

South Avenue Primary School

Art and Design End Points



<p>Art and Design Curriculum Intent</p>	<p>At South Avenue Primary School, we believe that Art and Design is a vital and integral part of the children’s education which develops learning and results in the acquisition of knowledge and skills.</p> <p>We have designed our Art and Design curriculum with the intent to promote the child’s confidence and self-expression through developing a passion of the arts. The curriculum is designed to: fulfil the National Curriculum Art and Design Programmes of study, to provide a broad and ambitious curriculum which develops children’s appropriate subject knowledge, skills and understanding in various techniques and materials. This is achieved by recognising the child’s prior learning, allowing the child to express their individual creativity through observing, recording, opportunities for first-hand experiences and from imagination, whilst developing competency in controlling a variety of materials, tools, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables children to develop curiosity and a natural wonder of the world around them, therefore linking strongly with our school values and to develop life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is in providing opportunities, developing responsibilities and experiences to extend their horizons for later life.</p>						
<p>To develop ideas and take inspiration from the greats</p>	<p>EYFS</p> <p>They can begin to say something they like or dislike about well-known artists and designers.</p>	<p>Year 1</p> <p>They can identify techniques by looking at a range of artist’s work.</p>	<p>Year 2</p> <p>They can describe the work of notable artists and link this to their ideas.</p>	<p>Year 3</p> <p>They can replicate an image in the style of the artist. Reflecting on how they are similar.</p>	<p>Year 4</p> <p>They can create their own images and ideas in the style of the artist. Describing how they are similar in style.</p>	<p>Year 5</p> <p>They can evaluate an artist and designers work. Explaining what aspects, they like and what will influence their design ideas.</p>	<p>Year 6</p> <p>Create an original design idea that shows a range of influences and styles from artists.</p>

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To master techniques	Drawing	<p>Draw lines of different sizes and thickness.</p> <p>Colour neatly trying to stay within the line.</p>	<p>Colour their own work neatly staying within the line and colouring in one direction.</p> <p>Show different pattern and texture by adding dots, lines and hashes.</p>	<p>Show understanding of different tones using coloured pencils.</p>	<p>To experiment with different hardness of pencils to show line, tone, shading and texture.</p>	<p>To sketch ideas lightly first and then build upon this. (no need to use a rubber to correct mistakes)</p> <p>To understand and use shading to reflect light and shadow.</p> <p>Develop hatching techniques to demonstrate tone and texture.</p>	<p>Use a range of previously learnt techniques to develop tone, shading, texture and reflection.</p> <p>Use different thickness and contours of lines to represent movement.</p>	<p>To explore the technique of rendering.</p> <p>To demonstrate light values and highlights (using a rubber to draw)</p>
	Painting	<p>They can correctly hold thick and thin paint brushes to add pain to their work.</p>	<p>They can mix colours primary colours together to create secondary colours.</p> <p>They create a colour wheel to demonstrate understanding of colours.</p>	<p>They can paint with some accuracy within the lines.</p> <p>They can create different tones of colours by adding black and white paint.</p>	<p>They can use a range of brush techniques using thick and thin brushes to produce texture and patterns.</p> <p>They can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p>	<p>They can experiment with creating mood through colour.</p>	<p>They can identify a colour palette based upon their artist or topic.</p> <p>They can combine colours and build upon their paint layers to add tone into their work.</p> <p>They mix colours together to create shading within their work.</p>	<p>They explore a range of types of paints, watercolour, acrylic and oil paints.</p> <p>They use oil paints to develop texture within their painting.</p>

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Print	Print	Use a range of objects to print from (fruit, vegetables, numercom)	To create repeating printed patterns. To overlap shapes and objects while printing.	To create sponge stamps to press, roll, rub and stamp to make prints.	Create a polyblock tile and create a precise repeat pattern.	To mix colours through layering two or more colours up. To create a printing block (coiled string glued onto a block)	To create an accurate stencil for a silk screen print.	To build of layers of colours and patterns to create a silk screen print.
	Sculpture	(plastic and card joining- Tape) Can use junk modelling to create a replication of an object. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Clay Can use techniques like rolling, cutting, moulding.	(different material joining) Can explore a range of joining materials options (tape, glue, glue gun, string) Can use arrange of shapes and materials (paper, straw. Card, clay) to create a sculpture.	Consider textures of structures (Modroc, paper Mache)	Add a range of different materials to provide added details.	Use framework like chicken wire or wire to add stability and form	Show life-like qualities and correct proportions.
	Collage	Use a range of torn materials to create a basic collage.	Use cut and torn materials (paper and card) that are securely glued.	Use arrange of materials to build upon texture.	Make use work is precise. No unwanted gaps.	Explore the techniques, mosaic, montage, or tessellation.	Use ceramic mosaic materials.	

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		<ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. 		(fabric, plastic, sandpaper).	Use the techniques, coiling, overlapping.			
Evaluate and Analyse		<p>I can verbally state what I like about my work.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used 	I can write a sentence stating what has been successful in my work.	I can identify the techniques I have enjoyed or haven't enjoyed and describe why.	I can explain what I would do next time to improve my work.	I can make basic links to the artists I have been looking at.	I can describe how the artist has inspired my work.	I can identify similarities and differences between my work and the artist work.