

Oakdene Primary School



Art and Design at Oakdene

Subject Leader: Miss Bowes

Mission Statement

Oakdene - Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The Art and Design curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

Art and Design at Oakdene

To foster a love of art in children, our robust art curriculum covers a range of artists, styles, genres and techniques. Children are encouraged to think critically about artists and their work as well as their own finished pieces. The school aims to develop children's creative imagination, practical skills and appreciation in art and design through a balanced programme of activities and stimuli. We intend to enable every child to develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes as well as increase their critical awareness of the roles and purposes of art and design in different times and cultures.

We teach Art through seven main strands; drawing, painting, collage, sculpture, textiles, printing and digital media. Drawing and painting is developed every year with collage, sculpture, textiles, printing and digital media being revisited in KS1, UKS2 and LKS2.

Practise of skills, as well as completed pieces of artwork, are recorded in sketchbooks allowing children to see the progress they have made.

Curriculum and Coverage

The Art and Design National Curriculum 2014 is followed at Oakdene Primary School. We have also created our Oakdene milestones to show progression through all keys stages. Units of work will be frequently revised and amended to make Curriculum links where possible.

<u>Year group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	Drawing and Printing Portraits Leaf prints	Painting Toys	Collage Animals
Y1	Drawing and Painting Colour Theory Artist Study: Damien Hurst.	Printing Plants Artist Study: William Morris	Collage Food Faces Artist Study: Giuseppe Arcimboldo
Y2	Drawing and Painting Street scene of a place in St Helens. Artist Study: L.S. Lowry	Textiles	Sculpture Artist Study: Andy Goldworthy
Y3	Drawing Stone Age inspired cave drawing.	Printing and Painting Great Wave Artist Study: Hokusai	Sculpture Ancient Egyptian canopic jar.
Y4	Drawing and painting Self portraits Artist Study: Frida Khalo	Textiles Artist Study: Sonia Delaunay	Collage Linked to digital media Artist Study: David Hockney
Y5	Drawing and Painting Historical artefacts	Sculpture The Mayans	Collage Nature Artist Study: Henry Rousseau
Y6	Drawing and Painting Street art Paul Curtis	Printing relief print Artist Study: Elizabeth Catlett	Textiles Designers in history Artist Study: Jany Temime

OAKDENE ART AND DESIGN MILESTONES PROGRESSION DOCUMENT

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
		In the context of: <i>Drawing, painting, collage, sculpture,</i>	In the context of: <i>Drawing, painting, collage, sculpture, printing, textiles and digital media.</i>	In the context of: <i>Drawing, painting, collage, sculpture, printing, textiles and digital media.</i>	In the context of: <i>Drawing, painting, collage, sculpture, printing, textiles and digital media.</i>
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>To develop ideas</i>					
<i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>to create sketch books to record their observations and use them to review and revisit idea</i>	<ul style="list-style-type: none"> • I can create simple representations of events, people and objects 	<ul style="list-style-type: none"> • I can respond to ideas and starting points. • I can explore ideas and collect visual information. • I can explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • I can develop ideas from starting points throughout the curriculum. • I can collect information, sketches and resources. • I can adapt and refine ideas as they progress. • I can explore ideas in a variety of ways. • I can comment on artworks using visual language. 	<ul style="list-style-type: none"> • I can develop and imaginatively extend ideas from starting points throughout the curriculum. • I can collect information, sketches and resources and present ideas imaginatively in a sketch book. • I can use the qualities of materials to enhance ideas. • I can comment on artworks with a fluent grasp of visual language.
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>To master techniques</i>					
<p><i>to use a range of materials creatively to design and make products</i></p> <p><i>to develop a wide range of</i></p>	<i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<p><i>I can use lines and shapes to represent objects</i></p> <p><i>I can explore what happens when you mix colours</i></p>	<ul style="list-style-type: none"> • I can draw lines of different sizes and thickness. • I can colour (own work) neatly following the lines. • I can show pattern and texture by adding dots and lines. 	<ul style="list-style-type: none"> • I can use different hardness of pencils to show line, tone and texture. • I can annotate sketches to explain and elaborate ideas. • I can sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> • I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • I can use a choice of techniques to depict movement, perspective, shadows and reflection.

