

# Linton Primary School

## New Whole School Curriculum **ART and DESIGN**

### KS1

	Autumn Term	Spring Term	Summer Term
1	<u>Mind Over Matter</u> Looking at overcoming adversity, developing a 'Growth Mindset'. <i>What provides individuals with the motivation and determination to succeed?</i>	<u>Fight for Survival</u> Investigating settlements, communities and food chains. <i>What are the characteristics of success and failure?</i>	<u>Incredible Journeys</u> Taking a look at habitats, migration and nomadic lifestyles. <i>What drives them on?</i>
KS1	<ul style="list-style-type: none"> <li>• Use digital sources to explore perceptual art.</li> <li>• Focus on the work of 'Op Art' Artists, e.g. Bridget Riley.</li> <li>• Focus on line, shape, form and colour, to understand how effects are created.</li> <li>• Create work in the 'Op Art' style using collage techniques.</li> <li>• Use photography as a medium to 'trick' the eye.</li> <li>• Study works by abstract artists and those who have pushed boundaries such as Dali &amp; Picasso.</li> <li>• Investigate the technique of silhouette and the effect it has on the viewer.</li> <li>• Create works using silhouette techniques using paper and paint.</li> <li>• Examine the contribution of 'Arts' to society.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore early examples of art and consider possible reasons for its creation.</li> <li>• Use drawing as a method of recording images.</li> <li>• Draw from observation using lines that capture form and shape.</li> <li>• Use a variety of tools and techniques including brush sizes and types to represent objects in paint.</li> <li>• Create textured paints by experimenting with natural materials such as earth and sand.</li> <li>• Work collaboratively to create works on a large scale.</li> <li>• Explore sculpture considering aesthetics and function.</li> <li>• Consider sculpture in different cultural contexts, e.g. ice sculpture, totem poles etc.</li> <li>• Experiment with construction and joining techniques. Evaluate success.</li> <li>• Create 3D works using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at design, form and function as necessity for particular cultures, e.g. Canal boat people, Gypsy Roma / Traveller communities, Aborigines etc.</li> <li>• Consider the main factors that are the drivers for their specific art forms.</li> <li>• Consider the use of colour and motif.</li> <li>• Explore textiles as functional decoration.</li> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• Experiment by changing and modifying threads and fabrics by knotting, fraying, twisting, plaiting and combining.</li> <li>• Create fabrics by weaving and knitting etc.</li> </ul>
2	<u>Seasons of Change</u> Charting changes in the environment and over time. Exploring how to cope with change. <i>How can we use change to our advantage?</i>	<u>Home Grown</u> Influential individuals from our region who have changed our lives locally, nationally and globally. <i>What are the effects of innovation?</i>	<u>Hidden World</u> Using charts, maps and information to establish areas that remain enigmatic. <i>What lies in wait - is still to come?</i>
KS1	<ul style="list-style-type: none"> <li>• Take a close look at how pattern occurs in Nature.</li> <li>• Research and record using digital media, cameras, video recorders etc.</li> <li>• Consider how nature can inspire pattern. Experiment using elements from research to form ideas for prints.</li> <li>• Experiment using a wide range of materials and techniques, including simple mono-prints, rollers, mesh and stencils.</li> <li>• Build repeating patterns by evaluating and refining own work.</li> <li>• Consider how colour, shape and scale influence the success of a created pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how different artists use a variety of materials to create affect.</li> <li>• Explore the work of artists who re-use a range of objects and materials for invention, such as Heath Robinson.</li> <li>• Explore the works of those who prefer a type of medium, e.g. Stella McCartney, Damien Hirst etc.</li> <li>• Explore the qualities of different materials and assess their suitability for a particular purpose.</li> <li>• Design and create 3D sculpture for a particular purpose, e.g. purely decorative to enhance the aesthetics of its surroundings, or to be a fountain or water collector etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at art as a means of recording.</li> <li>• Reflect upon the drawings, paintings and sketches of early explorers.</li> <li>• Observational drawing to record factual information.</li> <li>• Focus on colour and colour mixing to achieve accuracy.</li> <li>• Investigate representing tone and texture through our drawings and paintings.</li> </ul>

