

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



Art & Design

Long Term Curriculum Implementation Plan

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Assessment Arrangements



Art & Design – Curriculum Implementation Plan

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject content:

Heap Bridge teaching process/pedagogy



Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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.


Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Art & Design Curriculum – Overview: Key Stage 1

		Knowledge Organiser		
National curriculum links/coverage YEAR 1	Subject vocabulary	artists, craft makers and designers	Developing subject knowledge: <i>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.</i>	Application of knowledge: - to use a range of materials creatively to design and make products, - 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
<p>Autumn: DRAWING / PAINTING <i>Self-portraits</i></p> <p>Links to prior learning: <i>links to mark making, drawing & painting within EYFS</i></p>	<p>INVESTIGATE & RESEARCH: Andy Warhol (Pop Art)</p> <ul style="list-style-type: none"> Identify differences in ways that children are represented in art – assess pre-knowledge Identify ways in which artists represent themselves and suggest reasons for this Identify aspects of one self-portrait and say what they think and feel about it <p>DISCOVER & CONNECT: Drawing & painting: line, shape, form, colour, texture</p> <ul style="list-style-type: none"> Identify ways in which children in the class are similar to and different from each other Begin to use a sketch book to: suggest ideas about how to represent themselves & experiment with and use drawing media and techniques to create a range of visual effects: Name primary and secondary colours & how to use primary colours to mix secondary colours. Know how to use a brushes to create texture by dabbing with increasing control <p>SUBJECT VOCABULARY: <i>lines, e.g. thin, bold, feint, wavy, broken • colours, e.g. bright, dull, light, dark • colour mixing, e.g. thick, thin, watery, blending bright and dull and light and dark colours • shapes, e.g. long, oval, curvy • textures, e.g. smooth, crinkly, rough</i></p>			<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Drawing: record portraits & self-portraits from observation, working on different scales Painting: plan, compose and make a self-portrait painting (<i>see embedded examples of AREs</i>) Adapt and improve their own work <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Say what they think and feel about their own and others’ work (including artists) Identify the successful parts of their painting and explain why they think these parts are successful Identify what they might like to change or improve <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> <i>I&R – Teacher observations of discussions and pupil interactions/comments</i> <i>D&C – Drawing in sketch books demonstrates exploration of line, colour, pattern, texture, shape & space</i> <i>C&A – Observation of painting process and finished piece of work. Use primary colours to mix secondary colours.</i> <i>R&E – Teacher observations of discussions and pupil interactions/comments – use of artistic vocab</i> <p>Other curriculum links: <i>Science (body parts) / history (ourselves)</i></p>
<p>Spring: 3D ART / SCULPTURE</p> <p> Arcimboldo.ppt</p> <p>Links to prior learning: <i>links to modelling and construction activities within EYFS</i></p>	<p>INVESTIGATE & RESEARCH: Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> Identify differences in the way Giuseppe Arcimboldo represents people in his work – what makes him unique? Investigate the artist, when/where was he born, what was his job etc? Compare work to that looked at last term (Andy Warhol) discuss similarities & differences Discuss children’s responses to artwork – develop explanations through use of artistic vocab. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Investigate ways in which children can use fruit, veg & flowers to create their own face like images in both 2D and 3D form <i>i.e. using fruit basket to create hat Top of head or arranging simply on table.