Kenyngton Manor
Primary School

Subject Profile: Art and Design

At Kenyngton Manor we know that curriculum is the key vehicle for 'Bringing out the Best' in all of our children, ensuring that all of our children are well prepared for the next stage of their learning and for life.

At Kenyngton Manor Primary School we are ***'bringing out the best'*** in all our pupils by giving them access to a broad and rich curriculum, enabling our children to **'stretch and reach':**

UP – to achieve academically
IN – to have a strong sense of who they are and be able to express it
OUT – to relate well with, and share responsibility for, others
FORWARDS – to be equipped with a 'spirit of adventure'

Intent

At Kenyngton Manor, our art and design curriculum aims to prepare children with the appropriate **knowledge**, **skills** and **subject-specific vocabulary** to be successful and ready for the next stage of their education.

Children will develop positive learning attitudes towards the subject, demonstrating the specific disciplines and behaviours that make for a successful artist/designer.

Our approach to art and design will therefore ensure that children experience a high-quality education, whereby children:

- have a positive attitude towards art and design.
- are able to talk about their own developing artistic identity
- are able to talk about different artistic styles and what they like and dislike about them.
- Have engaged with a range of styles of art and design, reflecting art and design through time, and across a wide range of cultures and religions.
- Have seen a number of great pieces of artwork by significant artists and designers.
- Have had the opportunity to exhibit their work to audiences within school and beyond school and reflected on upon their artwork.
- Are able to create pieces of art in different styles, both classic and contemporary.

Implementation

At Kenyngton Manor, teaching, learning and assessment (**assessment as learning** and **assessment for learning**) of the art and design curriculum is implemented:

- within the early years foundations stage, where art and design is regularly and frequently part of direct teaching and continuous provision
- with a focus on art that allows for **learning key knowledge**
- DT lessons are alternated with art and design every other half term
- with frequent opportunities to create art
- regular opportunities to show their creations to another pupil, the school and to parents

This ensures that children 'know more, remember more, and do more' building on and connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects.

Impact

We know we are successful when our children:

- have a positive attitude towards learning art and design.
- are able to articulate in speech and writing what they have learnt previously, applying a rich range of subject-specific vocabulary.
- children **know more, remember more, and do more**: connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects. This will be evident in contributions made by children in lessons, conversations with children and work produced by children.
- children have the knowledge and skills they need, to continue to be successful in their next art lesson, unit, year group, Key Stage and school.

	End Points (unit outcomes)	Substantive Strands (facts/ideas/themes/schema)	Disciplinary Knowledge (walk in the experts' shoes)
		Drawing Colour 2D and 3D Visual Literacy Design Construction Composition Interpretation Collage Pattern Print Painting	Traditional – Convention and imitation. Modern – Originality, experimentation. Contemporary – Collaborative and deconstructs norms.
EYFS	To know how to explore colours (e.g. mixing, combining with other colours, comparing, combining media). To know how to use some different techniques, safely: to join materials; to apply paint; to print; to create rubbings; to construct using malleable materials; to sculpt. To know how to describe what they see or feel in response to an artwork, image or object. To know how to generate an idea before they build/make/create. To know how to talk about the process they took. Reflect on what they are doing and creating; building on previous experiences and learning. Collaborate with others, sharing skills, ideas and materials. Be confident to represent thoughts and feelings through a wide variety of art Key vocabulary: form, space, texture, plan, join, improve, line, model, sculpture, collage, lightly, firmly, straight, wavy, shade, sketch.		
Year 1			
Drawing – Make your mark	To know how to use line drawing techniques. To know different drawing tools, make different marks. To know how to draw from observation.	Drawing	Traditional – Convention and imitation. Modern – Originality, experimentation.
Painting and mixed media Colour splash	To know why sketchbooks are important for artists. To know how we can create a colour by mixing two primary colours.	Painting Colour 2D and 3D	Traditional – Convention and imitation. Modern – Originality, experimentation.

