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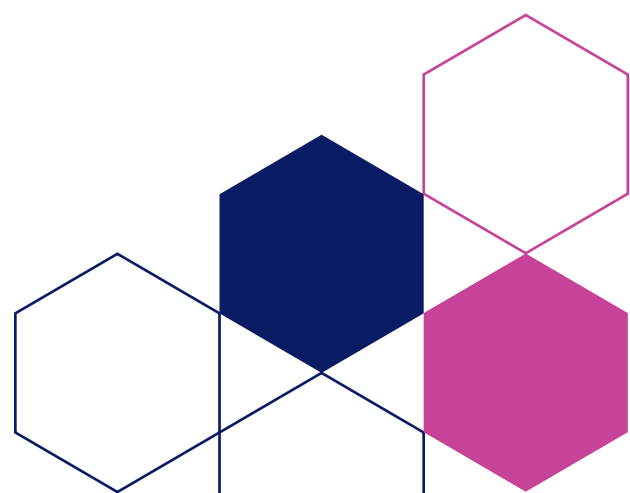
Northern Ireland Curriculum 2028

An entitlement to excellence and equity

Art and design

Draft curriculum framework for Public Consultation

This document forms part of a suite of curriculum materials published for consultation





Contents

Vision statement	3
Subject-specific categories	4
Foundation Stage	5
The making of art	5
The creative processes of art	6
The elements of art	6
The history of art	6
Key Stage 1	8
The making of art	8
The creative processes of art	9
The elements of art	10
The history of art	10
Key Stage 2	11
The making of art	11
The creative processes of art	13
The elements of art	14
The history of art	14
Key Stage 3	16
The making of art	16
The creative processes of art	19
The elements of art	19
The history of art	19



Vision statement

A high-quality art and design curriculum gives pupils a rich body of knowledge that enables them to understand, interpret and shape the visual world. Through the study of art and design, pupils are culturally empowered: they become visually aware and acquire the skills, knowledge and confidence to express themselves creatively. They experience the pride that comes from mastering a creative process, the thrill of artistic breakthroughs, the joy of making and the deep engagement that occurs when mind and body work together.

Pupils make art by learning, practising and developing skills and techniques as well as experimenting with a range of media. Such making and exploring enables pupils to use materials and tools with increasing fluency and control, to make informed and coherent choices and to express their own imaginative ideas. Art and design equips pupils with knowledge of the creative processes of art, including observation, analysis and evaluation. It introduces pupils to the elements of art and develops their understanding of them so they can apply them to their own work. It exposes pupils to the work of artists, designers and craftworkers, enabling them to comprehend the historical and cultural context in which art has been produced.

Studying art and design encourages all pupils to find inspiration in the world around them, including the work of others, and to talk about art using subject-specific vocabulary. It allows pupils to understand the qualities and potential of a range of materials, media, techniques and processes involved to be able to develop and realise visual ideas, intentions and expressive outcomes. It enables young people to expand their sense of curiosity and take creative risks, to persist through challenge and develop resilience, and to interpret, value and respond to other artists' output. Pupils form purposeful intentions when planning what they want to create, make thoughtful choices when practising their art, and knowledgeable insights when evaluating what they have produced. These practices nurture intellectual openness, the ability to understand the perspective and vision of others, and the confidence to formulate and express original ideas.

The experience of studying art and design in school should be absorbing and memorable. Pupils learn through hands-on exploration and purposeful practice. Art offers a distinctive sense of belonging, where pupils feel safe to experiment, make mistakes, and discover and express their own individual voice. Moments of accomplishment build knowledge and confidence and form a foundation for pupils to develop their appreciation of art beyond their school years.



Subject-specific categories

The study of art and design falls into four areas which are deeply interconnected: the making of art, the creative processes of art, the elements of art and the history of art.

Making art, which is central to the subject, is supported, strengthened and deepened when woven together with the three other areas.

The making of art

The making of art refers to the learning of art, craft and design techniques, including drawing, painting, sculpture (three-dimensional work), ceramics, collage, textiles, printmaking, craft, design and graphics, photography, lens-based and digital media. Pupils gain an understanding of the unique qualities and potential of each of these techniques.

