



## HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING

### Art

#### **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A highquality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

#### **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

#### **Attainment targets**

By the end of Key Stage 2, pupils are expected to be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

The following tables set out the yeargroup that each skill or piece of knowledge and understanding are first introduced. They are then revisited in each yeargroup along with any new learning identified.

## Drawing

<p>I can control a pencil and other drawing media. I can use drawings to record from direct observation.</p> <p>I can create a sketch book.</p>	<b>3</b>	Can I control a pencil?
		Can I experiment with different grades of pencil ?
		Can I use a sketch book to record observations and explore ideas?
		Can I draw for a sustained period of time at my own level?
		Can I use a range of marks to show tone, line and pattern?
	<b>4</b>	Can I use different techniques e.g. layering, blending, fading?
		Can I use my sketch book to record, revisit and review ideas?
		Can I draw from memory, imagination and observation?
	<b>5</b>	Can I use tone to show volume and distance?
		Can I extend my mark making skills?
		Can I work in a sustained and independent way?
		Can I use my sketch book to develop ideas?
	<b>6</b>	Can I use a range of media e.g. charcoal and pastel?
		Can I show perspective when drawing buildings?
		Can I develop ideas using mixed media in my sketch book?

## Painting

<p>I can control a paintbrush.</p> <p>I can learn how to mix and apply different types of paint.</p>	<b>3</b>	Can I mix primary colours to make secondary colours?
		Can I control different sized brushes when using colour?
	<b>4</b>	Can I plan and create different effects and textures with paint?
	<b>5</b>	Can I use different water colour techniques?
		Can I paint in the style of different artists?
		Can I paint using a range of techniques e.g. strokes, layering, spatter, wash.
		Can I use a developed colour vocabulary e.g. tint, shade, hue, composition, complementary and contrasting colour?

## Sculpture

I can manipulate my ideas in 3 dimensions.	<b>4</b>	Can I roll out clay to construct a shape e.g. tile, base?
		Can I add texture to models using tools?
		Can I plan, design, make and adapt models?
		Can I plan a sculpture through drawing and other preparatory work in my sketch book?
		Can I describe the different processes involved in modelling, sculpture and construction?
		Can I use a range of clay modelling techniques e.g. slips, slabs?

## Knowledge, Understanding and Communication about art and artists

***NB** 'Artists' includes craft makers, designers, architects and film makers as appropriate.*

I can discuss works of art.	<b>3</b>	Can I discuss the work of artists and of others?
		Can I appreciate the work of great artists?
		Can I suggest ways to improve my work and the work of others?
I can learn about great artists throughout history.	<b>4</b>	Can I make thoughtful observations about starting points for work?
		Can I adapt my work and develop it further?
		Can I collect visual and other information in my sketch book?
	<b>5</b>	Can I develop critical and technical vocabulary?
	<b>6</b>	Can I develop skills in interpretation and critique?

<b>Organisation of strands and artist in focus</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>AUTUMN</b> <b>4-6 week block</b>	<b>Pencil sketching</b> E.H Shepard	<b>Sketching of clay/sculpture</b> <b>Still life</b> Barbara Hepworth	<b>Pen and ink sketching</b> Stephen Wiltshire	<b>Charcoal sketching</b> April Coppini
<b>SPRING</b> <b>4-6 week block</b>	<b>Painting skills</b> <b>Colour</b> Picasso	<b>Clay/sculpture</b> <b>Mark making</b> <b>Colour</b> Betty Woodman	<b>Watercolour</b> <b>Colour</b> Paul Klee	<b>Pastel</b> <b>Colour</b> <b>Blending</b> Dorothy Morang
<b>SUMMER</b> <b>3-4 week block</b> <b>or 1-2 day(s)</b>	<b>Freida Kahlo</b>	<b>Bernard Leach</b>	<b>JMW Turner</b>	<b>Dennis Creffield</b>

The key skills lead towards a focused study of an artist during summer term.