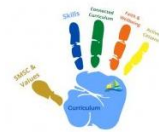




Why Art and Design Technology?



Connected Curriculum

A message from Mrs Buckley, our Art and Design and Technology Lead

We are invested at Darlinghurst in enriching children's learning experience at school and have designated Art Design and technology lessons taught by myself every week. I have a great desire to nurture and enhance creative ability as well as encourage skills within the subject area, and have a classroom dedicated to these lessons, where as well guided lessons being taught work is displayed and celebrated.

Design and Purpose

The Art curriculum is a bespoke curriculum that develops children's skills, understanding of art including work of artists. The programme of study is progressive and linked to themes that are within the connected curriculum subjects, particularly outdoor learning. This deepens children's understanding of the world around them, learning through landscapes, learning from the past and learning from the changing world. Children develop skills and concepts in:

- Sketch booking
- Drawing
- Painting
- Multi - Media
- Sculpture
- Textiles
- DT

The teaching of Art and Outdoor learning has always had strong links. For 2025, lessons in the Autumn and early Spring term have been carefully mapped to develop art skills and ODL skills focusing on the same contexts and themes.

Lessons are carefully planned and sequenced to support children in their artistic development:

- Capture experiences with paint and other materials
- Represent ideas, thoughts and feelings through art
- Draw lines, tone and texture using a variation of drawing techniques i.e. hatching, cross hatching, shade and colour
- Produce art that is realist or impressionistic with a variety of brush techniques
- Experiment with colour tints and tones including washes, water colour and natural/manmade colour pallets
- Safely use and explore materials, experimenting with texture, form and function
- Use mouldable materials and form shapes
- Use techniques such as folding, coiling, weaving, stitching, plaiting
- Design and make creations and builds using a range of techniques and tools – innovative, functional and appealing
- Build structures that are strong and stable including using modelling and wire techniques

Children use the works of artists such as Arcimboldo, Andy Warhol, Roy Lichtenstein, John Constable, Eric Carle, Claude Monet, Van Gogh and many more.

The Art curriculum is a bespoke curriculum with components linked to the connected curriculum. Careful connections are made to subject matter and learning units within the connected curriculum to bring learning alive through creativity.

Long term plans outline the breadth and depth of study for the different components. Milestones are in place outlining expectations for each component:

- Sketch books
- Drawing
- Painting
- Media
- Sculpture
- Textiles
- DT

Progression of knowledge and skills is mapped across progression rivers for the strand areas. Our Art curriculum develops children's understanding of how to produce creative work, using sketchbooks to record their experiences and explore their ideas. We ensure our children become confident in developing their skills in drawing, painting, sculpture, craft and design. Children develop the skills of evaluation, analysing arts of work and using artistic language. We ensure our children use the work of great artists and designers to inspire their own pieces of work.

Art plans make links to the outdoor learning curriculum for the components: sculpture, textiles and materials with children taking art outside the classroom and using natural materials to sculpt, weave and create.