The creative processes of art

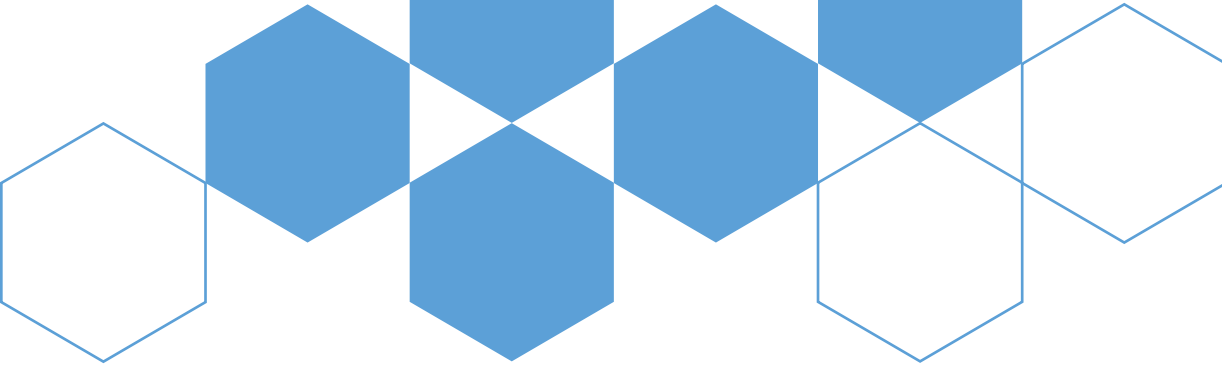
The creative processes of art are the ways in which pupils develop their own work. These include observing, analysing, questioning, interpreting and responding to a stimulus, whether the work of another person or from the world around them. Pupils discuss their sketchbooks and how they use them to record their observations, develop and invent their own ideas, and evaluate and review their work.

The elements of art

The elements of art are the fundamental components used to create and analyse art. They are colour, line, shape, form, tone, pattern, texture and space. Together, they make up the 'design' or 'composition' of a piece of art. Pupils can use the elements of art as tools to describe and evaluate the work of others and to inform what they themselves create.

The history of art

Learning about the history of art broadens pupils' understanding of the world by developing their knowledge of the work of artists, designers and craftworkers from a diverse range of cultures and from a variety of traditional, modern and contemporary styles. Pupils consider the historical and cultural context of the work which they look at, its purpose, and learn about styles, themes and practices and how these have varied over time and from place to place.



Foundation Stage

Handling and exploring materials are at the core of art and design at the Foundation Stage. By playing and experimenting with a wide variety of media, pupils have scope to engage their curiosity. From a range of starting points, including using their own imagination, what they observe in the world around them and the work of other artists, pupils create artwork by drawing, painting and working with three-dimensional and collage materials. They develop fine motor skills and resilience, while learning to express their ideas and emotions, make choices and solve problems.

Pupils learn about and use subject-specific vocabulary to describe some fundamental elements of art: line, shape, colour, pattern and texture. They use this knowledge to inform their own work and to describe the work of others. By looking at and learning about the work of other artists, pupils begin to engage with our shared artistic heritage and different communities, while also learning about and connecting with the wider world.

The making of art

Mark-making, drawing, painting and printing

Pupils should learn to:

- use their hands, tools and natural and man-made objects to make marks, impressions, imprints and patterns in materials such as sand and dough
- explore the different properties of drawing and painting materials by making marks on different backgrounds (e.g. by using pencils, crayons, oil pastels, chalk and charcoal; paint applied with brushes and other tools, such as sticks and toothbrushes; paper which varies in colour, shape, size and texture)
- hold and control a pencil when drawing
- hold, load and control a brush, experimenting with different brushstrokes (e.g. thick and thin brushstrokes)
- explore mixing colours and discuss the outcome
- print by using their hands, natural and found objects

Collage, textiles and 3-D media

Pupils should learn to:

- explore the properties of malleable materials (e.g. by using their hands and tools to shape, cut, model, stick and create textures in clay and dough), collage materials and textiles (e.g. by shaping and changing paper and card of different textures, colours and patterns using techniques such as cutting, tearing and crumpling; changing and manipulating fabric of different textures, colours and patterns by cutting, weaving, knotting and fraying)
- use glue and tape to build structures with found three-dimensional materials (e.g. cardboard and plastic objects) and to stick and layer collage materials

