

Art

CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

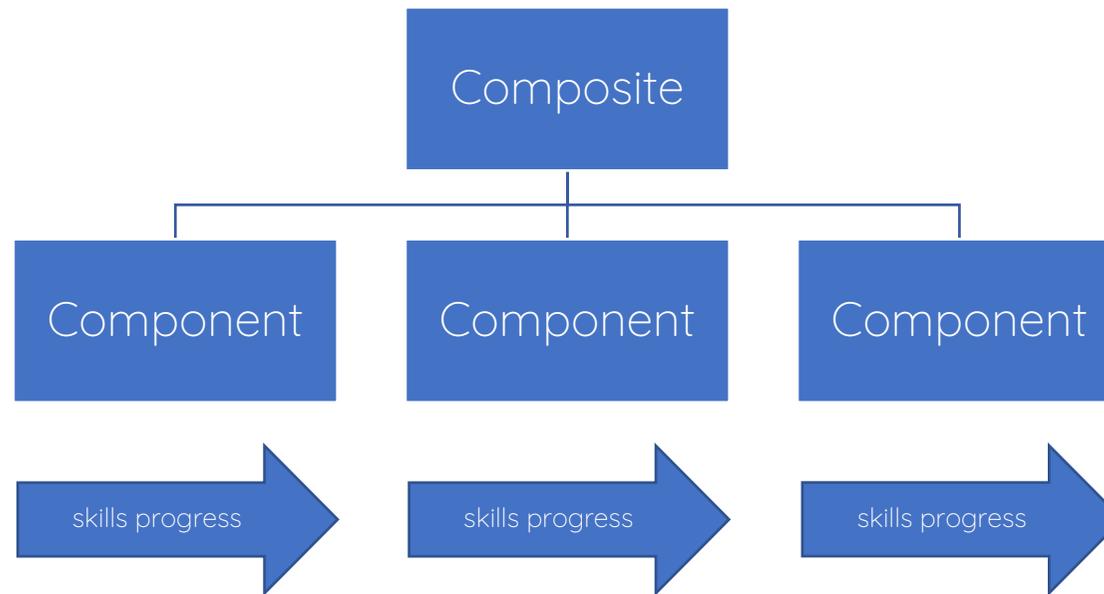
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



Art – Key Stage 1				
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> 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 			
	Year 1	Year 2	Key vocabulary	
Drawing	<ul style="list-style-type: none"> communicate something about themselves in their drawing create moods in their drawings draw using pencil, felt-tips and crayons draw lines of different shapes and thickness, using 2 different grades of pencil use dots and lines to demonstrate pattern and texture 	<ul style="list-style-type: none"> use three different grades of pencil in their drawing (4B, 8B, HB) use charcoal, pencil, chalk and pastels create different tones using light and dark show patterns and texture in their drawings use a viewfinder to focus on a specific part of an artefact before drawing it 	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space	
Painting	<ul style="list-style-type: none"> communicate something about themselves in their painting create moods in their paintings choose to use thick and thin brushes as appropriate paint a picture of something they can see name the primary and secondary colours 	<ul style="list-style-type: none"> mix paint to create all the secondary colours mix and match colours, predict outcomes mix their own brown make tints by adding white make tones by adding black 	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint	
Printing	<ul style="list-style-type: none"> print with sponges, vegetables and fruit print onto paper and textile design their own printing block create a repeating pattern 	<ul style="list-style-type: none"> create a print using pressing, rolling, rubbing and stamping create a print like a designer copy an original print 	colour, shape, printing, printmaking, woodcut, relief printing, objects	
Textiles	<ul style="list-style-type: none"> sort threads and fabrics group fabrics and threads by colour and texture weave with fabric and thread decorate textiles with glue or stitching, to add colour and detail 	<ul style="list-style-type: none"> join fabric using glue sew fabrics together create part of a class patchwork use a dyeing technique to alter a textile's colour and pattern 	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set	
Sketch books		<ul style="list-style-type: none"> begin to demonstrate ideas through photographs and in sketch books set out ideas, using 'annotation' in sketch books keep notes in sketch books as to how pupils have changed their work 		

Art – Key Stage 1				
Year 1	Artists, craft makers, designers	Using materials creatively	Drawing, painting, sculpture	Developing techniques
Software/websites/ texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				
SMSC	<p>Spiritual Art supports spiritual development by introducing children to the work of great artists and experiencing wonder and awe at the achievements of their great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.</p>	<p>Moral Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through understanding how their comments can build up or destroy another's self- belief.</p>	<p>Social Art supports social development because children are frequently required to work collaboratively in pairs, groups or teams, requiring cooperation and communication, linking to the values of trust and compassion.</p>	<p>Cultural Art supports cultural development by enabling children to study art involving various cultures and civilisations from around the world. This leads to a greater understanding of different ways of life and a respect for cultures that are very different from our own and how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work, developed by a deeper understanding of cultures.</p>