

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 1	Sculpture – modern art <ul style="list-style-type: none"> To develop knowledge about works created by various artists, designers and architects as well as their influences (Constantin Brâncuși, Romanian sculptor (1876 – 1957) & Anish Kapoor (Olympic Park) British sculpture. Born in India Work in a safe, organised way, caring for equipment. Secure work to continue at a later date To know that Modroc starts dry, then its wet with water, it then sets hard. Know how various sculpting tools (using modroc) can create different effects A sculpture is usually a 3D art form. To improve mastery of art and design techniques 	<ul style="list-style-type: none"> Use modroc to create sculptures (own Olympic Structure) Create textured pictorial designs using tools. To use sculpting techniques used by various artists to develop and create one's own works of art To use a sketchbook to record new processes and drawing techniques Use language appropriate to skill and technique Adapt work as and when necessary and explain why. 	
Summer	Drawing – Outdoors <ul style="list-style-type: none"> Stephen Wiltshire is a British architectural artist and autistic savant. Wiltshire is known for his ability to draw a landscape from memory, after seeing it just once. Different artists and artistic styles can represent the same subject matter in different ways (focus on London skyline and variance in style, technique and moos). Different artists use different media Art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences A piece of art can evolve and source material, gathered using different media, can be referred back to. 	<ul style="list-style-type: none"> Make observational drawings and sketches of the London Skyline Discuss and evaluate and compare different artists' representations of skyline and refer these to their own work. Experiment with the use of different media to gather and research samples from which to inform own sketches. Practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to show tone, shape, pattern, texture and shading Drawn a skyline in proportion, focused on size, depth, use of foreground, background and middle section of paper. <ul style="list-style-type: none"> ❖ simple perspective in using a single focal point and horizon 	Geography - UK - our city

	<ul style="list-style-type: none"> Using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch. Different pencils can be used to create different effects and shadows and shade can support the representation of 3D form. That proportion, size and depth are significant in this style of landscape and should be considered with a focus on the foreground, background and middle section of paper. That a skyline is an outline of land and buildings defined against the sky 	<ul style="list-style-type: none"> ❖ awareness of composition, scale and proportion in their work Develop and refine images and aspects of a piece of work through a process of ongoing review Use sketchbooks to collect, record and plan for future works. 	
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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.