

KS2 Art Curriculum End Points (NC)

- 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 1	Painting <ul style="list-style-type: none"> • Increasing awareness of different kinds of art, craft and design techniques • To understand how various drawing and painting (acrylic paints, powder paint, Tempera Paint, marble paints, sand) can create different effects. • To investigate and know what is abstract pattern • Understand how different techniques (mixing paints/tints and tones) can create different effects in artwork. 	<ul style="list-style-type: none"> • Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces. <ul style="list-style-type: none"> ❖ effects of adding glue and sand to paint. • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use sketchbooks to develop composition as well as form. • Investigate abstract pattern • Experiment freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. 	
Autumn 2	Sculpture - clay <ul style="list-style-type: none"> • A figurehead is an ornamental symbol or figure formerly placed on some prominent part of a ship, usually at the bow. • A figurehead could be a religious symbol, a national emblem, or a figure symbolizing the ship's name. • Viking longboat figureheads (often dragons and snakes were) were designed to provoke fear in the spirits of whichever land the Vikings were raiding. • Viking figureheads were made of wood and were skilfully carved. • A range of images and examples can be used to inform a new design, which can develop and be refined over time. • Calving from the clay, rather than sticking on to it, can achieve a 	<ul style="list-style-type: none"> • Revisit skills from Year 2 • Sketch forms and develop an original design, informed by a range of images. • Experiment with clay to emphasise aspects of the design and produced a stylised representation. • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Refine the features of the sculpture using improved mastery of modelling with clay and techniques to create form • Develop and show understanding of representing 	History: Vikings Science: Materials

	<p>stronger model, although slip can be used to join surfaces. *</p> <ul style="list-style-type: none"> • Thinner pieces of clay are more susceptible to damage when the clay dries • To use language appropriate to skill and technique 	<p>symmetry in a 3D form considering the purpose and style of design.</p> <ul style="list-style-type: none"> • Review own and others designs in the context of a prototype considering the purpose and desired effect. 	
Spring 2	<p>Drawing (Architecture; Home and Building Design)</p> <ul style="list-style-type: none"> • The local area has a range of different architectural influences that are indicative of their era (St Pauls Church (1800's) in Corbins Lane, Wealdstone Motors (1933) on Pinner road, St Mary's in Harrow on the Hill, The Window Centre in Pinner. • Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings • An elevation drawing enables you to see the front or side of something, providing the change to see everything from other viewpoints. • Art and design can be influenced by and representative of different cultures and eras (for example, Celtic and neo-classical design). • Scale and elevation are used in interior and exterior building design, in addition to overhead/floor plans 	<ul style="list-style-type: none"> • Develop use of a wide range of marks with varied angle, speed, pressure and sharpness to show line, tone, shape, pattern and texture. • Produce and develop observational drawings and drawings from imagination, informed by historical sources, using sketchbooks • Make and record observations (noting repeating patterns, angles and proportion) and use these to inform and develop basic architectural designs. • Begin to alter an image digitally 	<p>History - settlements / local area</p>

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.