</i> Begin to use sketchbooks to collect 2D and photos of 3D representations of work. Recognise that ideas can be expressed in art work <i>i.e. choosing composition for fruit portrait...</i> Discuss challenges to the 3D artwork – what worked well? – how could we improve our work? <p>SUBJECT VOCABULARY: <i>2D, 3D, sculpture, Italy, Italian, unique, similarities, differences, line, colour, pattern, texture, shape, space,</i></p>			<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Sculpture: work in small groups to create a 3D sculpture in the style of Giuseppe Arcimboldo Photography: use iPads to photograph work (from the best angles) to represent portrait image <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Evaluate sculpture work – what worked well, where could improvements be made? Which photographs (angles) worked best? <i>i.e. did different angles create different a different feel to the work?</i> How do photographs change the impact of the original piece? <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> <i>I&R – Can talk about key facts relating to Giuseppe Arcimboldo and characteristics of his work</i> <i>D&C – Can explore and explain difference between 2D & 3D art work (similarities/differences) Try out a range of materials and processes and recognise that they have different qualities</i> <i>C&A – Can recreate 2D & 3D images using a range of fruit/flowers/vegetables</i> <i>R&E – Can present and discuss their finished work noting reasons for their choices</i> <p>Other curriculum links: <i>English (Hannah’s Surprise), D.T. (food)</i></p>
<p>Summer: PRINTING <i>Polystyrene tile printing</i></p> <p>Other curriculum links: <i>History (holidays & the seaside)</i></p>	<p>INVESTIGATE & RESEARCH: Images representing the Seaside</p> <ul style="list-style-type: none"> Identify different styles of artwork used to represent seaside life <i>i.e. paintings, crafts, printing, sculpture</i> Discuss characteristics; similarities <i>i.e. shape, bright, vibrant colours</i> and differences <i>i.e. detail, texture, line, shape...</i> Which pieces of work do children like – discuss reasons for choices (using artistic vocab). <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Identify key images of sea side life <i>i.e. fish, shells, crabs, boats</i> and collect simple drawings in sketchbook Explore use of (block) colour (linked with images investigated) added to simple sketches Discuss favourite images – explaining reasons for choices. Revise primary and secondary colours & how to use primary colours to mix secondary colours. <p>SUBJECT VOCABULARY: <i>lines (thin, bold, faint, wavy, broken), colours, (bright, dull, light, dark), colour((names of primary secondary colours) thick, thin, watery, blending bright, dull, light, dark), relevant shapes, similarities, differences, line, colour, pattern, texture, shape, space</i></p>			<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Drawing: draw and etch chosen image on to a polystyrene tile (<i>taking care not to etch through the tile</i>). Printing: Using print rollers, add colour to the polystyrene tiles and experiment with different images created <i>i.e. single prints, multiple prints, prints of different colours (using the same tile).</i> <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Evaluate success of printing work – would they do anything differently next time Can children draw comparisons of multiple multi-coloured prints to pop art work (<i>autumn term</i>)? Can children explain which images (from across the class) they like the most – and why? <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> <i>I&R – Can discuss simple and relevant characteristics; similarities and differences across different pieces of work (2D & 3D). Can name different types of art & crafts, and tools used in their print work.</i> <i>D&C – Can explore different ideas in their work and give reasons for choosing one to develop further.</i> <i>C&A – Can produce a successful print using a polystyrene tile and use print to explore pattern.</i> <i>R&E – Show interest in and describe what they think about the work of others (including artists). Discuss work using key vocabulary and explaining reasons for their preferences.</i>