<p>art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>[for example, pencil, charcoal, paint, clay]</p>	<p>I can experiment to create different textures.</p> <ul style="list-style-type: none"> • I can manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> • I can show different tones by using coloured pencils. I can use thick and thin brushes. • I can mix primary colours to make secondary. • I can add white to colours to make tints and black to colours to make tones. • I can create colour wheels. • I can use a combination of materials that are cut, torn and glued. • I can sort and arrange materials. • I can mix materials to create texture. • I can use a combination of shapes. • I can include lines and texture. • I can use rolled up paper, straws, paper, card and clay as materials. • I can use techniques such as rolling, cutting, moulding and carving. • I can use repeating or overlapping shapes. • I can mimic print from the environment (e.g. wallpapers). • I can use objects to create prints (e.g. fruit, vegetables or sponges). • I can press, roll, rub and stamp to make prints. • I can use weaving to create a pattern. 	<ul style="list-style-type: none"> • I can use shading to show light and shadow. • I can use hatching and cross hatching to show tone and texture. • I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • I can mix colours effectively. • I can use watercolour paint to produce washes for backgrounds then add detail. • I can experiment with creating mood with colour. • I can select and arrange materials for a striking effect. • I can ensure work is precise. • I can use coiling, overlapping, tessellation, mosaic and montage. • I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • I can include texture that conveys feelings, expression or movement. • I can use clay and other mouldable materials. • I can add materials to provide interesting detail. • I can use layers of two or more colours. • I can replicate patterns observed in natural or built environments. 	<ul style="list-style-type: none"> • I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • I can use lines to represent movement. • I can sketch (lightly) before painting to combine line and colour. • I can create a colour palette based upon colours observed in the natural or built world. • I can use the qualities of watercolour and acrylic paints to create visually interesting pieces. • I can combine colours, tones and tints to enhance the mood of a piece. • I can use brush techniques and the qualities of paint to create texture. • I can develop a personal style of painting, drawing upon ideas from other artists. • I can mix textures (rough and smooth, plain and patterned). • I can combine visual and tactile qualities. • I can use ceramic mosaic materials and techniques. • I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • I can use tools to carve and add shapes, texture and pattern. • I can combine visual and tactile qualities. • I can use frameworks (such as
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			<ul style="list-style-type: none"> • I can join materials using glue and/or a stitch. • I can use plaiting. • I can use dip dye techniques. • I can use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • I can make printing blocks (e.g. from coiled string glued to a block). • I can make precise repeating patterns. • I can shape and stitch materials. • I can use basic cross stitch and back stitch. • I can colour fabric. • I can create weavings. • I can quilt, pad and gather fabric. • I can create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> wire or moulds) to provide stability and form. • I can build up layers of colours. • I can create an accurate pattern, showing fine detail. • I can use a range of visual elements to reflect the purpose of the work. • I can show precision in techniques. • I can choose from a range of stitching techniques. • I can combine previously learned techniques to create pieces. • I can enhance digital media by editing (including sound, video, animation, still images and installations).
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>To take inspiration from the greats (classic and modern)</i>					
<i>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i>	<i>To know about great artists, architects and designers in history.</i>		<ul style="list-style-type: none"> • I can describe the work of notable artists, artisans and designers. • I can use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • I can replicate some of the techniques used by notable artists, artisans and designers. • I can create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • I can give details (including own sketches) about the style of some notable artists, artisans and designers. • I can show how the work of those studied was influential in both society and to other artists. • I can create original pieces that show a range of influences and styles.

Tier 3 vocabulary

R	collage, mix, colours, layers, lines, shapes
1	primary, secondary, warm, cool, mixing, pattern
2	Tone, texture, lighter, darker, lines, sculpture
3	Texture, landscape, perspective, shadow, style, sketch
4	Gradually, shadow, mood, lighting, illusion, textile
5	Light, embellish, layers, reflection, movement, direction
6	Street art, relief print, texture, colour pallet, perspective, plaiting