

Programme of Study for Art and Design at Key Stage 2

2

KEY STAGE

Introduction

The fundamental aim of the art and design curriculum is to develop pupils' artistic potential and aesthetic sensitivity to the visual and tactile elements of the world in which they live. Art and Design has one attainment target which embodies the key experiences of investigating and realising. All pupils should have opportunities to investigate ideas and materials and to realise their intentions in ways which integrate these key experiences.

At Key Stage 2, pupils should be encouraged to participate in, and enjoy, an expanding range of art and design activities. These should enrich pupils' sensory experiences, continue to develop imagination and creativity and promote pupils' self-esteem and social skills. Pupils should continue to work individually, in groups and, when appropriate, as a whole class. They should begin to exercise choice in the selection of materials, tools and techniques for recording their observations and expressing their ideas and feelings.

Investigating and realising activities should develop pupils' aesthetic awareness and skills in observing, recording and responding to visual aspects of the natural and made environment. They should also promote pupils' understanding and appreciation of the work of artists, designers and craftworkers.

Contribution to Educational (Cross-curricular) Themes

This Programme of Study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to work individually and collaboratively in their investigating and realising activities. It encourages pupils to understand and appreciate the differences between the natural and man-made elements of the environment. Pupils are required to discuss their investigations and realisations and to compare their own and other people's work. *For example, they could examine a range of work produced by local artists, designers and craftworkers; talk about their appearance, significance and function; compare them with those from another area or tradition and recognise similarities and differences.*

Investigating and realising activities should be undertaken in conjunction with the Information Technology (IT) resources which are available to help pupils create and manipulate images and text.

INVESTIGATING AND REALISING IN ART AND DESIGN

Pupils should be made aware of safe practice when involved in investigating and realising activities and when using art and design materials and tools.

Investigating and realising activities include:

- **exploring, experimenting and problem solving**, for example, with ways of modelling and decorating clay;
- **researching**, for example, different lettering styles found in magazines, newspapers and packaging as a reference for designing a class news-sheet;
- **observing and recording**, for example, making drawings of aspects of the natural and made environments;
- **expressing and representing their ideas through a range of materials and techniques**, for example, painting, modelling, printmaking or weaving;
- **talking and reviewing**, for example, describing their ideas, methods of working, and suggesting changes to their work;
- **making and modifying**, for example, making two and three dimensional pictures and objects arising from their investigating activities, and making changes to their work as it progresses;
- **discussing and commenting on their own and other people's work.**

Pupils' experiences in investigating and realising should, over the duration of the key stage, enable them to:

- use an expanded range of art and design materials, tools and techniques creatively and imaginatively, and with increasing control;
- develop their ideas and the ability to review and modify their work;
- develop some understanding of
 - **colour and tone**, for example, by experimenting with mixing and matching colours and with different methods of applying colour,
 - **line**, for example, by experimenting with the marks made by different qualities of leaded pencils, charcoal and chalk,
 - **shape and space**, for example, by investigating the effects of arranging similar/different shapes to produce pictures and patterns, or by experimenting with images and text on a computer,
 - **form**, for example, by experimenting with ways of making and presenting three dimensional objects,
 - **texture and pattern**, for example, by experimenting with ways of creating texture and surface details, and by investigating and recording patterns in the natural and made environments;
- **become familiar with a range of art, design and craft works**, for example, paintings, prints, photographs, sculptures, ceramics, textiles, graphic designs or architecture **from the past and present, and from different cultures.** Pupils should have access to appropriate resources and reference materials within and beyond the classroom, for example, books, prints, photographs, slides, videos, technology such as CD ROM, or visits to museums, workshops or galleries, **which will enable them to view and experience the work of local, national and international artists, designers and craftworkers.**

The following investigating and realising requirements should be implemented within the context of the activities outlined under materials, tools and processes.

Pupils should have opportunities to:

- a explore and respond to direct sensory experiences, and to memory and imagination;
- b observe and record aspects of the natural and made environments, using a variety of materials, tools and processes;
- c experiment with and discover the characteristics of a range of two and three dimensional materials and processes, using these individually and in combination;
- d discuss and explain their ideas and work, and compare it to that of others;
- e develop some understanding of how artists, designers and craftworkers develop, express and represent their ideas;
- f collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas;
- g use and combine colour, line, texture, shape, form and pattern in two and three dimensional work.

Materials, Tools and Processes

Pupils should have opportunities to:

- a **paint and draw**, *for example, with different types of paints, brushes, pencils, pens, pastels, crayons, charcoal, and use a computer with appropriate software;*
- b **experiment with ways of applying paint**, *for example, using appropriate brushes for the consistency of paint, and using different kinds of brush strokes;*
- c **mix/match/change colours and apply to a variety of surfaces**, *for example, paper, card, fabric;*
- d **develop knowledge and understanding of the qualities of drawing and painting materials and tools;**
- e **design and make printing blocks**, *for example, by cutting or impressing patterns into vegetables, clay or polystyrene, or by adding materials to an existing block;*
- f **make single and repeat prints on different surfaces, using a range of techniques**, *for example, relief or monoprinting techniques on different papers and fabrics;*
- g **work with, decorate and join textiles**, *for example, through collage and stitching methods and by decorating fabrics with paints, dyes, fabric crayons, threads, yams, beads or other accessories;*
- h **find out about and experiment with different ways of creating textiles**, *for example, weaving, knitting or felting processes;*
- i **work with clay and other malleable materials**, *for example, rolling, pinching, coiling, joining and decorating;*
- j **make three dimensional structures, selecting and using a variety of materials and joining techniques**, *for example, card, paper, balsa wood, plastic, polystyrene, papier mâché, plaster, wire and a range of adhesives.*