

# **Art and Design at KS2.**

## **Aims and purposes of art and design.**

Art and Design offers opportunities to :

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

## **Expectations**

Progression in art and design is shown through the different expectations at each key stage. The following expectations are based on level 2 being the expectation for the majority of children at the end of key stage 1 and level 4 being the expectation for the majority of children at the end of key stage 2.

By the end of year 6, most children will be attaining level 4 and will be able to:

- explore ideas and collect visual and other information to help them develop their work.
- use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artifacts combining and organising visual and tactile qualities to suit their intentions.
- compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made
- adapt and improve their work to realise their own intentions

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### **Helping children improve their drawing**

Children should be encouraged to practise their drawing skills on a regular basis. They should develop the willingness to make working drawings and to accept that it is good practice to rework drawings (without the need for an eraser) as they observe with increasing accuracy and develop their understanding.

### **Children should be challenged to draw:**

- from observation, imagination and experience using their sketchbooks where appropriate;
- at different scales and on different surfaces;
- in two and three dimensions using different media, for example wire, wool and clay, as well as traditional media;
- for different purposes, for example to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

### **Using a sketchbook**

Children should be encouraged to develop the habit of using their sketchbook (or visual diary):

- for recording, exploring and storing visual and other information, for example notes and selected materials, which can be readily retrieved and used as reference;
- for working out ideas, plans and designs;
- for reference - as they develop ideas for their work;
- for looking back at and reflecting on their work, reviewing and identifying their progress;
- as an ongoing record of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Children should develop a range of approaches to using their sketchbooks. These might include using the sketchbook:

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- to keep a visual record of their observations made from a range of first-hand sources, such as interesting objects, plant forms, buildings, people. Children should develop and practise the skills of drawing from observation on a regular basis, so that they can increase and sustain their concentration;
- to record a personal response to their experiences and their environment - a way of communicating ideas, feelings and interests;
- as an 'ideas book' where they can explore possibilities and alternatives based on their own ideas and imagination. These may be quirky, odd or impossible and may not necessarily be realised;
- to analyse the methods and techniques used by different artists, craftspeople and designers;
- for visual and annotated notes about line, tone, colour, pattern and so on, for reference for their own creative work;
- for visual and other notes, including personal comments about artists, craftspeople and designers and about particular works that interest them that they study in school and on visits to museums, galleries and exhibitions.

### **By the end of yr 6, children :**

#### **1. Exploring and developing ideas**

- select and record from experience and imagination, record first-hand observations and explore ideas for different purposes
- make thoughtful observations about starting points and select ideas to use in their work
- select and record visual and other information in a sketchbook and use this to help them develop their ideas

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### **2. Investigating and making art, craft and design**

- investigate, combine and organise visual and tactile qualities of materials and processes and match these qualities to the purpose of the work
- apply their experience of materials and processes, including drawing, developing control of tools and techniques
- use a variety of methods and approaches to communicate observations, ideas and feelings and design and make images and artifacts

### **3. Evaluating and developing work**

- compare and comment on ideas, methods and approaches in their own and others' work and relate these to the context of the work
- adapt and improve their work to realise their own intentions, and describe how they might develop it further

### **4. Knowledge and understanding**

- Visual and tactile elements and how these are combined and organised for different purposes
- Materials and processes and how these are matched to ideas and intentions
- The roles and purposes of artists, craftspeople and designers working in different times and cultures.

### **Children develop and apply drawing skills in key stage 2 (years 5 and 6) by:**

- making focused drawings of figures; developing drawings and shapes, blurred edges and flowing lines.  
In order to:
- explore, develop and communicate ideas about movement in figures and forms matchstick men/ painting.

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- using a viewfinder to select interesting features, drawing 'thumbnail' sketches from observation, focusing on relative proportions, lines and shapes; selecting and enlarging or combining sketches; and exploring different approaches to representing perspective  
In order to:
- explore, develop and communicate ideas about the local environment mill town.

The following schemes of work not only fulfill the objectives and outcomes of the KS2 Art and Design curriculum but can be effectively linked with schemes of work in other curriculum areas. The artifacts and artwork produced by the children can be displayed together along with other work produced by the children.

### **Schemes of work -**

#### **Matchstick men -**

- Stimuli – self and experiences, environments.
- Visual and tactile – colour, line, tone, shape, form, space.
- Materials and processes – painting collage, mixed-media, print-making, digital media.
- Look at work by : painters, photographers, print makers.

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### **Urban Landscapes : Mill town -**

- Stimuli – natural and man made materials and objects, environments.
- Visual and tactile elements – colour, pattern, texture, shape form, space.
- Materials and processes – painting.
- Look at the work of painters, photographers and architects.

### **Textile time line -**

- Stimuli – natural and made objects and materials, environments.
- Visual and tactile elements – colour, pattern, texture, shape, form.
- Materials – textiles (types of cotton fabrics) Find out about craftspeople working with textiles.