The creative processes of art

Pupils should learn to:

- explore real things by direct observation, touching and describing
- explore, discuss and make choices about the materials they want to use
- talk about the work they have created, and the work of their peers, describing how it was made, what materials were used and how they feel about their work

The elements of art

Pupils should learn to:

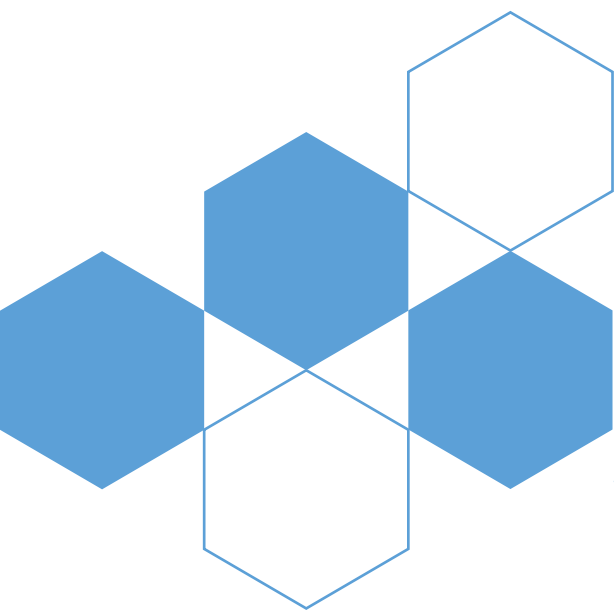
- identify and name colours, including the primary and secondary colours
- identify and name different types of line (e.g. straight, zigzag and curved)
- use subject-specific vocabulary which describes colour, line, shape, texture and pattern when discussing their own work and that of other artists (e.g. Joan Miró's use of black lines to create shapes filled with the primary colours; Minnie Pwerle's use of lines and shapes to create repeated patterns; Orla Kiely's use of repeated patterns in prints which decorate clothes and household items)

The history of art

Pupils should learn:

- that artists, craftworkers and designers can create work using a wide range of materials and techniques (including drawing, painting and sculpture), in a range of styles, and from a range of cultures and time periods

- the names of some artists, craftworkers and designers (e.g. Alexander Calder, Anni Albers, Pablo Picasso, Mrinalini Mukherjee and Oliver Jeffers)
- to describe and discuss what they can see in someone else's work of art, including commenting on its subject matter, materials and how it makes them feel





Key Stage 1

Art and design in Key Stage 1 supports pupils as they move from purposeful, exploratory play towards deliberate building of knowledge, skills and techniques. At this age, pupils develop greater control over the materials which they use and work in more purposeful ways. They express their ideas by making work from a range of starting points, including the real world, the work of other artists and their own imaginations. They develop a greater understanding of the visual world and build focus, confidence, independence and resilience.

Pupils develop a secure knowledge of the elements of line, shape, colour, pattern and texture and use this to create their own two- and three-dimensional artwork using a variety of materials. Looking at and taking inspiration from the work of other artists, craftworkers and designers, in a range of styles, and from a range of cultures and time periods (traditional, modern and contemporary) broadens their visual references, creative thinking, and strengthens their ability to reflect upon and evaluate their own work.

The making of art

Mark-making, drawing and painting

Pupils should learn to:

- use different materials to create intentional marks, lines, shapes and patterns (e.g. pencils, crayons, oil pastels, pens, rubbers, chalk and charcoal; tools such as different types and sizes of brush to apply and remove paint in different consistencies; appropriate papers and backgrounds)
- hold and control a pencil to make deliberate marks
- use drawing media with varying pressures to add tone, textured marks, smudging, detail and layers
- investigate creating texture by taking rubbings and impressions
- use different types of paint and load and control a brush using different consistencies of paint
- use contrasting brushstrokes to create marks, including using dilute paint to create a simple and a graded wash
- mix, use and apply primary and secondary colours

Printing

Pupils should learn to:

