when drawing. Make links between their own work and that of different artists, recognising similarities and differences in the way that artists have represented fruit 	Science - materials

	<ul style="list-style-type: none"> Artists in history, including Paul Cezanne, Fede Galizia and Giuseppi Arcomboldo have chosen fruit as their subject and have represented it in different ways. Shapes can be represented through drawing. Marks, lines and patterns can be added to drawings for effect 		
Summer 1	<p>Painting techniques</p> <ul style="list-style-type: none"> Know of the work of a range of artists, craft makers and designers (<i>George Seurat 1859 – 1891; pointalism</i>) Seurat was another famous French painter Seurat's most famous works have stylistic features in common – <i>painting in which small, distinct dots of colour are applied in patterns to form an image.</i> Compare two different styles of painting and use these to inform own work, explaining choices. Create detailed images from a stimulus, using close observation 	<ul style="list-style-type: none"> Use a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on). Mix colour, shades and tones with increasing confidence. Investigate Pointillism techniques Demonstrate greater awareness of the qualities of materials Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. Review own and others designs considering the purpose and desired effect. Discuss and evaluate and compare different artists' painting styles and refer these to their own work. 	History – Chronology of art

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.