

**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. | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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 as ideas develop. | • Develop ideas from starting points throughout 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 from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual 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 black to colours to make  tones. • Create colour wheels. | • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively.  • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance  the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon 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 striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. | • Mix textures (rough and smooth, plain and patterned). • 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 and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets 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-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide 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 to create pieces. | • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. | | |