



# Grange Moor Primary School

# Art

## Curriculum Map Document

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# 1. Statement of Intent

As outlined in the National Curriculum, a quality Art and Design education:

*Embodies some of the highest forms of human creativity. It should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

Therefore, at Birdsedge First School it is our vision to develop a range of artist skills in all children at all levels through ensuring we hold high expectations of what children can achieve. We teach a skills-based curriculum, providing children with provocations that allow them to produce high-quality end pieces that they are incredibly proud of and want to share with others.

**Curriculum:** We cover 5 Art units over the course of the year, each focussed on a different strand of Art (e.g. painting, drawing, 3D form, print) so that we ensure breadth of Art across the curriculum and linking in to their current topics. We focus on key artists (from a range of genres) within each unit so that we are evaluating quality pieces of work that help us strive for a similar quality from the children. The children critically evaluate artists' work and develop their skills through discursive analysis (KS1) as well as written notes in KS2.

**Skills:** We develop ideas in the children's own sketchbooks, where they practise, annotate, add notes to and evaluate their existing work. This is so that the children are able to review their learning journey and develop their critical analysis skills as they progress through a unit. We plan backwards from the end-product, ensuring the taught skills are developed upon each week so that the children produce a high quality final piece.

**Creating Artists:** We have 'Published' displays throughout school, which allow our children's high quality work to be showcased, in both our corridors and shared spaces as well as within classrooms. This is something that the children strive to be part of. High quality Art is showcased with links made to famous International and UK Artists.

Through this we allow children to develop an immense sense of pride in their work and constantly strive to be the best that they can be. This empowers those children whose work is chosen as well as motivates those children who want to be part of the next display.

We also have many opportunities for children to celebrate their learning through an annual Art gallery so that our entire school community can celebrate the fantastic achievements of the children over the course of our Creative Arts week. Alongside this, each year group plans outcomes for parents to come and see high-quality work throughout the whole curriculum over the course of the year.

## 2. Art at Grange Moor

Key Areas are taught throughout each cycle. A key Artist/Sculpture in this area will be chosen and studied alongside this.



**Drawing and  
Sketching**



**Painting**



**Sculpture**



**Printing**



**Collage**

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work.

They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.

A two-year cycle is used to ensure a broader coverage and less repetition in mixed aged classes. Art and DT as subjects are also taught in a half termly pattern to make better use of curriculum timetabling.

# 3. Whole School Long Term Plan

## Long Term Plan: Art Cycle One

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
<b>R</b>	Drawing – Marvellous marks (taught through continuous provision)		Painting and mixed media: Paint my world (taught through continuous provision)		Sculpture and 3D: Creation station (taught through continuous provision)	
<b>C1</b> Year 1 and Year 2	Drawing: Make your mark (1)		Painting and mixed media: Colour splash (1)		Sculpture and 3D: Clay houses (2)	
<b>C2</b> Year 3 and Year 4		Drawing: Growing artists (3)		Painting and mixed media: Light and dark (4)		Craft and design: Ancient Egyptian scrolls (3)
<b>C3</b> Year 5 and Year 6	Sculpture and 3D: Interactive installation (5)		Painting and mixed media: Portraits (5)		Drawing: I need space (5)	

## Long Term Plan: Art Cycle Two

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
<b>R</b>	Drawing – Marvellous marks (taught through continuous provision)		Painting and mixed media: Paint my world (taught through continuous provision)		Sculpture and 3D: Creation station (taught through continuous provision)	
<b>C1</b> Year 1 and Year 2	Craft and design: Map it out (2)		Painting and mixed media: Life in colour (2)		Sculpture and 3D: Paper play (1)	
<b>C2</b> Year 3 and Year 4		Sculpture and 3D: Abstract shape and space (3)		Drawing: Power prints (4)		Craft and design: Fabric of nature (4)
<b>C3</b> Year 5 and Year 6	Drawing: Make my voice heard (6)		Craft and design: Photo opportunity (6)		Sculpture and 3D: Making memories (6)	

# 4. Progression of Knowledge and Skills

## Art Progression of Skills – KS1

### Work of artists

- study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms
- evaluate and analyse creative works using the language of art, craft and design.