Difference

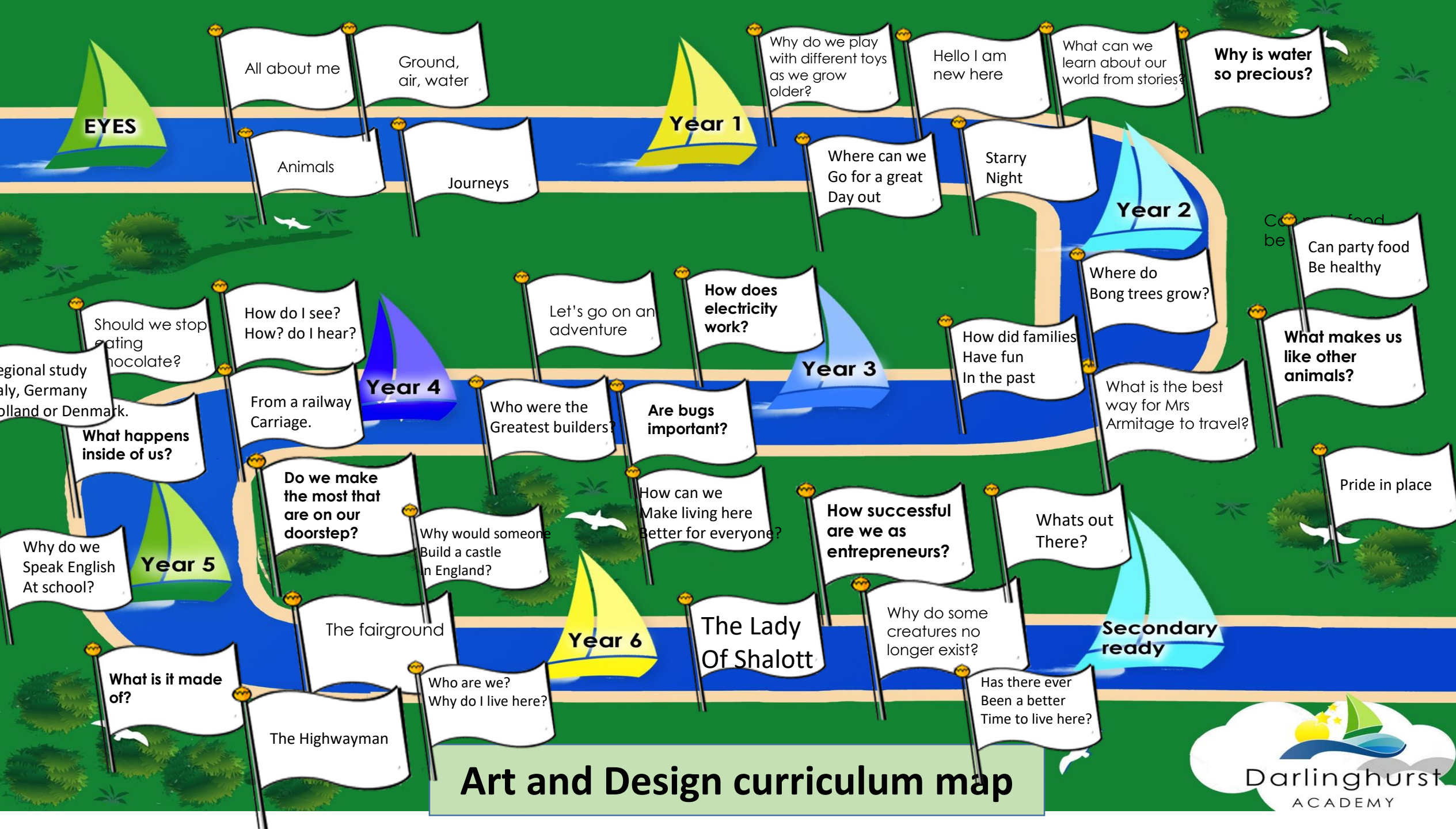
Through the use of sketchbooks children record their experiences and explore their ideas. We ensure our children become confident in developing their skills in drawing, painting, sculpture, craft and design. Lessons include using a range of tools and techniques, including natural materials.

Children develop the skills of evaluation, analysing arts of work and using artistic language. We ensure our children use the work of great artists and designers to inspire their own pieces of work.

We ensure our children build and apply a repertoire of knowledge, understanding and skills in order to design and make 3D artwork and models. They develop the skills of evaluation and analysis so that they can critique and test their ideas and the products and the work of others.

Creativity experimentation and practice ensures that they develop their skills and artistic flair. Sketch books are a supportive mechanism to test, create and plan ideas alongside recording their observation and ideas. Progression across the curriculum components leads to children developing and mastering a range of techniques: colour, patten, texture, line, shape, form and space. Community projects and competitions include: art galleries, METAL, Leigh Art trail and working with artists within the community.

For some of our children they choose artistic pathways in secondary school developing art at GCSE and A level.



EYES

I can make marks

I can link my mark to the subject of the lesson.

Year 1

I can hold a pencil correctly.

I can demonstrate good hand to eye coordination

Year 2

I can confidently sketch from a still life object.

Year 4

I can think about and translate shape and form.

Year 3

I can demonstrate A knowledge of Light and shade.

Year 5

I can implement a sketch using imaginative Interpretation and pencil shading.

Year 6

I can work Independently in and out of the classroom and make good use of Perspective.

I can demonstrate variation of values in terms of tone, light, shade and form as well as perspective