- print with simple printing blocks using materials such as potatoes, clay and polystyrene and make patterns by printing with natural and found objects (e.g. string, sponges and leaves)

3-D media

Pupils should learn to:

- make sculptures from different materials (e.g. natural materials; construction materials such as paper, card and soft wire; malleable materials such as clay and dough; papier mâché)
- use their hands and tools to model, shape, roll, cut, stick and create textured and smooth decorative surfaces using malleable materials
- cut, manipulate and join materials with glue, string, wire and tape to create durable structures

Collage and textiles

Pupils should learn to:

- tear, cut and layer basic shapes to create collaged images using different materials (e.g. paper and cardboard, fabric, different tapes and glues; combined drawn, painted and collaged elements)
- use materials such as paper, string, wool and fabric to weave
- create a simple running stitch

The creative processes of art

Pupils should learn to:

- explore, observe and draw real things
- use sketchbooks to collect ideas, experiment, practise, test and compare techniques
- make choices about the materials and techniques that will best suit their ideas and discuss the choices they have made
- review and improve their work

The elements of art

Pupils should learn:

- to identify primary and secondary colours on a colour wheel, in objects and in works of art
- that colours can evoke different moods and emotions
- that line can be used to add shape, texture and pattern to an artwork
- about geometric and organic shapes, visual texture and symmetry and how these can be used in works of art (e.g. how Leonardo da Vinci used symmetry in his mural, *The Last Supper*; how Albrecht Dürer created the impression of the texture of fur in his painting *Young Hare*)
- to use subject-specific vocabulary to describe colour, line, shape, pattern and texture when discussing their own work and that of other artists (e.g. simplified shapes and earth colours used to paint animals in the cave art of Laas Geel in Somaliland; how Paul Klee used geometric shapes and tints and shades of blue and green in his painting *Three Houses*)

The history of art

Pupils should learn:

- about different roles in the art world, including artist, designer and architect
- that art, craft and design can be categorised by method/technique (e.g. drawing, painting, sculpture, architecture, photography and textiles) and by subject matter (e.g. portraits, landscapes, narrative art and still life)
- to identify and compare key features in the work of artists, craftworkers and designers, in different styles (e.g. depiction of character and personality in the self-portraits of Vincent van Gogh, and portraits of Pablo Picasso and Colin Davidson; use of simplified shapes and colour in the paintings of Paul Henry and William Scott; use of line, shape and symmetry in the Parthenon and in buildings designed by Antoni Gaudí)
- that artists work from different starting points (e.g. from observation such as Giorgio Morandi's still life drawings, paintings and prints and Alma Thomas' paintings, inspired by nature; from their imagination such as Henri Matisse's cut-outs and the paintings of Mainie Jellett)



Key Stage 2

Art and design in Key Stage 2 builds on pupils' growing knowledge, confidence and technical control, offering them greater opportunities to develop and refine skills and make creative choices. At this stage, pupils learn to observe in more detail, experiment more deliberately and use drawing, painting, sculpture, collage, textiles, photography and digital tools to communicate ideas with clarity. Their deepening knowledge of the elements of art, which include how artists can use tone, form and space to construct and develop compositions, allows a more sophisticated analysis of the work of others, which in turn informs their own work. Their increasing knowledge allows greater insight into the work of artists, designers and craftspeople from different times and cultures, which shapes and strengthens their own practice.

The making of art

Mark-making and drawing

Pupils should learn to:

- use different materials, varying the pressure of application to create marks, lines, shapes, patterns and detail on different backgrounds
- use different grades of pencil to:
 - show tone, form, texture and detail through mark-making, including hatching and cross-hatching
 - shade, to show form, light and shadow
- layer and blend materials such as charcoal, chalk and soft pastels
- layer oil pastels, learning how to work from dark to light
- use line and shape to simplify objects into basic shapes, using knowledge of foreground, middle ground and background to draw objects at an appropriate scale
- use single-point perspective and the basic proportions of the face and head

Painting

Pupils should learn to:

