

**Art and Design At Goostrey – Essentials Curriculum**

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| **Essentials Curriculum Characteristics in Art and Design** |
| • The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.• The ability to communicate fluently in visual and tactile form.• The ability to draw confidently and adventurously from observation, memory and imagination.• The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.• An impressive knowledge and understanding of other artists, craftmakers and designers.• The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.• Independence, initiative and originality which they can use to develop their creativity.• The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.• The ability to reflect on, analyse and critically evaluate their own work and that of others.• A passion for and a commitment to the subject. |
| **Breadth of Study** |
| **Key Stage 1** | **Key Stage 2** |
| • Use experiences and ideas as the inspiration for artwork.• Share ideas using drawing, painting and sculpture.• Explore a variety of techniques.• Learn about the work of a range of artists, artisans and designers. | • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.• Develop and share ideas in a sketchbook and in finished products.• Improve mastery of techniques.• Learn about the great artists, architects and designers in history. |
| **Threshold Concepts** |
| * **Develop ideas**

This concept involves understanding how ideas develop through an artistic process.* **Master techniques**

This concept involves developing a skill set so that ideas may be communicated.* **Take inspiration from the greats**

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. |
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| **Threshold Concept** |  | **Milestone 1** | **Milestone 2** | **Milestone 3** |
| **Develop ideas**This concept involves understanding how ideas develop through an artistic process. |  | • Respond to ideas and starting points.• Explore ideas and collect visual information.• Explore different methods and materials asideas develop. | • Develop ideas from starting pointsthroughout the curriculum.• Collect information, sketches and resources.• Adapt and refine ideas as they progress.• Explore ideas in a variety of ways.• Comment on artworks using visual language. | • Develop and imaginatively extend ideas fromstarting points throughout the curriculum.• Collect information, sketches and resourcesand present ideas imaginatively in a sketchbook.• Use the qualities of materials to enhanceideas.• Spot the potential in unexpected results aswork progresses.• Comment on artworks with a fluent grasp ofvisual language. |
| **Master techniques**This concept involves developing a skill set so that ideas may be communicated. | Painting | • Use thick and thin brushes.• Mix primary colours to make secondary.• Add white to colours to make tints and blackto colours to make tones.• Create colour wheels. | • Use a number of brush techniques using thickand thin brushes to produce shapes, textures,patterns and lines.• Mix colours effectively.• Use watercolour paint to produce washes forbackgrounds then add detail.• Experiment with creating mood with colour. | • Sketch (lightly) before painting to combineline and colour.• Create a colour palette based upon coloursobserved in the natural or built world.• Use the qualities of watercolour and acrylicpaints to create visually interesting pieces.• Combine colours, tones and tints to enhancethe mood of a piece.• Use brush techniques and the qualities ofpaint to create texture.• Develop a personal style of painting, drawingupon ideas from other artists. |
| Collage | • Use a combination of materials that are cut,torn and glued.• Sort and arrange materials.• Mix materials to create texture. | • Select and arrange materials for a strikingeffect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaicand montage. | • Mix textures (rough and smooth, plain andpatterned).• Combine visual and tactile qualities.• Use ceramic mosaic materials and techniques. |
| Sculpture | • Use a combination of shapes.• Include lines and texture.• Use rolled up paper, straws, paper, card andclay as materials.• Use techniques such as rolling, cutting,moulding and carving. | • Create and combine shapes to createrecognisable forms (e.g. shapes made fromnets or solid materials).• Include texture that conveys feelings,expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail. | • Show life-like qualities and real-lifeproportions or, if more abstract, provokedifferent interpretations.• Use tools to carve and add shapes, textureand pattern.• Combine visual and tactile qualities.• Use frameworks (such as wire or moulds) toprovide stability and form. |
| Drawing | • Draw lines of different sizes and thickness.• Colour (own work) neatly following the lines.• Show pattern and texture by adding dots and lines.• Show different tones by using coloured pencils. | • Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture. | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).• Use a choice of techniques to depict movement, perspective, shadows and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).• Use lines to represent movement. |
| Print | • Use repeating or overlapping shapes.• Mimic print from the environment (e.g. wallpapers).• Use objects to create prints (e.g. fruit, vegetables or sponges).• Press, roll, rub and stamp to make prints. | • Use layers of two or more colours.• Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns. | • Build up layers of colours.• Create an accurate pattern, showing fine detail.• Use a range of visual elements to reflect the purpose of the work. |
| Textiles | • Use weaving to create a pattern.• Join materials using glue and/or a stitch.• Use plaiting.• Use dip dye techniques. | • Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric. | • Show precision in techniques.• Choose from a range of stitching techniques.• Combine previously learned techniques to create pieces. |
| Digital media | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | • Create images, video and sound recordings and explain why they were created. | • Enhance digital media by editing (including sound, video, animation, still images and installations). |
| **Take inspiration from the greats**This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. |  | • Describe the work of notable artists,artisans and designers.• Use some of the ideas of artists studied tocreate pieces. | • Replicate some of the techniques used bynotable artists, artisans and designers.• Create original pieces that are influenced bystudies of others. | • Give details (including own sketches) aboutthe style of some notable artists, artisansand designers.• Show how the work of those studied wasinfluential in both society and to otherartists.• Create original pieces that show a range ofinfluences and styles. |

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