Art & Design Curriculum – Overview: Key Stage 1

Knowledge Organiser			
National curriculum links/coverage YEAR 2	Subject vocabulary	artists, craft makers and designers	Developing subject knowledge: <i>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.</i>
<p>Autumn: COLLAGE <i>Tudor houses</i></p> <p>Other curriculum links: <i>History – Great Fire of London</i></p>	<p>INVESTIGATE & RESEARCH: <i>Piet Mondrian</i></p> <ul style="list-style-type: none"> Investigate the artist, when/where was he born, what was his job etc? Identify the style of artwork that Piet Mondrian creates. Discuss children’s opinions to artwork, developing explanations through use of artistic vocab. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Discuss characteristics; similarities <i>i.e. shape, bright, vibrant colours</i> and differences <i>i.e. detail, texture, line, shape...</i> Name primary and secondary colours. Explore use of (block) colour (linked with Piet’s artwork) Recreate a piece of artwork in the style of Piet Mondrian. <p>SUBJECT VOCABULARY: <i>Collage, shape, texture, cut, stick, build, material, primary colours, secondary colours</i></p>		<p>Application of knowledge: <i>- to use a range of materials creatively to design and make products, - 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</i></p> <p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> Drawing: Draw and design a Tudor house using straight lines, planning where windows/door etc will be placed on their collage. Collage: Using different coloured paper, measure, cut and stick to develop a collage representing a Tudor house. Adapt and improve their own work. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Recognise the work of Mondrian and describe the characteristic features of his work. Create a piece of artwork of their own in the style of Mondrian experimenting with line, colour, pattern and line whilst using collage. Evaluate their work, explaining their preferences to different effects and linking works of Mondrian. <p>Assessment Evidence: <i>2021</i></p> <ul style="list-style-type: none"> <i>I&R – Can discuss artwork of Piet Mondrian, including relevant characteristics (line, shape, colour)</i> <i>D&C – Drawing in sketch books demonstrates ideas and exploration of line, colour, shape & space.</i> <i>C&A – Observation of collage process, cutting paper to the correct size and building their design.</i> <i>R&E – Can discuss their work (and the work of others) using key vocabulary, explaining reasons for their preferences and suggesting improvements.</i>
<p>Spring: SCULPTURE <i>Clay animals</i></p> <p>Other curriculum links: <i>Science – Animals English – Link to Bookflix character</i></p> <p>Links to prior learning: <i>draw on children’s experience of 3D art in Y1 (fruit) and modelling in EYs</i></p>	<p>INVESTIGATE & RESEARCH: <i>Pippa Hill</i></p> <ul style="list-style-type: none"> Investigate the artist, when/where was she born, what was her job etc. Identify the techniques, materials and processes, which have been used in Pippa Hill’s art. <ul style="list-style-type: none"> See video: https://www.youtube.com/watch?v=ocAc-CQdPw Discuss children’s responses to artwork – develop explanations through use of artistic vocab. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Know how to use clay tools, carving and mark making, with increasing control. Begin to use clay, practice clay techniques; rolling a ball of clay, rolling a snake with clay, pulling and pinching the clay, carving the clay using tools, smoothing out the clay, creating holes/hollows and joining pieces of clay together. Experiment with how clay can be connected to form a simple structure. Design and plan a sculpture to create a clay animal. <p>SUBJECT VOCABULARY: <i>Sculpture, 2D, 3D, sculpt, clay, form, texture, model, cut, stick, fold, bend, attach, carve, hollow, assemble.</i></p>		<p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> Drawing: record drawings and sketches of their planned sculpture in topic books. Sculpture: Using clay, create a variety of shapes and join them together to develop a sculpture of an animal. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> When looking at clay sculptures, express clear preferences and give some reasons for these. Comment on similarities and differences between pieces of art. Consider challenges of work, skills developed and changes children would make if doing again. <p>Assessment Evidence: <i>2021</i></p> <p><i>I&R – Can discuss relevant materials, techniques and processes that have been used and discuss characteristics; similarities and differences across different pieces of work (3D)</i></p> <p><i>D&C – Can explore using clay and developing techniques and controlled use of clay.</i></p> <p><i>C&A – Observation of children working with clay and experimenting with how pieces can be connected together.</i></p> <p><i>R&E – Can discuss finished product and identify/suggest improvements they could make to their sculpture.</i></p>
<p>Summer: DRAWING/PAINTING <i>Landscapes</i></p> <p>Links to prior learning: <i>recap on techniques and learning in Y1 study of portraits...</i></p>	<p>INVESTIGATE & RESEARCH: <i>Fauvist Landscapes inc. Emilie Charmy, Georges Braque, Henri Matisse... & Josephine Trotter (contemporary artist)</i></p> <ul style="list-style-type: none"> Introduce landscape paintings by Fauvist Artists <i>i.e. Van Gogh, Gauguin, Surat, Cezanne, Charmy</i> Discuss responses to form, shape, colour used in artwork – explore impact Discuss influence on work of others <i>i.e. current day artist Josephine Trotter</i> <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Take and collect photographs of landscapes in the locality (Collect visual and other information to help me develop my ideas -homework project across the year) Experiment with colour mixing (from Y1) and brush strokes (in style of chosen artist). Develop a controlled use of all the media. Investigate different brushes / paints <i>i.e. poster paint, watercolour & acrylic</i> and make sensible choices about what to do next. <i>(need protection for clothes).</i> Use photographs to start own experimenting with paint in sketchbook. 		<p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> Drawing: draw own representations of landscapes from photographs of local area. Refine form, perspective etc. Painting: use bold brush strokes and vibrant colours to paint own landscapes in the style of chosen artist. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Present their finished work to peers, explaining their influences (artist copied) and challenges of style of painting. Discuss work of others in context of the challenge/task set – using appropriate vocabulary. <p>Assessment Evidence: <i>2021</i></p> <ul style="list-style-type: none"> <i>I&R – Can name an artist from the Fauvist movement and know that different forms of creative works are made by artists.</i> <i>D&C – Can use photographs and knowledge of artistic style to experiment with colour.</i> <i>C&A – Ability to paint with confidence, loading the brush with the correct amount of paint, confidently making flowing lines.</i>

SUBJECT VOCABULARY: Flowing, hesitant, heavy, sketched, scribble, paint, tone, primary/secondary colours, foreground, background, middle ground.

▪ R&E – Can use vocabulary & expectations of the unit to reflect on and evaluate own and work of others, commenting on similarities and differences.

