

Art Route Planner

Introduction to Curriculum Route Planners

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

Key Stage	Skills Pupils will be taught:	Materials Pupils will experiment with:
Nursery	<ul style="list-style-type: none"> To use a range of materials to represent objects and people through shape. To develop 3-D sculpture using construction materials and modelling dough To explore changes when paint and colours are mixed. To develop the technique of printing using blocks 	<ul style="list-style-type: none"> Dry drawing materials; pencils, crayons, chalk, felt tip pens <ul style="list-style-type: none"> <i>(drawing shapes and outlines)</i> Wet materials; ready mixed paint, block paints, PVA glue, modelling dough <ul style="list-style-type: none"> <i>(using brushes, their bodies and natural materials to apply paint; using their hands as tools to shape and form; applying glue to make collages.)</i>
Reception	<ul style="list-style-type: none"> To use a range of materials to create simple representations of people, objects and events To develop the use of colour, shape, texture and form to create pieces of artwork To understand that media can be combined To understand what happens when colours are mixed and create tones of the same colour Use tools to develop 3-D sculptures To use techniques such as printing, weaving, layering, drawing, painting, rubbings, creating spaces and multimedia within artwork. 	<ul style="list-style-type: none"> Dry drawing materials; pencils, crayons, chalk, felt tip pens <ul style="list-style-type: none"> <i>(drawing shapes and adding details; choosing colours for a purpose and making rubbings)</i> Wet materials; ready mixed paint, powder paint, block paints, PVA glue, clay, modeling dough. <ul style="list-style-type: none"> <i>(Using brushes, and other tools to apply paint, mix colours, create tones; using modelling tools and hands to model clay and dough into a variety of forms; applying and pasting glue to make collages and mixed pieces like glue, glitter and paint.)</i> Other materials; fabric, range of papers, wool, straws, lolly sticks, string, card.
KS 1	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Dry drawing materials; pencil, pencil crayons, chalk pastels, wax crayons, felt tip pens, charcoal

	<ul style="list-style-type: none"> • to use drawing painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> • <i>(drawing in various qualities of line, shading, blending and modelling tone and making rubbings)</i> • Wet materials; ready mixed paint and block paints, PVA glue, clay and modelling dough <ul style="list-style-type: none"> • <i>(Using brushes and other tools to apply paint, blend paint, mix colours; using modelling tools and their hands to model clay and or dough into a variety of forms; applying and pasting glue to make collages and or mixed media pieces)</i>
<p>KS 2</p>	<ul style="list-style-type: none"> • to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketchbooks to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • about great artists, architects and designers in history 	<ul style="list-style-type: none"> • Dry materials as above plus oil pastels, charcoal pencils and watercolour pencils. <ul style="list-style-type: none"> • <i>(manipulating lines, blending, shading a full range of tone, modelling using cross-hatching, tonal gradations and drawing textures)</i> • Wet materials; as above plus printing ink, brush inks or fabric dyes, glaze and acrylic paints. <ul style="list-style-type: none"> • <i>(relief printing, fabric printing and dyeing ; Tint, Scraffito, Impasto and decorative painting methods; coil, slab and modeling techniques in clay)</i>

<p>KS 3</p>	<ul style="list-style-type: none"> • to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. <ul style="list-style-type: none"> • <i>N.B. The history of art will not be taught in chronological order, but students will be challenged to situate each artistic movement on an overarching timeline.</i> 	<ul style="list-style-type: none"> • Dry drawing materials as above plus: drawing pens, drawing ink (full tonal and textured drawings including figurative tonal modelling, proportion and perspective) • Wet materials as above plus: oil based ink, wax for batik • Glaze under-glaze and varnish. Mod-rock and plaster for modelling in 3D • <i>(By KS 3 pupils should be taught to safely use craft knives and lino cutters)</i>
--------------------	--	--