### Exploring and evaluating ideas

- record and explore ideas from first hand observations
- ask and answer questions about starting points for their work
- develop and share their ideas, try things out and make changes
- describe the differences and similarities between different practices and disciplines, and making links to their own work.
- think critically about their art and design work.

### Drawing

- experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chinks
- draw lines and shapes from observations using different surfaces
- invent lines and shapes in drawing
- investigate tone by drawing light/dark lines, patterns and shapes
- investigate pattern and texture by describing, naming, rubbing and copying

### Digital media

- explore ideas using digital sources i.e. internet, iPads
- record visual information digitally
- use a simple graphics package to create images and effects with lines, shapes, colour and texture

### 3D design

- manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading
- explore sculpture with a range of malleable media
- work safely with materials and tools
- experiment with constructing and joining recycled, natural and manmade materials

### Painting

- use a variety of tools and techniques i.e. brush sizes and types
- mix and match colours to artefacts and objects
- work on different scales
- experiment with tools and techniques e.g. layering, mixing
- name and mix primary colours, shades and tones
- create textured paint by adding material, i.e. sand or plaster

### Printing

- print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables
- take simple prints i.e. mono-printing
- design and build repeating patterns and recognise pattern in the environment create simple printing blocks for press print
- experiment with overprinting motifs and colour

### Textiles

choose fabrics/threads based on colour, texture and shape  
cut and shape fabric using scissors/snips  
apply shapes with glue or stitching  
apply decoration using beads, buttons, feathers etc.  
apply colour with printing, dipping, fabric crayons  
create fabrics by weaving materials, i.e. grass through twigs

### Collage

- create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.
- collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour
- arrange and glue materials to different backgrounds
- fold, crumple, tear and overlap paper

## Art Progression of Skills – LKS2

### Work of artists

- explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.
- evaluate and analyse creative works using the language of art, craft and design.

### Exploring ideas

- create sketch books to record their observations and use them to review and revisit ideas. record and explore ideas from first hand observations, experience and imagination and ideas for different purposes
- question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
- think critically about their art and design work.

### Drawing

- draw for a sustained periods of time.
- use a sketchbook to collect and develop ideas from a range of sources
- experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.
- experiment with different grades of pencil to achieve varied tone
- create texture and pattern in drawing with a range of implements.

### Digital media

- explore ideas using digital sources i.e. internet, iPads
- record, collect and store visual information digitally
- present recorded visual images using software e.g. Photostory, PowerPoint
- use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.

### 3D design

- plan, design and make models from observation or imagination.
- develop skills in joining, extending and modelling clay.
- use papier mache to create simple 3D effects
- experiment with constructing and joining recycled, natural and manmade materials. create textures and patterns in malleable materials including clay.

### Painting

- experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.
- create different effects and textures with paint
- use language of and mix primary and secondary colours and use tints and shades

### Printing

- create printing blocks using relief or impressed method
- develop print techniques i.e. mono-printing, block printing, relief or impressed method create repeating patterns
- print with two colour overlays.

### Textiles

- use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.
- develop skills in stitching, cutting and joining

### Collage

- experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- use collage as a means of collecting ideas and information and building up a visual vocabulary.

## Art Progression of Skills – UKS2

### Work of artists

- explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.
- evaluate and analyse creative works using the language of art, craft and design.

### Exploring ideas

- create sketch books to record their observations and use to review and revisit ideas. record and explore ideas from first hand observations, experience and imagination and ideas for different purposes
- question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
- think critically about their art and design work.

### Drawing

- work on sustained, independent, detailed drawings.
- develop close observational skills
- use a sketchbook to collect and develop ideas.
- experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.
- use different techniques for different purposes i.e. shading, hatching, blending.
- develop drawing using tonal contrast and mixed media.
- begin to use simple perspective in their work i.e. by using single focal point on horizon begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.

### Digital media

- explore ideas using digital sources i.e. internet, ipads
- record, collect and store visual information digitally
- present recorded visual images using software e.g. Photostory, Powerpoint
- use a graphics package to import or create/manipulate images.
- create digital layered images from original ideas in sketchbooks

### 3D design

- shape, form, model and construct from observation and imagination
- use recycled, natural and manmade materials to create sculptures
- plan a sculpture through drawing and other preparatory work
- develop skills in using clay including slabs, coils, slips etc.
- produce patterns and textures in malleable materials.