Art & Design Curriculum – Overview: Lower Key Stage 2

Knowledge Organiser			
National curriculum links/coverage YEAR 3	Subject vocabulary	artists, architects and designers	Developing subject knowledge: to create sketch books to record their observations and use them to review and revisit ideas
<p>Autumn: DRAWING / PAINTING <i>Pre-historic Art</i></p>  <p>HB Y3 Pre-historic Art.docx</p>   <p>Prehistoric-Art-Pow Line-Drawings-and-erPoint.pptx photos-of-animals.p</p> <p>Links to prior learning: line making, colour mixing from KS1</p>	<p>INVESTIGATE & RESEARCH: Pre-historic art</p> <ul style="list-style-type: none"> Investigate animals important to people of prehistory Identify techniques and process of making art in prehistory Revise knowledge of primary/secondary colours and compare with muted earth colours in prehistoric art. Investigate which natural items make the most successful colours and use to create own made paint. Discuss children’s thoughts around why early man created art – deepen understanding. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Experiment with using 2D shapes to create an image and shape ideas. Develop a large-scale copy of a small sketchbook study using charcoal to recreate the style of cave artists. Experiment with, apply and blend charcoal to create form, tone and shape. Create own paints using all natural ingredients as cave artists did. <p>SUBJECT VOCABULARY: blend,</p> <p>Other curriculum links: History: Learn about changes in Britain from Stone Age to Iron Age</p>		<p>Application of knowledge: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Painting: Work collaborative to replicate a large-scale piece of artwork using both positive and negative impressions of own hand. Creating more elaborate designs, manipulating colours, patterns and shapes to suit their own ideas and intentions. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Identify and discuss the handprints that came out most clearly. As a class, discuss what they enjoyed the most or found the most difficult about working together on this. Identify suitable area for presentation and display of their joint work of art. <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> I&R – Can understand the process of making art in prehistory and why early man created art. D&C – Upscale a drawing using 2D shapes to support composition & understanding of colour mixing from natural pigments, evidenced in sketchbooks. C&A – Can contribute effectively to a joint piece of large-scale artwork, using different types of brushes for specific purposes and painting accurately - to the edges. R&E – Can reflect on success of work, techniques developed and ways to present own artwork. They can reflect by explaining what they like and dislike about their work in order to improve it.
<p>Spring: TRADITIONAL CRAFTS <i>Wicker/willow weaving</i> <i>Tartan weaving</i> <i>Sewing</i></p> <p><i>Visiting local crafts people to do wicker/willow workshops.</i></p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Investigate different traditional crafts popular across the UK i.e. weaving, sewing, wicker working... and collect examples to present within sketchbooks. Identify why such crafts became popular i.e. availability of resources, need for items made... Consider why crafts are still popular or continued today... heritage, keeping history alive, still have practical applications... <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Develop idea of identify with coat of arms and tartan design, record observations in sketchbook. Experiment with weaving techniques (paper/fabric) to produce own ‘tartan’ designs for sketchbook. Create coat of arms from initial sketchbook drawing as a fabric design sewn/embroidered. <p>SUBJECT VOCABULARY:</p> <p>Other curriculum links: Geography – The United Kingdom</p>		<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Using a visiting local crafts person, children to produce a wicker design with a practical use i.e. basket, bird feeder... Consider the key elements of techniques required to start the wicker weave, build the product and finish off to a sufficiently secure standard. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Children collate examples of works and annotate different techniques, advantages and disadvantages to each craft experienced. How are such items made today i.e. plastic, metal, by machines... Which approaches to making is better? Are their advantages/disadvantages to each? Which craft did children prefer and why? How could children develop these skills further if they wanted to i.e. local clubs, You Tube <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> I&R – Can identify different traditional craft techniques used in the UK and be able to explain how to use some of the tools and techniques. D&C – Can begin to create simple weaved and embroidered designs linked with ideas of identity. C&A – Can manipulate wicker/willow to create 3D craft design i.e. bird feeder/basket R&E – Can articulate advantages and limitations of traditional craft approaches to make items.


<p>Summer: SCULPTURE/MOSAICS <i>Possible Artists:</i> Saimir Strati – Albanian Antoni Gaudí – Spanish Sonia King – American Peter Mason – UK Emma Biggs – UK</p>	<p>INVESTIGATE & RESEARCH: MOSAICS (<i>see possible artist list</i>)</p> <ul style="list-style-type: none"> Investigate history of mosaics and identify a range of artists both current and past (see link to artists) Discuss the works of famous artists whose work you feel a connection with. This is a great way to find inspiration for your own art and to put you on the right track to developing your personal style... Discuss influences for Peter Mason (children looked at work of Andy Warhol in Year 1) & different media used. Which artist do children already know/like. Can any of these be used for inspiration? <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Take and collect copies of artwork or sections from within artworks as starting points for mosaic images. Experiment with different media to create mosaic sections – discuss merits / limitations of each – photograph and annotate ideas within sketchbooks. Create own design for larger scale mosaic making decisions on media to be used – collect media/colours. <p>SUBJECT VOCABULARY:</p> <p>Other curriculum links: <i>History: The Romans</i></p>	<p>CREATE & ADAPT: (<i>using a range of materials/techniques</i>)</p> <ul style="list-style-type: none"> Select media and colour scheme for own design. Determine suitable base for mosaic i.e. paper, card, board... Create own mosaic based on sketchbook work and using own selected media/colour scheme. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Discuss impact of own work and work of others. Discuss colour scheme (<i>warm/cold/vivid/pastel</i>), image (<i>shape/form/edges/line/perspective (if applicable)</i>). Look at statements by other artists about their work and influences. Children compose their own statement to describe their work. Add to sketchbook/display with photograph/finished piece. <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> <i>I&R</i> – Can explain a simple history of mosaics and name an artist who creates mosaics today. <i>D&C</i> – Can identify artist/artwork they like, explain reasons and create sketches based on adapting these works in their own artwork (<i>sketchbooks</i>). <i>C&A</i> – Can create a mosaic based on their own design and considered selection of media/colours <i>R&E</i> – Can comment on ideas, methods and approaches used in their own work and others' work
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Art & Design Curriculum – Overview: Lower Key Stage 2