<h1>3</h1>	<h2><u>Unknown Universe</u></h2> <p>Space exploration, breakthroughs and new discoveries. <i>How are we changing the world?</i></p>	<h2><u>Heroes and Villains</u></h2> <p>Taking a closer look at making and breaking the rules. <i>Who's got talent and influence?</i></p>	<h2><u>The Greatest Gift</u></h2> <p>Discussing and debating the impact of talent. <i>What impact will you have on the world?</i></p>
<p>KS1</p>	<ul style="list-style-type: none"> <li>• Appraise a range of modern, abstract and 'fantasy' art by a variety of artists.</li> <li>• Create a colour palette by collecting swatches that inspire.</li> <li>• Use 3D techniques manipulating and moulding malleable materials (such as clay or modelling clay) in a variety of ways to create a model, e.g. of an alien, planet or space craft.</li> <li>• Create a digital record using moving images.</li> <li>• Experiment with joining techniques and creating texture for effect.</li> <li>• Evaluate, reflect upon and make changes to their work considering scale, impact and stability.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at different representations of the same event / individual and consider the messages they convey.</li> <li>• Consider how we form opinions about individual's and situations from how they are represented.</li> <li>• Look at the key features of portraiture.</li> <li>• Draw a self portrait considering shape, scale and positioning of features.</li> <li>• Paint a portrait of someone you consider to be a hero considering how you wish them to be represented. (Celebrity / story book character.)</li> </ul>	<ul style="list-style-type: none"> <li>• Research signs, symbols and images that have been used to represent heroes and villains. (Such as those in Marvel comics.)</li> <li>• Appraise the styles used considering line, shape, form and colour.</li> <li>• Create a logo to represent a chosen character or individual.</li> <li>• Create a number of possibilities before choosing a final design.</li> <li>• Use drawn lines and those created using digital technology.</li> </ul>
<h1>4</h1>	<h2><u>Secrets of the Deep</u></h2> <p>Examining innovation underground and underwater. <i>What will the impact of new discoveries be?</i></p>	<h2><u>The Weirdest and the Wonderful</u></h2> <p>Looking at civilisations and discoveries that have surprised, astounded and amazed. <i>What is the value of having an open mind?</i></p>	<h2><u>Awesome Explorers</u></h2> <p>Considering who we remember and why. Delving into methods of recording. <i>What are the common characteristics of adventure?</i></p>
<p>KS1</p>	<ul style="list-style-type: none"> <li>• Take a close look at how pattern occurs in Nature.</li> <li>• Research and record using digital media, cameras, video recorders etc.</li> <li>• Consider how nature can inspire pattern. Experiment using elements from research to form ideas for prints.</li> <li>• Experiment using a wide range of materials and techniques, including simple mono-prints, rollers, mesh and stencils.</li> <li>• Build repeating patterns by evaluating and refining own work.</li> <li>• Consider how colour, shape and scale influence the success of a created pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how different artists use a variety of materials to create affect.</li> <li>• Explore the work of artists who re-use a range of objects and materials.</li> <li>• Explore the works of those who prefer to use unusual materials for unexpected purposes to amazing effect.</li> <li>• Explore the qualities of different materials and assess their suitability for a particular purpose.</li> <li>• Design and create 3D sculpture for a particular purpose, e.g. a sea monster, mythical creature or character.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at functional art within society.</li> <li>• Research a particular thread such as old maps of both sea and sky, diagrams of scientific equipment or inventions, or caricatures in illustration for reporting purposes..</li> <li>• Isolate the elements of intrigue and use as a recipe for own work.</li> <li>• Use line to create a piece of functional art.</li> <li>• Consider the role of colour in illustration.</li> <li>• Evaluate success of recording.</li> </ul>