	To know that the primary colours are red, yellow and blue. To know how to create a variety of patterns using paint.		
Sculpture and 3D Paper play	To know that 3D art is called sculpture. To know some of the methods we can use to change paper from 2D to 3D including folding, rolling and scrunching. To know how to cut and glue paper to make 3D structures.	3D Pattern Print	Modern – Originality, experimentation. Contemporary – Collaborative and deconstructs norms.
YEAR 2			
Craft and design – Map it out	To know that composition refers to how things are arranged on a page. To know that Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. To know how to use tone and texture to create a 3D drawing.	Drawing Design 2D and 3D Construction	Traditional – Convention and imitation. Modern – Originality, experimentation.
Painting – Life in colour	To know that composition refers to how things are arranged on a page. To know to make choices about amounts of paint to use when mixing a particular colour. To know texture can be created using paint.	Colour Painting	Modern – Originality, experimentation.
Sculpture and 3D: Clay houses	To know that pieces of clay can be joined using the 'scratch and slip' technique. To know how to smooth and flatten clay. To know how to use hands in different ways as a tool to manipulate clay.	Collage Design	Modern – Originality, experimentation. Contemporary – Collaborative and deconstructs norms.

	To know how to create a variety of shapes using clay.		

YEAR 3			
Prehistoric painting	To know how to apply perspective and proportion in drawing. To know the basic techniques (shading/smudging) of using charcoal in drawing. To know how to produce art on a textured surface.	Drawing Visual Literacy Colour	Traditional – Convention and imitation.
Drawing: Growing artists	To know how to add detail using observational skills. To know how to apply observational skills to create detailed studies. To know how to apply composition and scale/proportion to create abstract drawings.	Drawing Painting Collage	Contemporary – Collaborative and deconstructs norms.
Sculpture and 3D: abstract shape and space	To know how to join materials in different ways when working with 3D shapes. To identify basic shapes in 3D objects to create sculpture. To know what abstract art is.	Drawing Design Construction	Traditional – Convention and imitation. Modern – Originality, experimentation.
YEAR 4			
Drawing – power prints	To know how to use charcoal and rubber to create areas of light and dark.	Drawing	Traditional – Convention and imitation.

	To know how to show relative size of objects using different mediums. To know how to create contrast in a drawing.	Visual Literacy Design	Modern – Originality, experimentation.
Art: Painting and mixed media: Light and dark	To know the effect of adding white and black to a colour. To know how a 3D effect can be created through using lighter and darker tints/shades. To know that tone can be used to create contrast in an artwork	Drawing Colour Collage Visual Literacy Interpretation	Traditional – Convention and imitation. Modern – Originality, experimentation. Contemporary – Collaborative and deconstructs norms.
Art- Craft and design: Fabric of nature	To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	Drawing Construction Design	Traditional – Convention and imitation. Modern – Originality, experimentation.
YEAR 5			
Sculpture: Interactive installation	To know how to plan an installation. To know how to problem solve when developing 3D artwork. To know how to investigate shape and scale when creating 3D art.	Collage Drawing Construction Visual Literacy	Traditional – Convention and imitation. Modern – Originality, experimentation. Contemporary – Collaborative and deconstructs norms.
Painting and mixed media: Portraits	To use proportion, scale and shape to create interesting artwork. To know how art can be used to represent themselves.	Drawing 3D Design	Traditional – Convention and imitation. Modern – Originality, experimentation.

	To combine different mediums and materials to create a specific desired effect.	Construction	
YEAR 6			
Drawing: Making my voice heard	To know how to use a sketchbook to collect a range of imagery, adding notes and sketches to develop an idea. To know about chiaroscuro and to apply it to their artwork. To decide the message they want to create through art and know the best methods for conveying this message.	Colour Design 3D Construction	Modern – Originality, experimentation.
Artist study	To know how to explore a painting through drama techniques. To know how to interpret and respond to an abstract painting. To know how to use specific techniques to reflect personal choices in their artwork.	Drawing Composition Design	Traditional – Convention and imitation. Modern – Originality, experimentation.
Sculpture and 3D: Making memories	To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. To know how to translate a 2D image into a 3D form. To know how line is used beyond drawing and can be applied to other art forms.	Drawing Design Construction Visual Literacy	Traditional – Convention and imitation. Modern – Originality, experimentation. Contemporary – Collaborative and deconstructs norms.

Key Stage 1 National Curriculum Expectations	
Art, craft, and design embody some of the highest forms of human creativity. A high-quality 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.	• 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 National Curriculum Expectations	
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.