- select different types of brush, tools, paint types and surfaces to achieve a particular effect
- paint on a variety of scales
- mix and use tints and shades of primary and secondary colours and explore the use of complementary colours and expressive brushstrokes (e.g. varying brush hold, paint texture and density such as washes and impasto)
- mix different tones and learn how to match colours for a purpose (e.g. skin tones; diffuse colours to show distance; using a limited palette)
- paint on wet, damp and dry paper and add wax resist, to create an intended effect
- use tints and shades to suggest three-dimensional objects

3-D media

Pupils should learn to:

- manipulate, add to, impress/engrave and make forms from clay (e.g. making a pot by pinching or coiling) by using techniques such as scoring, applying slip and smoothing
- manipulate paper and card (e.g. by coiling, curling, scoring, folding and bending) and use wire and papier mâché to create three-dimensional structures
- select appropriate three-dimensional materials which are best suited to their sculptural design

Printing

Pupils should learn to:

- select and adapt materials to make block prints (e.g. by incising materials such as clay or polystyrene) and make a monoprint (e.g. by painting and taking a print from a water-resistant surface)
- print on different grounds and use printing to create patterns (e.g. by using tessellation)

Collage and textiles

Pupils should learn to:

- identify and name fabrics (e.g. felt, cotton, wool and polyester) and add colour to fabrics (e.g. by using fabric pens or by processes such as dyeing)
- select and use appropriate paper, fabrics and yarn to create a collage to a desired design
- cut fabric, thread a needle and use stitches (e.g. cross stitch, back stitch and blanket stitch) to join and decorate fabric
- weave using materials such as wool and add woven elements to their compositions

Photography

Pupils should learn to:

- take photographs considering composition (e.g. by using a simple viewfinder; exploring viewpoint and distance; using principles such as balance and focal point)
- use digital tools to crop, rotate and adjust their work

The creative processes of art

Pupils should learn to:

- use sketchbooks to:
 - draw, make notes and collect information from observation
 - analyse and annotate information
 - practise techniques
 - experiment
 - explore, generate and refine ideas
 - plan and develop projects over time from a range of starting points
 - evaluate their work
- use subject-specific vocabulary to discuss and select appropriate materials and techniques that will best suit their ideas (e.g. discussing tints and shades to portray a rough sea)
- evaluate and develop their work as they progress, modifying ideas and adapting work in response to self-evaluation and peer-feedback

The elements of art

Pupils should learn:

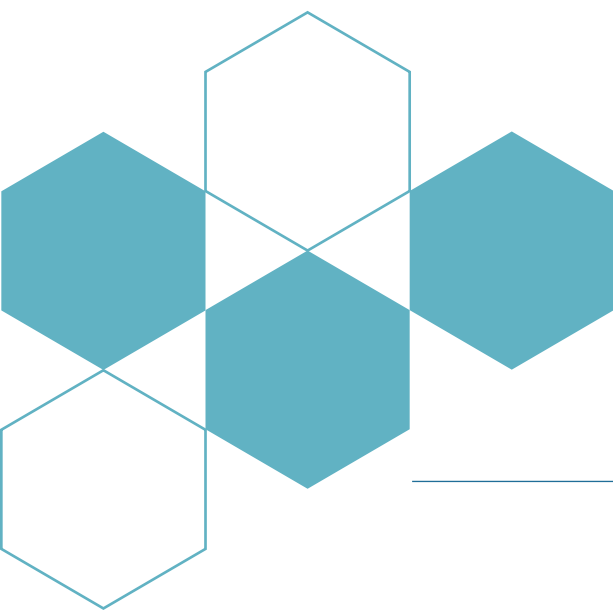
- about the elements of art (colour, line, shape, tone, form, space, texture and pattern)
- to use subject-specific vocabulary to describe the elements when discussing their own work and that of other artists (e.g. in the use of oil pastels, acrylic paint and complementary colours in Rachel Jones's *lick your teeth, they so clutch* to indicate a textured surface; in the work of El Anatsui who creates highly textured sculptural forms using discarded, recycled materials)
- to identify warm and cool colours, tints and shades, complementary and analogous colours on a colour wheel, in objects and in works of art
- that artists can use lines in specific ways (e.g. to show the edges of shapes in Ellsworth Kelly's plant drawings; tone and form in Rembrandt van Rijn's *Self-Portrait, Staring*; the illusion of texture in Anselm Kiefer's paintings)
- about tone and form and how these can be used in works of art (e.g. George Stubbs used different tones of brown in his painting *Whistlejacket* to show the form of a horse; J.M.W. Turner used lighter, more diffuse colours in the background of *Bonneville, Savoy, with Mont Blanc* to indicate distance; F.E. McWilliam's use of three-dimensional sculptural form)
- that artists can create the illusion of space in two dimensions using perspective, foreground, middle ground and background
- about composition or design in relation to a work of art (e.g. Edvard Munch uses swirling lines and complementary colours to create a composition/design which indicates an uneasy, restless feeling; asymmetrical design and idealised nature portrayed in traditional Chinese brush painting)