### Painting

- develop a painting from a drawing.
- experiment with different media and materials for painting.
- create imaginative work from a variety of sources e.g. observational drawing, music, poetry.
- mix and match colours to create atmosphere and light effects
- identify, mix and use primary, secondary, complimentary and contrasting colours.

### Printing

- create printing blocks using sketchbook ideas
- develop techniques i.e. mono-printing, block printing, relief/impressed method experiment with overprinting motifs and colour

### Textiles

- use fabrics to create 3D structures
- experiment with a range of media to overlap and layer creating textures, effects and colours.

### Collage

- add collage to a printed or painted background
- use a range of media to create collages
- use different techniques, colours and textures when designing and making pieces of work
- use collage as a means of extending work from initial ideas.

CLASS	TOPIC ONE	TOPIC TWO	TOPIC THREE
C1	<p align="center"><b>Drawing – Marvellous Marks</b></p> <p><b><u>EYFS Outcomes</u></b></p> <p><b>Physical development</b> Develops small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Fine Motor Skills: Begin to show accuracy and care when drawing.</p> <p><b>Expressive arts and design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Characteristics of effective learning</b> Playing and exploring.</p>	<p align="center"><b>Painting and mixed media: Paint my world</b></p> <p><b><u>EYFS Outcomes</u></b></p> <p><b>Physical development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Begin to show accuracy and care when drawing.</p> <p><b>Expressive arts and design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Creating with materials: Share their creations, explaining the process they have used.</p> <p><b>Characteristics of effective learning</b> Playing and exploring.</p>	<p align="center"><b>Sculpture and 3D: Creation station</b></p> <p><b><u>EYFS Outcomes</u></b></p> <p><b>Physical development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, coordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Begin to show accuracy and care when drawing. ELG: Use a range of small tools.</p> <p><b>Expressive arts and design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Creating with materials: Share their creations, explaining the process they have used.</p> <p><b>Characteristics of effective learning</b> Playing and exploring.</p>
C1	<p align="center"><b>Drawing: Make your mark (1)</b></p> <p><b><u>Substantive Knowledge</u></b></p> <p><b>Formal elements:</b> Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. Line: Know lines can represent movement in drawings. Texture: Know that texture means 'what something feels like'. Texture: Know different marks can be used to represent the textures of objects. Texture: Know different drawing tools make different marks.</p> <p><b>Making skills:</b> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to create marks by responding to different stimulus such as music.</p>	<p align="center"><b>Painting and mixed media: Colour splash (1)</b></p> <p><b><u>Substantive Knowledge</u></b></p> <p><b>Formal elements:</b> Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p><b>Making skills:</b> How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to</p>	<p align="center"><b>Sculpture and 3D: Clay houses (2)</b></p> <p><b><u>Substantive Knowledge</u></b></p> <p><b>Formal elements:</b> Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes.</p> <p><b>Making skills:</b> How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.</p> <p><b>Knowledge of artists:</b></p>



	<p>How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing.</p> <p><b>Knowledge of artists:</b> Artists choose materials that suit what they want to make.</p> <p><b>Evaluating and analysing:</b> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• 2D shape</li> <li>• 3D shape</li> <li>• abstract</li> <li>• chalk</li> <li>• charcoal</li> <li>• circle</li> <li>• continuous</li> <li>• cross-hatch</li> <li>• diagonal</li> <li>• dots</li> <li>• firmly</li> <li>• form</li> <li>• horizontal</li> <li>• lightly</li> </ul>	<p>clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p><b>Evaluating and analysing:</b> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• blend</li> <li>• hue</li> <li>• kaleidoscope</li> <li>• pattern</li> <li>• mix</li> <li>• primary colour</li> <li>• print</li> <li>• secondary colour</li> <li>• shade</li> <li>• shape</li> <li>• space</li> <li>• texture</li> <li>• thick</li> </ul>	<p>Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p><b>Evaluating and analysing:</b> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• casting</li> <li>• ceramic</li> <li>• cut</li> <li>• detail</li> <li>• flatten</li> <li>• glaze</li> <li>• impressing</li> <li>• in relief</li> <li>• join</li> <li>• negative space</li> <li>• pinch pot</li> <li>• plaster</li> <li>• roll</li> <li>• score</li> </ul>
C2	<p><b>Drawing: Growing artists (3)</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Formal elements:</b> Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. Tone: Some basic rules for shading when</p>	<p><b>Painting and mixed media: Light and dark (4)</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Formal elements:</b> Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork.</p> <p><b>Making skills:</b> How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D</p>	<p><b>Craft and design: Ancient Egyptian scrolls (3)</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Formal elements:</b> Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p><b>Making skills:</b> Layering materials in opposite directions make the handmade paper stronger. How to use a sketchbook to research a subject using different techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use</p>

