

# Art & Design Curriculum 2015-16

Year group	National Curriculum	Pear Tree	Hearts and Soul links
R	<ul style="list-style-type: none"> <li>• Early Learning Goal The Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<p>Use sketch books to record, explore and inform work.            Make marks for a purpose or meaning            Use graphite tools, e.g. fingers, hands, chalk etc, to explore a range of marks            Draw from real life            Explore composition            Explore paint, mixing colours, to effect of different brushes and paint consistence's            Paint and draw from imagination            Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay            Begin to use the language of art            Use different artists and craft makers and designers            Use forest school and outdoor experiences</p>	<p>Use of imagination and creativity in their learning            Develop attitudes and tolerances of different cultures            Develop their opinions and respond positively to artistic opportunities.</p>
1	<ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Learn about range of artists, craftsmen and designers</li> </ul>	<p>Use sketch books to record, explore and inform work.            Develop mark making and drawing techniques            Use appropriate vocabulary to explore art            Use a range of graphic tools            Develop skills of recording            Explore paint, colour mixing            Understand how art is made and learn to discuss and respond            Visit a gallery, museum and use to record            Study of artist/craftsperson/designer 2 per year.            Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay            Outdoor experiences for art            Use IT as a means of recording</p>	<p>Use of imagination and creativity in their learning            Develop attitudes and tolerances of different cultures            Develop their opinions and respond positively to artistic opportunities.</p>
2	<ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Learn about range of artists, craftsmen and designers</li> </ul>	<p>Use sketch books to record, explore and inform work.            Development of drawing skills, increasing effective manipulation of drawing tools            Use a range of painting techniques            Use appropriate vocabulary to explore art            Use a range of graphic tools            Develop skills of recording            Explore paint, colour mixing            Understand how art is made and learn to discuss and respond</p>	<p>Use of imagination and creativity in their learning            Develop attitudes and tolerances of different cultures            Develop their opinions and respond positively to artistic opportunities.</p>

		<p>Visit a gallery, museum and use to record  Study of artist/craftsperson/designer 2 per year.  Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay  Outdoor experiences for art as a starting point</p>	
3	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> </ul>	<p>Use sketch books to record, explore and inform work.  Drawing skills and techniques, including effective use of tone, near &amp; far, perspective  Use a range of painting techniques  Use appropriate vocabulary to explore art  Use a range of graphic tools  Understand how art is made and learn to discuss and respond  Visit a gallery, museum and use to record  Study of artist/craftsperson/designer 2 per year.  Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay  Outdoor experiences for art as a starting point</p>	<p>Use of imagination and creativity in their learning  Develop attitudes and tolerances of different cultures  Develop their opinions and respond positively to artistic opportunities.</p>
4	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> </ul>	<p>Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay  Outdoor experiences for art as a starting point  Develop drawing techniques, explore composition – consider light shadow and form  Develop skills in use of textiles and sculpture  Make choices about the use of different media  Compare and contrast different methods</p>	<p>Use of imagination and creativity in their learning  Develop attitudes and tolerances of different cultures  Develop their opinions and respond positively to artistic opportunities..  Willingness to reflect  Make choices based on opinions  Laugh, cry, rage about art!  Form emotional connection</p>
5	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> </ul>	<p>Develop increasing confidence in a range of materials  Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay  Outdoor experiences for art as a starting point  Develop drawing techniques, explore composition – consider light shadow and form  Develop skills in use of textiles and sculpture  Make choices about the use of different media  Compare and contrast different methods</p>	<p>Use of imagination and creativity in their learning  Develop attitudes and tolerances of different cultures  Develop their opinions and respond positively to artistic opportunities.  Willingness to reflect  Make choices based on opinions</p>

			Laugh, cry, rage about art! Form emotional connection
6	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> </ul>	<p>Explore, experiment and develop printing, collage, pattern, textiles and sculpture, including clay</p> <p>Outdoor experiences for art as a starting point</p> <p>Develop drawing techniques, explore composition – consider light shadow and form</p> <p>Develop skills in use of textiles and sculpture</p> <p>Make choices about the use of different media</p> <p>Compare and contrast different methods</p>	<p>Use of imagination and creativity in their learning</p> <p>Develop attitudes and tolerances of different cultures</p> <p>Develop their opinions and respond positively to artistic opportunities.</p> <p>Willingness to reflect</p> <p>Make choices based on opinions</p> <p>Laugh, cry, rage about art!</p> <p>Form emotional connection</p>
<p>Art at Pear Tree –</p> <ul style="list-style-type: none"> <li>• Displayed and celebrated in classrooms and learning journals</li> <li>• Use sketchbook as a means of recording, reflecting, collecting ideas</li> <li>• Cross-curricular e.g. Textiles to interpret parts of the body in science. Matisse linked to body shapes in PE</li> <li>• Art Exhibition (every 3 years)</li> <li>• Design cards and have them produced professionally (every 3 years)</li> <li>• Art Galleries – 1 in KS1 and 1 in KS2. (Tate, Liverpool, Walker, Liverpool, Manchester Art Gallery, Salford, Lowry)</li> <li>• Use local artists and craftspeople</li> <li>• Use of ICT for making images including video</li> <li>• Use on-line galleries e.g. MOMA</li> <li>• Art skills should be taught explicitly on a weekly basis so that there is progression e.g. using brush and waterproof to produce a wash, build a texture block for printing</li> </ul>			