



Lacewood Art and Design Handbook

National Curriculum

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.

Key stage 1 Pupils should be taught:

- ♣ to use a range of materials creatively to design and make products
- ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should 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 [for example, pencil, charcoal, paint, clay]
- ♣ about great artists, architects and designers in history.

Elements

- Colour
- Shape
- Space
- Value
- Form
- Tone
- Line
- Pattern
- Texture

Areas

- Drawing*
- Painting*
- Sculpture*
- Digital art
- Textiles (Craft)
- Print making (Craft)*
- Collage

* Focus units

Skills

- Generating Ideas (Skills of designing and developing ideas)
- Making (Skills of making art, craft and design)
- Evaluating (Skills of judgement and evaluation)
- Knowledge and understanding (acquiring and applying knowledge to inform the process)

Teaching Sequence

Stage 1

Explore an artist or artworks in the chosen discipline (i.e. Painting, Printing, Textiles etc). Children should use sketchbooks to make notes and evaluate some Art and Design from the chosen discipline.

- What do they like/not like about the artworks?
- How do they think the artist has created their artwork? (What techniques and materials have they used?)
- Do they think the artwork is successful in its aim (does it have a purpose? Has it got a message?)

Stage 2:

Experiment with techniques in the chosen discipline.

(These should be in sketch books). In the case of 3D artworks e.g.: sculpture, plans should be made in sketchbooks, followed by photographs of any structures which can then be stuck in sketch books.

Stage 3:

From the experiments in sketchbooks, plan a finished piece of art (decide which materials and techniques you will use). A rough layout, colours that will be used and scale of the artwork could also be planned in sketchbooks.

Stage 4/5:

Work on finished Artwork for display. A photograph/photocopy of individual children's artwork can be added to sketchbooks if work is being used for display.

Stage 6:

Evaluation of what worked and what could be improved.

Photographs of work should be saved into your year group folder in shared/media. Samples of work may be requested by the subject leader for monitoring of standards and progression.

Please note: (Some aspects may take longer than others, so this is a rough guide. However, the sequence should be taught in the above order, regardless of how long each element takes).

Developing Drawing Skills

Drawing should take part throughout all units of work. Stand-alone drawing lessons could be used to enhance any drawing skills and techniques will the children need to develop. Drawing skills could also be practised as part of cross-curricular work e.g.: fine detail pattern work linked to handwriting/drawing progression (Martin Harvey).

Sketchbooks

Sketchbooks are a vital part of Art and Design for children, they should not be marked, but used as a working book of the children's ideas, sketches and experiments relating to the aspect of Art and Design they are studying.

In KS2 sketchbooks should include annotations from the children of their evaluations, ideas and use of key vocabulary.

One-Off Projects

At certain times of year e.g.: Christmas / Easter, Black History Month, shorter units of work may need planning to allow time for these discrete projects to be completed.

Assessment – On-going and Termly

Assessment opportunities:	Teachers should consider the main assessment in art as a holistic practice, which takes place during every art lesson through conversation with pupils:		
	<p>On-going</p> <p>Y1</p> <ul style="list-style-type: none"> Tell me about what you are making? What might you do next? Tell me about what you have made. <p>Y2</p> <ul style="list-style-type: none"> Tell me about what you are making? What might you do next? Which materials might you use? What have you discovered? Tell me about what you have made What would you like to explore more of? 	<p>On-going</p> <p>Y3</p> <ul style="list-style-type: none"> Tell me about what you are making and what inspired you. Tell me about the materials and techniques you are using. What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get around them? Tell me about things you really liked or enjoyed. What would you like to explore more of? <p>Y4</p> <ul style="list-style-type: none"> Tell me about what you are making and what inspired you. What might you do next? Tell me about the materials and techniques you are using. What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed. What would you like to explore more of? 	<p>On-going</p> <p>Y5</p> <ul style="list-style-type: none"> Tell me about what you are making and what inspired you. What might you do next? <ul style="list-style-type: none"> Tell me about the materials and techniques you are using. What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed. What would you like to explore more of? <ul style="list-style-type: none"> Tell me about what you are making and what inspired you. What might you do next? Tell me about the materials and techniques you are using. What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really enjoyed. What would you like to explore more of? What is the potential of what you have done?

Key Stage 1 Art, Craft and Design Assessment

Autumn Term

Spring Term

Summer Term

Class:

	NC Objectives		Children working towards standard	Children working at standard	Children working at greater depth
			Please briefly note where difficulties lie (reference knowledge and skills progression) and note what you did or are doing to support them e.g.: scaffolded, questioning, resource.	Children who are consistently meeting the objectives within lessons and demonstrate a good understanding when questioned about their work.	Children who have not only met the objective but who have shown that they are layering their experiences throughout their time in school, showing a development of skills that build on knowledge / previous knowledge and who are applying it to their current work.
Making skills	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Drawing			
		Painting			
	To use a range of materials creatively to design and make products.	Sculpture			
		Printing			
		Digital			
Generating ideas	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.				

*Key stage 2 version in shared/assessment folder