# KS2

	Autumn Term	Spring Term	Summer Term
<b>1</b>	<u>Mind Over Matter</u> Looking at overcoming adversity, developing a 'Growth Mindset'. <i>What provides individuals with the motivation and determination to succeed?</i>	<u>Fight for Survival</u> Investigating settlements, communities and food chains. <i>What are the characteristics of success and failure?</i>	<u>Incredible Journeys</u> Taking a look at habitats, migration and nomadic lifestyles. <i>What drives them on?</i>
Lower KS2 Upper KS2	<ul style="list-style-type: none"> <li>Use digital sources to record and collect examples of perceptual art.</li> <li>Focus on the work of 'Op Art' Artists, e.g. Bridget Riley.</li> <li>Focus on line, shape, form and colour, to understand how effects are created and use a graphics package to create images and effects using line.</li> <li>Create work in the 'Op Art' style using collage techniques, experimenting with overlapping and layering to create effect.</li> <li>Use collage as a means of collecting ideas and information.</li> <li>Study works by abstract artists and those who have pushed boundaries such as Dali &amp; Picasso.</li> <li>Investigate the technique of silhouette and the effect it has on the viewer.</li> <li>Create works using silhouette techniques using paper and paint.</li> <li>Examine the contribution of 'Arts' to society.</li> <li>Add collage to a painted or printed background.</li> <li>Use different techniques, colours and lines to change impact of own work.</li> <li>Use collage as a means of extending work from initial ideas.</li> <li>Create a series of silhouette images to illustrate a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Explore early examples of art and consider possible reasons for its creation.</li> <li>Make marks and lines with a wide range of drawing implements, e.g. pencil, chalk, pastels etc.</li> <li>Experiment with different implements to draw form and shape.</li> <li>Begin to show an awareness of objects having a third dimension.</li> <li>Paint, experimenting with different effects and textures including colour blocking and thickened paint to create textural effects.</li> <li>Work collaboratively to create works on a large scale.</li> <li>Explore sculpture considering aesthetics and function.</li> <li>Consider sculpture in different cultural contexts, e.g. ice sculpture, totem poles etc.</li> <li>Plan, design and make models from imagination.</li> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>Develop a painting from a series of sketchbook drawings.</li> <li>Create original imaginative work to record a narrative.</li> <li>Shape, form, model and construct from observation then adapt ideas to reflect imagination.</li> <li>Use natural / man-made materials to create a sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Look at design, form and function as necessity for particular cultures, e.g. Canal boat people, Gypsy Roma / Traveller communities, Aborigines etc.</li> <li>Consider the main factors that are the drivers for their specific art forms.</li> <li>Use specific colour language.</li> <li>Mix and use tints and shades.</li> <li>Explore textiles as functional decoration.</li> <li>Use a variety of techniques to create different textural effects.</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Be able to identify and work with complementary and contrasting colours.</li> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needles to create effect.</li> <li>Experiment with a range of textile media to overlap and layer to create interest and affect function.</li> </ul>
<b>2</b>	<u>Seasons of Change</u> Charting changes in the environment and over time. Exploring how to cope with change. <i>How can we use change to our advantage?</i>	<u>Home Grown</u> Influential individuals from our region who have changed our lives locally, nationally and globally. <i>What are the effects of innovation?</i>	<u>Hidden World</u> Using charts, maps and information to establish areas that remain enigmatic. <i>What lies in wait - is still to come?</i>
Lower KS2 Upper KS2	<ul style="list-style-type: none"> <li>Take a close look at how pattern occurs in Nature.</li> <li>Research and record using digital media, cameras and recorders etc.</li> <li>Consider how nature can inspire pattern. Experiment using elements from research to form ideas for prints.</li> <li>Create printing blocks using a relief or impressed method.</li> <li>Create repeating patterns.</li> <li>Create prints with two colour overlays.</li> <li>Consider how colour, shape and scale influence the success of the created pattern.</li> <li>Create printing blocks by simplifying an initial sketchbook idea.</li> <li>Create prints using a relief or impressed method.</li> <li>Create prints with three colour overlays.</li> <li>Work into prints with a range of colours and media.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how different artists use a variety of materials to create affect.</li> <li>Explore the work of artists who re-use a range of objects and materials for invention.</li> <li>Explore the qualities of different materials and assess their suitability for a particular purpose.</li> <li>Plan, design and make an initial model from developed ideas. Refine model and make improvements considering stability, function and impact of design.</li> <li>Experiment with methods of joining relevant to materials being used.</li> <li>Plan a sculpture / model through drawing and other relevant preparatory work.</li> <li>Use recycled, natural or man-made materials to create an invention.</li> <li>Develop knowledge of appropriate methods for joining certain types of materials and resources.</li> <li>Develop knowledge of appropriate tools and safe usage.</li> </ul>	<ul style="list-style-type: none"> <li>Look at art as a means of recording.</li> <li>Reflect upon the drawings, paintings and sketches of early explorers.</li> <li>Draw naming, matching and creating lines / marks from observations.</li> <li>Experiment inventing new lines to make accurate representations.</li> <li>Mix primary shades and tones and secondary colours to achieve accuracy in representing objects and images.</li> <li>Investigate representing tone and texture through describing what we can see and want to achieve.</li> <li>Use media o make a variety of marks, lines, patterns and shapes within a drawing.</li> <li>Explore colour mixing and bending techniques.</li> <li>Use different techniques for different purposes, e.g. shading, hatching etc.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>