Knowledge Organiser				
National curriculum links/coverage YEAR 4	Subject vocabulary	artists, architects and designers	Developing subject knowledge: to create sketch books to record their observations and use them to review and revisit ideas	Application of knowledge: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<p>Autumn: DRAWING/COLLAGES Vikings/Anglo Saxons</p> <p>Other curriculum links: <i>History: Learn about changes in Britain from Stone Age to Iron Age</i></p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Investigate artwork of Anglo Saxons. Evaluate work of Anglo Saxons artwork, looking at decoration and pattern. Identify techniques and process of making the artwork. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Experiment creating and drawing patterns. Select and use relevant resources to develop their ideas. Develop use of water colour pencils in sketchbooks. Create a pattern around two consistent lines in sketchbooks (creating a border) - using watercolour pencils and gold pens to decorate their pattern. Develop ideas of figures, sketching them in their sketchbooks. <p>SUBJECT VOCABULARY:</p>			<p>CREATE & ADAPT: (<i>using a range of materials/techniques</i>)</p> <ul style="list-style-type: none"> Drawing: Draw and design a figure, planning features and thinking about size of body parts. (<i>Teacher to scale up a selection of figures – these can be decided by children in groups</i>) Collage: Using different materials, measure, cut and stick to develop a collage representing a figure. To create final piece the children's patterns should be used as a border and figures placed in the centre. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Discuss the display of their joint work of art. Identify the successful parts of their collage and explain why they think these parts are successful. Evaluating their work, discuss what they might like to change or improve. <p>Assessment Evidence: 2021</p> <ul style="list-style-type: none"> <i>I&R</i> – Can identify artwork of Anglo Saxons and describe some of the key ideas, techniques and working practices. <i>D&C</i> – Can demonstrate exploration of pattern and colour. Creating a pattern and decorative border. <i>C&A</i> – Can contribute effectively to a join piece of large-scale artwork and can create a collage of a figure using a considered selection of materials. <i>R&E</i> – Can explain their influences and can articulate the success of their artwork.
<p>Spring: PRINTING</p> <p><i>Possible Artists</i> Andy Warhol Pablo Picasso Japanese Prints Jacques Villon Henri Matisse</p> <p>Other curriculum links: <i>History: Learn about changes in Britain from Stone Age to Iron Age</i></p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Investigate a range of artists who use printing. Discuss children's opinions to artwork, developing explanations through use of artistic vocab. Identify techniques and process of making the artwork. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Experimenting with different types of printing – printing block, cardboard cut outs, imprints etc. How many different patterns can you create with the same shape? Drawing in sketchbooks to develop ideas for printing and stamps which will be created. <p>SUBJECT VOCABULARY:</p>			<p>CREATE & ADAPT: (<i>using a range of materials/techniques</i>)</p> <ul style="list-style-type: none"> Children imprint texture and pattern into a piece of playdough/clay using a selection of clay tools and everyday objects (leaves), then create prints from their blocks by applying ink to the surface and placing a piece of paper on top. Create own stamps and use stamps to create prints. Experiment with overlapping and overprinting, contrasting shapes and colours. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Present their finished work to peers, explaining their influences (artist) and challenges of style of printing. Discuss work of others in context of the challenge/task set – using appropriate vocabulary. Consider changes which could be made to the artwork. <p>Assessment Evidence:</p> <ul style="list-style-type: none"> <i>I&R</i> – Can identify a range of artists that use printing as a main element in their artwork. <i>D&C</i> – Can explore different ideas for prints, making individual choices and preferences to create own prints. <i>C&A</i> – Can create a variety of prints based on their own design. Recognise what makes a good print and explore skills. <i>R&E</i> – Can reflect on success of work and techniques developed and ways to present own artwork.