The history of art

Pupils should learn:

- about art, craft and design in different styles, from different cultures and time periods, including examples from traditional, modern and contemporary genres, and how different social, cultural and historical contexts influence artists', designers' and craftmakers' work (e.g. key art and design movements, such as the Renaissance, Impressionism, Cubism and the Arts and Crafts Movement; comparing classical and Gothic architecture; Islamic decorative design; the Benin Bronzes; story telling in the paintings installations of Lubaina Himid)

- to identify and discuss a number of key artworks and artists and make links between their own work and that of others
- that people can work in art, craft and design in different roles, including curators, scholars and critics
- that art, craft and design can be made for different purposes, including:
 - recreating reality
 - showing beauty
 - depicting a story or an event
 - evoking or showing an emotion
 - demonstrating a political or religious idea





Key Stage 3

Art and design in Key Stage 3 supports pupils as they become independent, thoughtful and purposeful young artists. They continue to practice and broaden technical skills they have previously learnt. Pupils learn to select, combine and manipulate media with clear intention. They generate ideas from personal interests, imagination, observation and research, and develop these ideas through sustained and iterative projects. Pupils explore a diverse range of artistic movements, cultural contexts and practices from different places and periods throughout history. Putting art into a geographical and historical context supports a deepening understanding of how and why art is made. As they analyse and evaluate both their own work and the work of others, pupils build knowledge, confidence, autonomy and a richer appreciation of the role art and design plays in shaping the world around them.

The making of art

Mark-making and drawing

Pupils should learn to:

- select and draw confidently with different materials (which can include digital drawing tools), working on different scales and backgrounds, refining drawing techniques to show shape, texture and form
- control the weight and quality of lines in linear drawings, capturing movement and energy
- draw using both monochrome and coloured drawing materials showing an understanding of tone, local colour, tonal colour and reflective colour, to create two-dimensional form
- plan the structure of a drawing using line, shape and their knowledge of foreground, middle ground and background
- measure basic proportions to ensure objects are correctly sized in relation to one another, including drawing the human face, head and body in the correct proportions
- draw using two-point perspective, including how to manipulate perspective for effect and use different ways to represent perspective, proportion and space in their drawing, using colour, detail and scale and drawing from different viewpoints

Painting

Pupils should learn to:

- select appropriate materials to achieve a desired effect (e.g. different-sized brushes of different types using expressive brushstrokes, varying brush hold and speed of application; other painting tools, such as palette knives, sticks and cardboard; translucent and opaque paint types; different backgrounds)
- mix and use primary, secondary, tertiary, complementary and analogous colours, tints and shades with clear intention in their work
- use tints and shades to suggest three-dimensional objects
- layer opaque materials from dark to light and translucent materials from light to dark
- match colour for a purpose, using colour to reflect space and atmosphere, showing an understanding of local colour, tonal colour and reflective colour
- use techniques which vary the density and texture of different paint types (e.g. washes; impasto; wet, damp and dry paper; wax resist)

3-D media and ceramics

Pupils should learn to:

- create durable structures using natural, malleable and construction materials which explore form, space and scale
- plan their three-dimensional work by drawing, making armatures and exploring the properties of different materials
- make ceramics using appropriate tools to create hand-built forms which are modelled, coiled and slab-built by working with clay in various stages (e.g. soft and malleable in order to model, pinch and coil; leather hard to engrave, carve and slab build; slip to construct or decorate)
- apply decorative effects and colour to ceramics (e.g. adding slip, engraving, painting, stencilling, varnishing and glazing) and learn about the firing process

