



BRADGATE
Education Partnership

Gaddesby Primary School
Art and Design Curriculum
2022 – 2023



Art and Design			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Learning</u>	<u>Learning</u>	<u>Learning</u>	<u>Learning</u>
<p>To use stories and imaginative play to develop interactions and experiences linked to different topics (C&L)</p> <p>Create collaboratively to share their ideas (EAD)</p> <p>Develop storylines to use in imaginative play (EAD)</p> <p>Sharing creations with each other (EAD)</p> <p>Use props and available resources to develop imaginative play (EAD)</p>	<p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products in two and three dimensions.</p> <p>Explain what he/she likes about the work of others.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p>Try out different activities and make sensible choices about what to do next</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>Know about some of the great artists, architects and designers in history and describe their work.</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p>	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p>
<u>Techniques</u>	<u>Techniques</u>	<u>Techniques</u>	<u>Techniques</u>
<p>Experience using lots of different tools to develop FMS (paintbrushes, scissors, knives, forks etc) (PD)</p> <p>Explore and use a variety of artistic techniques (EAD)</p>	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools.</p>	<p>Explore shading, using different media.</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Compare and recreate form of natural and manmade objects.</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Develop skills in using clay including slabs, coils and slips.</p>

	<p>Make structures by joining simple objects together.</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them.</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>Experiment with basic tools on rigid and flexible materials</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p>	<p>Create a collage using overlapping and layering.</p> <p>Create printing blocks using relief or impressed techniques.</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p> <p>Draws familiar objects with correct proportions.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold-water paste.</p> <p>Print on fabrics using tie-dyes or batik</p>	<p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Use simple perspective in their work using a single focal point and horizon.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Follow a design brief to achieve an effect for a particular function.</p>
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