<p>Summer:</p> <p>DRAWING & PAINTING</p> <p>LS Lowry</p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Investigate the artist, when/where was he born, what was his job etc? Identify the style of artwork that L S Lowry creates. Discuss children’s opinions to artwork, developing explanations through use of artistic vocab. Revise knowledge of primary/secondary colours and compare with colours used in L S Lowry art. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Experiment with different media to create Lowry style figures in sketchbooks. Experiment with paints, developing colours which would have been used in Lowry style art. Develop understanding of perspective and develop drawing perspective in sketchbooks. Create own design for artwork, being created in the style of L S Lowry. (looking at old Heywood mills/streets) <p>SUBJECT VOCABULARY:</p>	<p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> Select media and colour scheme for own design. Drawing: Draw an old Heywood mill or building for the background of their artwork. Design and draw L S Lowry style figures in the foreground. Understand simple strategies for creating perspective in their drawing. Painting: Mixing colours to suit the style of the artwork, children to paint their final piece. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve. Present their finished work to peers and discuss chosen colour schemes. <p>Assessment Evidence:</p> <ul style="list-style-type: none"> <i>I&R – Can talk about key facts relating to L S Lowry, his life and discuss the style of his work.</i> <i>D&C – Can demonstrate exploration of colour and drawing in the style of L S Lowry. Sketchbooks show good, initial ideas that are well researched and developed into a successful composition.</i> <i>C&A – Can successfully use drawing and painting to produce work in the style of L S Lowry. Choose from a range of brush sizes and mix colours to make a range of tones.</i> <i>R&E – Can explain their influences and reflect on their own artwork.</i>
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Art & Design Curriculum – Overview: Upper Key Stage 2

Knowledge Organiser			
National curriculum <i>links/coverage</i> YEAR 5	Subject vocabulary	artists, architects and designers	Developing subject knowledge: to create sketch books to record their observations and use them to review and revisit ideas
<p>Autumn:</p> <p>LINO PRINTING</p> <p><i>Pattern & Portraits</i></p> <p><u>Key Artists/art styles to research:</u></p> <p>Islamic Patterns William Morris Gustav Klimt Anni Albers Sarah Morris Yayoi Kasama Damien Hurst Kehinde Wiley</p>  <p>HB Y5 - Printing & Pattern in Art.docx</p> <p><i>Links to prior learning: Printing units in Y1 (polystyrene tile) and Y4 (relief prints).</i></p>	<p>INVESTIGATE & RESEARCH: Islamic Patterns & Kehinde Wiley</p> <ul style="list-style-type: none"> Research different art styles (Islamic art) and artists (see links) that use pattern and create an individual record of preferred styles/pieces in sketchbook. Discuss how different patterns found may have been created, prints, textiles, painting, drawing etc. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Create pattern board using examples of patterns in artwork collected to experiment and develop own pattern ideas. Consider how pattern could be used to express part of own identity, personality, interests... Look at the work of Kehinde Wiley and explore ideas above and consider how this could be represented also within a portrait image/photograph <p>SUBJECT VOCABULARY:</p>		<p>Application of knowledge: <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> Create stage photograph of self-portrait to promote self-identity (child to plan/teacher to take) Create a lino print block using a selected pattern design from sketchbook to produce a repeated print. Use repeated print as a background to impose self-portrait and incorporate print over this. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Children create a piece of text to explain how their finished piece represents them as an individual. Finished pieces should be displayed with text – can viewers match text to piece? Reflect on the process of using print to create art. What are the advantages? Would children do this differently if they produced a similar piece of art again? <p>Assessment Evidence:</p> <ul style="list-style-type: none"> <i>I&R – Can identify a range of art/artists using pattern as key element in work.</i> <i>D&C – Can link work of others making individual choices and preferences to create own patterns.</i> <i>C&A – Can create a lino print block based on own design and use to create repeating pattern within a piece of artwork.</i> <i>R&E – Can explain how own artwork reflects them as an individual. Analyse and reflect on their progress taking account of what they hoped to achieve.</i>
<p>Spring:</p> <p>DRAWING & PAINTING</p> <p>Henri Rousseau</p>	<p>INVESTIGATE & RESEARCH: ‘Tiger in a Tropical Storm’</p> <ul style="list-style-type: none"> Investigate the artist, when/where was he born, what was his job etc? Identify the style of artwork that Henry Rousseau creates. Discuss children’s opinions to artwork, developing explanations through use of artistic vocab. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Children to plan their interpretation of Henri Rousseau’s work ‘Tiger in a Tropical Storm’. Engage in exploration in the process of initiating and developing their own personal ideas for the background (children will not be expected to draw the tiger or other chosen animal). Use drawing to explore pattern line, tone, texture, form and colour making decisions about their work through close observation and understanding of what they are drawing. Work with warm and cold colours recognise/mix and use appropriately. What will their background be? <p>SUBJECT VOCABULARY:</p>		<p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> Provide children with an image of a tiger and they are to draw their own weather for the background. To use their exploration to make work which effectively reflects their ideas and intentions. Choose from a range of brush sizes and use appropriately. Use and mix paints appropriately. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Analyse and reflect on their progress taking account of what they hoped to achieve. Compare and identify the ideas, methods and approaches used in their own work with that of others (including artists). <p>Assessment Evidence:</p> <ul style="list-style-type: none"> <i>I&R – Can talk about key facts relating to Henri Rousseau and his style of artwork.</i> <i>D&C – Can demonstrate exploration of colour and drawing skills, thinking about their interpretation of Henri Rousseau’s work.</i> <i>C&A – Can successfully use drawing and painting to produce work. Work with warm and cold colours recognise/mix and use appropriately.</i> <i>R&E – Can reflect on their own artwork and draw comparisons to others in relation to the ideas, methods and approaches used.</i>
<p>Other curriculum links: <i>History: Early Islamic Civilisation / Relationships Education: History: Learn about changes in Britain from Stone Age to Iron Age</i></p>			