	<p>drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p><b>Making skills:</b> How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively.</p> <p><b>Knowledge of artists:</b> Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.</p> <p><b>Evaluating and analysing:</b> People use art to help explain or teach things. People make art to explore big ideas, like death or nature.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• abstract</li> <li>• arrangement</li> <li>• blend</li> <li>• botanical</li> <li>• botanist</li> <li>• composition</li> <li>• cut</li> <li>• dark</li> <li>• even</li> <li>• expressive</li> <li>• form</li> <li>• frame</li> <li>• frottage</li> <li>• geometric</li> </ul>	<p>effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials.</p> <p><b>Evaluating and analysing:</b> Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• abstract</li> <li>• composition</li> <li>• contrasting</li> <li>• dabbing paint</li> <li>• detailed</li> <li>• figurative</li> <li>• formal</li> <li>• grid</li> <li>• landscape</li> <li>• mark-making</li> <li>• muted</li> <li>• paint wash</li> <li>• patterned</li> <li>• pointillism</li> </ul>	<p>symbols to reflect both literal and figurative ideas. How to produce and select an effective final design. How to make a scroll. How to make a zine. How to use a zine to present information.</p> <p><b>Knowledge of artists:</b> Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.</p> <p><b>Evaluating and analysing:</b> Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• ancient</li> <li>• audience</li> <li>• civilisation</li> <li>• colour</li> <li>• composition</li> <li>• convey</li> <li>• design</li> <li>• Egyptian</li> <li>• fold</li> <li>• imagery</li> <li>• inform</li> <li>• layout</li> <li>• material</li> <li>• painting</li> </ul>
C3	<p><b>Sculpture and 3D: Interactive installation (5)</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Formal elements:</b> Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p>	<p><b>Painting and mixed media: Portraits (5)</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Formal elements:</b> Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to</p>	<p><b>Drawing: I need space (5)</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Formal elements:</b> Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, eg</p>

Form: The size and scale of three-dimensional artwork change the effect of the piece.

### **Making skills:**

How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display.

### **Knowledge of artists**

Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.

### **Evaluating and analysing:**

Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.

### **Key Vocabulary**

- analyse
- art medium
- atmosphere
- concept
- culture
- display
- elements
- evaluate
- experience

add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Tone: Tone can help show the foreground and background in an artwork.

### **Making skills:**

How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.

### **Knowledge of artists:**

Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.

### **Evaluating and analysing:**

People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.

### **Key Vocabulary**

- art medium
- atmosphere
- background
- carbon paper
- collage
- composition
- continuous line drawing
- evaluate
- justify
- mixed media
- monoprint
- multi media
- paint wash
- portrait

by using diagonal lines to draw your eye into the centre of a drawing. Texture: How to create texture on different materials.

### **Making skills**

To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.

### **Knowledge of artists:**

Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.

### **Evaluating and analysing:**

People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.

### **Key Vocabulary**

- cold war
- collagraph
- collagraphy
- composition
- culture
- decision
- develop
- evaluate
- futuristic
- imagery
- printing plate
- printmaking
- process
- propaganda

	<ul style="list-style-type: none"><li>• features</li><li>• influence</li><li>• installation art</li><li>• interact</li><li>• interactive</li></ul>		<ul style="list-style-type: none"><li>• purpose</li><li>• repetition</li><li>• Retrofuturism</li><li>• revisit</li><li>• space race</li><li>• stimulus</li><li>• technique</li></ul>
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## Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating ideas</b>	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Using sketchbooks</b>	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills</b>	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
<b>Knowledge of artists</b>	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	Use subject vocabulary confidently to describe and compare creative works.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

					work to impact their viewer.	
<b>Evaluating and analysing</b>	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	Use more complex vocabulary when discussing their own and others' art.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.