Secondary ready

Sketching and Drawing

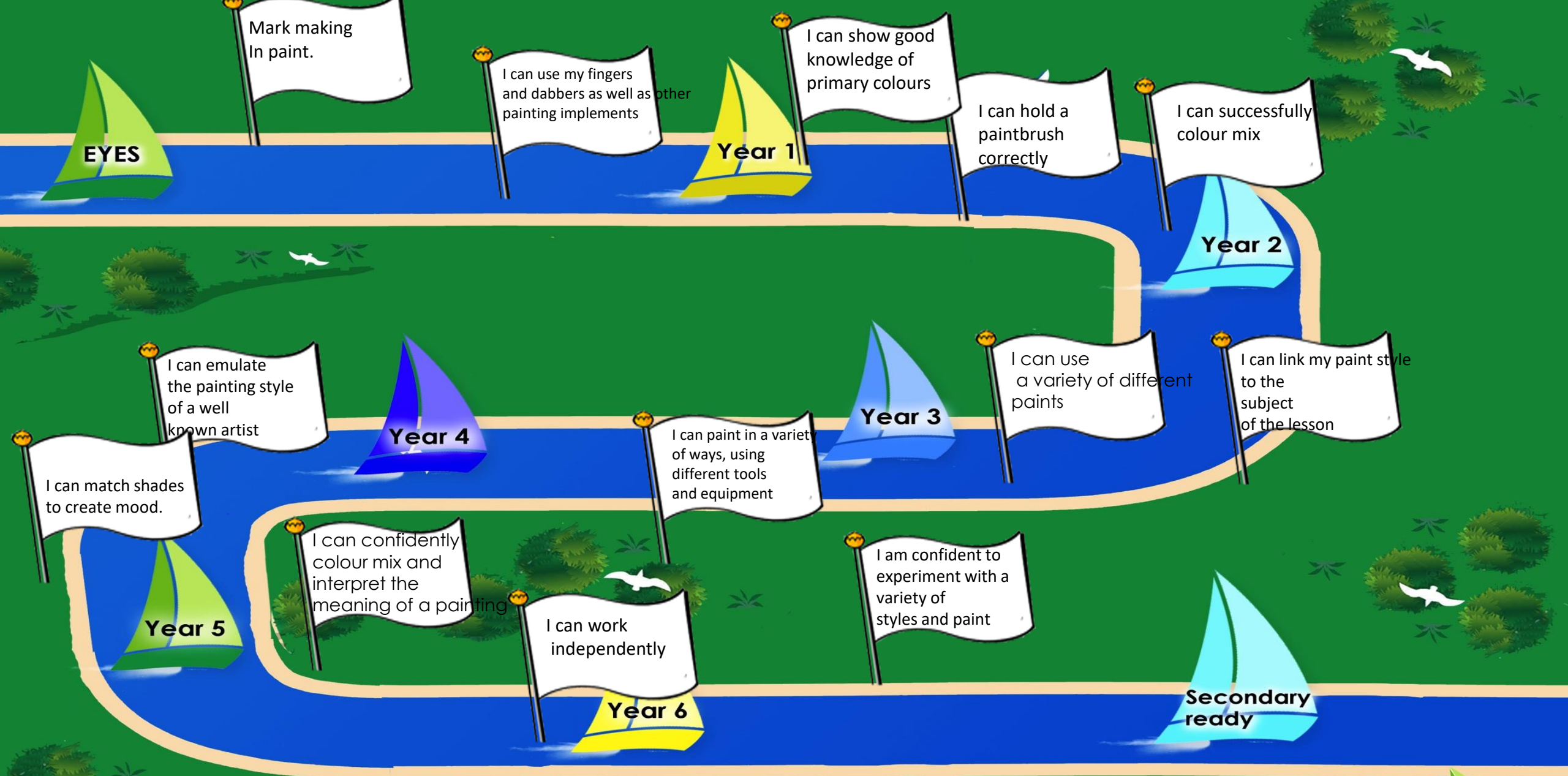
Breadth of study

EYES

- Draw lines of different size and thickness
- Colour own work neatly following lines
- Show pattern and texture by adding dots and lines
- Show different tones by using coloured pencils.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly
- 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 such as reflections, shadows and direction of sunlight.
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Give details , including own sketches, about the style of a notable artist/designer.

Secondary
ready

Sketching and Drawing



Painting

Breadth of study

EYES

- 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, mixed paint and acrylics to create visually interesting pieces
- Combine colour tones and tints to enhance the mood of the piece.
- Use brush techniques and the qualities of paint to create texture
- Develop a personal style of painting, drawing upon ideas from other artists

Painting

Secondary
ready

EYES

I can make a
Simple object
With support

I can link my
design to the subject
of the lesson

Year 1

I can hold a
pair of
scissors/tools
correctly

I can design
and create a
simple object
independently

Year 2

I can experiment with
different media to
enhance my design

Interpret my
design in a variety
of ways

I can work as
Part of a team

I can use play
dough,
clay and lego to
make a simple
object

I can

Use imaginative
and creative
thinking

Year 4

Year 3

Year 5

Work independently
and assess others work

Confidence to exper
with
different styles and
media

Develop a critical eye and
opinion of my own and
other s designs

I can successfully
cut out and around
shapes

Emulate the style
of a designer or
architect

Year 6

Confident to make a
Hard and soft
sculpture

**Secondary
ready**

Design and Technology

Breadth of study

EYES

- Create and design shapes to create recognizable forms
- 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 to provide stability and support

Secondary
ready

Design and Technology

EYES

I can hold and mark make
Using crayons and coloured pencils

Year 1

I can create a simple collage

Year 2

Print using a stencil

Use charcoal and chalk
in an effective way

Year 4

Confidently use mixed
media

Year 3

I can use oil pastels
and blend them
within my work

Year 5

Create an inkwash
and water resistant piece of work
that conveys a style,
mood or story in a creative way

Use the equipment
which best suits
my work

Year 6

Link the correct medium
to create a piece of work that conveys
a style, mood or story

Secondary
ready

Combine subject knowledge
to create a piece of
work which
showcases an ability to
express control and precision

Other Media

Breadth of study

EYES

- 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.
- Print- Build layers of colour. Create accurate patterns showing fine detail. Use a range of visual elements to reflect the purpose of the work. Replicate patterns in the natural and man made environment.
- Textiles- Use stitching skills to create a simple piece, use weaving to create a pattern. Use plaiting and dip dye techniques and join materials using glue or stitching.

Secondary
ready

Other Media