Printing

Pupils should learn to:

- print using different techniques (e.g. print with a printing block applying reduction printing techniques; simple screen printing; overlaying and using simple registration techniques for accuracy; make monoprints, using subtractive, additive and trace techniques; collagraph processes)
- experiment printing on different grounds, creating repeating patterns, using colour and tessellation

Collage and textiles

Pupils should learn:

- to create collages combining materials (e.g. drawn, printed and recycled materials, textiles and photographs), to explore composition, texture, scale and meaning
- textile techniques which explore pattern, texture and surface design, to create fabric and objects (e.g. weaving, knitting, stitching, appliqué, dyeing, felting, batik)

Photography and moving image

Pupils should learn to:

- take photographs which explore composition, light, viewpoint, distance and subject matter and discuss how photography can communicate ideas, mood and meaning
- compose photographs using principles such as point of focus, selective focus, the rule of thirds and leading lines
- use photo editing software to edit and manipulate their photographs (e.g. by cropping, rotating, adjusting colour and combining images)
- create moving image work (e.g. using papercut, stop-motion animation, and short live-action film) combining moving images and sound using software and digital tools
- use camera techniques when filming (e.g. considering shot size, camera angle and camera movement) and plan for narrative and sequencing for filming using storyboarding

Design and graphics

Pupils should learn to:

- use traditional and digital tools to communicate intended ideas through design and graphic processes (e.g. typography, illustration and layout), considering audience, purpose and use
- use principles of graphic design (e.g. alignment, balance, contrast, hierarchy, and repetition)

The creative processes of art

Through independent work pupils should learn to:

- document and synthesise research for an assigned project, from a selection of sources (e.g. the work of other artists, photographs and real objects)
- select and combine media, processes and techniques to implement a planned project
- explore and develop a personal style by using a sketchbook
- analyse and evaluate their own work, explaining how it fulfils or departs from their original intention, using subject-specific vocabulary (e.g. in a project where pupils have painted an abstract work, commenting on how it makes use of their knowledge of colour theory and different ways to apply paint to create texture)

The elements of art

Pupils should learn:

- to identify tertiary colours in objects, works of art and on a colour wheel and use subject-specific vocabulary to discuss colour theory in relation to their own work and the work of other artists (e.g. in the paintings of Mark Rothko)
- about tone and perspective and use subject-specific vocabulary to describe these (e.g. highlight, mid-tone and shade; vantage point, horizon, vanishing point and foreshortening)
- that artists can achieve an illusion of three-dimensionality and space by manipulating colour, tone, line, shape and composition
- to use subject-specific vocabulary which describes the elements of art and composition/design when discussing their own work and that of other artists (e.g. Frank Auerbach's painting, *Shell Building Site* uses impasto oil paint to create a visual and tactile representation of the colours and textures of mud in a post second world war building site in London; use of light, space, placing of objects and collaged elements in the photographs and photocollages of Man Ray, David Hockney and Sean Hillen)

The history of art

Pupils should learn:

- about a broad and diverse range of artists, designers, craftworkers and movements including traditional, modern and contemporary examples from different cultures and traditions (e.g. Ukiyo-e, the Pre-Raphaelites, Surrealism in painting and photography, the Harlem Renaissance, Pop Art, Modernist architectural and product design)

- to analyse and discuss how art can reflect, challenge or respond to social, political and cultural contexts (e.g. how the Harlem Renaissance of the 1920s and 1930s reflected the struggle for human rights of African-Americans fleeing racist conditions in the Southern States of America)
- to compare and evaluate artworks by analysing form, content, process and mood (e.g. comparing two contemporaneous, black and white, American photographs: Man Ray's close-up, posed and glamorised composition in the photograph *Glass Tears* and Dorothea Lange's documentary photograph *Migrant Mother* which is considered symbolic of the Great Depression)
- how contemporary art is continually developing and uses new forms, media and platforms such as installation, digital media and social media (e.g. in the immersive installations of Yayoi Kusama and the work of Alice Maher and Faith Ringgold)
- about the role of art and design in day-to-day living and in wider society, including pathways to distinct art and design careers





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Northern Ireland Curriculum 2028

An entitlement to excellence and equity