<p>Summer:</p> <p>SCULPTURE/ 3D craft</p> <p>Ancient Egyptian Art</p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> • Research different ancient Egyptian art i.e. death masks, jewellery, hieroglyphics... • In what ways did the ancient Egyptians use art (to decorate themselves, communicate, document, demonstrate wealth)? • What artistic skills/techniques have we already learned (throughout school) that could help us replicate some Egyptian art (drawing, painting, traditional crafts (Y3), sculpture using clay(Y2))? <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> • Developing further on experience of pattern (autumn term) and using designs from images from ancient Egyptian artefacts, design own death mask & jewellery pieces (to be buried with) in sketchbook. • Develop drawing skills further using 3D geometric shapes to create wristbands, necklaces etc. <p>SUBJECT VOCABULARY:</p> <p>Other curriculum links: <i>History: Learn about changes in Britain from Stone Age to Iron Age</i></p>	<p>CREATE & ADAPT: <i>(using a range of materials/techniques)</i></p> <ul style="list-style-type: none"> ▪ Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. ▪ Use objects to create sculptures. ▪ Work in groups to create a collaborative sculpture both small and large scale. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> ▪ Regularly analyse and reflect on their progress taking account of what they hoped to achieve. ▪ Compare and identify the ideas, methods and approaches used in their own work with that of others (including artists). ▪ Present their finished artwork to peers (or others in a class art gallery). <p>Assessment Evidence:</p> <ul style="list-style-type: none"> ▪ <i>I&R – Can identify artwork of Egyptians and identify techniques.</i> ▪ <i>D&C – Can explore pattern and design in sketchbooks and plan a sculpture. Understand that everything starts with an idea, drawing, diagram and design.</i> ▪ <i>C&A – Can work in teams to successfully create a sculpture that represents their design, using their knowledge of tools, techniques and materials.</i> ▪ <i>R&E – Can articulate the success of their artwork and discuss possible changes or improvements.</i>
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Art & Design Curriculum – Overview: Upper Key Stage 2