<h1>3</h1>	<h2><u>Unknown Universe</u></h2> <p>Space exploration, breakthroughs and new discoveries. <i>How are we changing the world?</i></p>	<h2><u>Heroes and Villains</u></h2> <p>Taking a closer look at making and breaking the rules. <i>Who's got talent and influence?</i></p>	<h2><u>The Greatest Gift</u></h2> <p>Discussing and debating the impact of talent. <i>What impact will you have on the world?</i></p>
<p>Lower KS2 Upper KS2</p>	<ul style="list-style-type: none"> <li>Appraise a range of modern, abstract and 'fantasy' art by a variety of artists.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their own work.</li> <li>Create a representation of a fantasy model such as an alien, space creature or craft using a malleable material.</li> <li>Create surface patterns and textures in the malleable material to finish the model.</li> <li>Use the model to create and present recorded visual images using software.</li> <li>Shape, form, model and construct from observation or imagination a poseable form.</li> <li>Develop skills in handling and using clay including using slips etc.</li> <li>Produce intricate patterns and textures in the malleable media to demonstrate a high quality finished product.</li> <li>Create layered images using digital recordings of own model.</li> </ul>	<ul style="list-style-type: none"> <li>Look at different representations of the same event / individual and consider the messages they convey.</li> <li>Consider how we form opinions about individual's and situations from how they are represented.</li> <li>Look at the key features of portraiture.</li> <li>Create portraits on a range of scales, e.g. real life size, miniature etc.</li> <li>Represent a range of textures by experimenting with technique to create effect.</li> <li>Explore using pattern and texture in a drawing to make representations.</li> <li>Develop a painting from a series of sketches or a drawing.</li> <li>Carry out preliminary studies, trying out different media and colour choices.</li> <li>Create imaginative work representing a situation or individual from a variety of sources and ideas, e.g. themes, poetry, music etc.</li> </ul>	<ul style="list-style-type: none"> <li>Research signs, symbols and images that have been used to represent heroes and villains. (Such as those in Marvel comics.)</li> <li>Appraise the style of line used, impact of design and use of colour.</li> <li>Create a logo to represent a chosen character or individual.</li> <li>Experiment with a variety of shapes and lines to affect impact of the design.</li> <li>Create shapes digitally, experiment with line and colour for impact.</li> <li>Experiment making changes to one element at a time to improve a design.</li> <li>Create a number of possibilities before choosing a final design.</li> <li>Import an image digitally.</li> <li>Use digital technology to create and manipulate new images.</li> <li>Compare ideas, methods and approaches, others have used and share thoughts and opinions on their success.</li> </ul>
<h1>4</h1>	<h2><u>Secrets of the Deep</u></h2> <p>Examining innovation underground and underwater. <i>What will the impact of new discoveries be?</i></p>	<h2><u>The Weird and the Wonderful</u></h2> <p>Looking at civilisations and discoveries that have surprised astounded and amazed. <i>What is the value of having an open mind?</i></p>	<h2><u>Awesome Explorers</u></h2> <p>Considering who we remember and why. Delving into methods of recording. <i>What are the common characteristics of adventure?</i></p>
<p>Lower KS2 Upper KS2</p>	<ul style="list-style-type: none"> <li>Take a close look at how pattern occurs in Nature.</li> <li>Research and record using digital media, cameras and recorders etc.</li> <li>Consider how nature can inspire pattern. Experiment using elements from research to form ideas for prints.</li> <li>Create printing blocks using a relief or impressed method.</li> <li>Create repeating patterns.</li> <li>Create prints with two colour overlays.</li> <li>Consider how colour, shape and scale influence the success of the created pattern.</li> <li>Create printing blocks by simplifying an initial sketchbook idea.</li> <li>Create prints using a relief or impressed method.</li> <li>Create prints with three colour overlays.</li> <li>Work into prints with a range of colours and media.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how different artists use a variety of materials to create affect.</li> <li>Explore the work of artists who re-use a range of objects and materials to create 3D works - installations.</li> <li>Explore the qualities of different materials and assess their suitability for a particular purpose.</li> <li>Work collaboratively to plan, design and make an initial model from developed ideas. Consider use of space, scale and impact.</li> <li>Experiment with methods of joining relevant to materials being used.</li> <li>Plan a sculpture / model through drawing and other relevant preparatory work.</li> <li>Use recycled, natural or man-made materials to create an installation.</li> <li>Develop knowledge of appropriate methods for joining certain types of materials and resources.</li> <li>Develop knowledge of appropriate tools and safe usage.</li> <li>Consider how to present and exhibit such a work.</li> </ul>	<ul style="list-style-type: none"> <li>Look at functional art within society.</li> <li>Research a particular thread such as old maps of both sea and sky, diagrams of scientific equipment or inventions, or characters in illustration for reporting purposes..</li> <li>Isolate the elements of intrigue and use as a recipe for own work.</li> <li>Use line to create a piece of functional art.</li> <li>Consider the role of colour in illustration.</li> <li>Evaluate success of recording.</li> <li>Use media to make a variety of marks, lines, patterns and shapes within a drawing.</li> <li>Explore colour mixing and bending techniques.</li> <li>Use different techniques for different purposes, e.g. shading, hatching etc.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>