		Knowledge Organiser		
National curriculum links/coverage YEAR 6	Subject vocabulary	artists, architects and designers	Developing subject knowledge: to create sketch books to record their observations and use them to review and revisit ideas	Application of knowledge: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<p>Autumn:</p> <p>SKETCHING/DRAWING</p> <p>Crime and Punishment</p> <p>https://www.youtube.com/watch?v=jgK778Vsx18.</p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Describe, interpret and explain the work, ideas and working practices of some significant artists, taking account of the influence of the different historical, cultural and social contexts in which they worked. Research the work of courtroom artists (Priscilla Coleman). Understand the structure of the face; face on and from the side. <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Use technical techniques for modifying the qualities of different materials and processes. Experiment drawing self-portraits, considering shape of face, position of features. Develop the use of shading and colour to bring the picture more to life. <p>SUBJECT VOCABULARY:</p> <p>Other curriculum links: History: Learn about Crime and Punishment</p>			<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Learn to make a distinction between a working sketch and a drawing. Encourage children to consider the use of shading and smudging with chalk and pastels. <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Beginning to analyse and comment on the ideas, methods and approaches used in their own work and others' work (including artists) Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. <p>Assessment Evidence:</p> <ul style="list-style-type: none"> I&R – Can talk about key facts of Priscilla Coleman and relating to her work. D&C – Can demonstrate exploration of technical techniques, and experiment with drawing, refining skills. C&A – Can successfully use sketching and drawing to create their own artwork, inspired by Priscilla Coleman. R&E – Can analyse their artwork and articulate a reasoned evaluation which takes account of the starting points, intentions and context behind the work.
<p>Spring:</p> <p>PHOTOGRAPHY <i>Photomontage:</i></p> <p>Hannah Höch, Peter Kennard and Jerry Uelsmann</p> <p>Other curriculum links: English, truisms</p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Research the history of 'photomontage' and investigate it as a medium to express ideas and self. Investigate themselves and their own thoughts and ideas through the lens of 'truisms'. Consider how other artists have responded to the power of words. Research truisms representing the school notions BE POSITIVE, BE PRO-ACTIVE, BE PROUD +famous people <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Use traditional techniques for creating a photomontage in their sketchbooks. Experiment with a range of tools within photo editing software to create a digital photomontage. Discover and collect a range of images that have a personal meaning to self or reflect chosen truisms - and experiment with composition ideas/digital editing techniques and effects i.e. lasso, cut/copy/paste, resize, eraser, brush size, using layers, type tool, filters (on whole image/layers), crop. Extend knowledge of different tools i.e. clone tool, heal brush & image adjustment menu. <p>SUBJECT VOCABULARY: photomontage, language of software tools, composition, adjustments, resize, truism, representation,</p>			<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Using digital photo editing software (PhotoPea), children create at least one digital photomontage to represent a chosen truism/theme across the ideas of being positive, pro-active and/or proud. Create a triptych of images to represent all three ideas (either in groups or as individuals (depending on competence and fluency within digital editing software). Consider visual effectiveness of images (as individual pieces of art and when placed alongside others in triptych). <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Children can justify choice of truisms (personal connections) and their choice of images in terms of their impact on audience and links to truisms chosen. Children discuss the choices and work of others in the context of their own choices and those communicated by others. <p>Assessment Evidence:</p> <ul style="list-style-type: none"> I&R – Can discuss work of artists, peers and own work in context of truisms and chosen media. D&C – Can select appropriate images to communicate ideas to others (sense of audience). C&A – Can use a good range of basic features within digital editing software to create own work. R&E – Can reflect on and evaluate own choices and choices of others to achieve desired effect.
<p>Summer:</p> <p>PAINTING/SCULPTURE</p> <p>Memory Box</p> <p>Other curriculum links: History:</p>	<p>INVESTIGATE & RESEARCH:</p> <ul style="list-style-type: none"> Research Still Life Composition artists - Look at these examples of still life sketches and paintings: Cezanne's 'Still Life with Apples', Funke's 'Composition - glass and ball' and Nicholson's '1946 (still life)' an abstract piece. Discuss what the children notice about these compositions. Interpret and explain the work, ideas and working practices of the artists. Independently develop a range of ideas which show curiosity, imagination and originality (choosing objects) <p>DISCOVER & CONNECT:</p> <ul style="list-style-type: none"> Using 5 chosen objects that represent important memories, the children should arrange their objects in a still life arrangement. Ensuring that all the objects can be seen, they all overlap slightly and no single object dominates the composition. The children should practice sketching their objects, focusing marking out key shapes. Sketchbooks will show in advance how work will be produced. Experiment with charcoal, chalk, acrylic paint in sketchbooks. <p>SUBJECT VOCABULARY:</p>			<p>CREATE & ADAPT: (using a range of materials/techniques)</p> <ul style="list-style-type: none"> Children should draw their final composition on a piece of A4 card. (photocopy?) Across the course of a number of lessons, children to produce art work using a range of media. (charcoal, acrylic paint, negative medium) Select and effectively use relevant processes in order to create successful and finished work. Make imaginative use of the knowledge they have acquired to create their sculpture (memory box) <p>REFLECT & EVALUATE:</p> <ul style="list-style-type: none"> Children should be able to justify their decisions including their object selection and positioning. Children to give their peers feedback throughout the unit, making suggestions for improvements or positive comments. <p>Assessment Evidence:</p> <ul style="list-style-type: none"> I&R – Can show improvements of their awareness of different kinds of art, craft and design. D&C – Can independently develop their techniques, including their control and their use of materials which shows curiosity, imagination and originality. C&A – Can demonstrate their skills including drawing, painting and sculpture with a range of materials. Use acrylic paints and make informed decisions about colour. R&E – Can analyse and comment on the ideas, methods and approaches used in their own work and others' work (including artists)

Art & Design Curriculum – Progression of Knowledge & Skills

Statements developed from NSEAD assessment criteria: 1 is about researching and developing ideas, 2 is the sketchbook thread, recording and experimenting, 3 is about exploring and developing skills and techniques, 4 is about applying and using technical skills and acquiring mastery, 5 is about making judgements, 6 is about the knowledge of art, cultural context etc., 7 is about the knowledge of media, processes, techniques etc.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
INVESTIGATE & RESEARCH	Artists	Andy Warhol Giuseppe Arcimboldo	Piet Mondrian Pippa Hill Fauvism (Artists) inc. Emilie Charmy + Josephine Trotter	Pre-historic Art UK Traditional Crafts Mosaics: e.g. Saimir Strati – Albanian & Peter Mason – UK	Anglo Saxon Craft – Pottery Illuminated Letters Printing LS Lowry / perspective	Kehinde Wiley Gustav Klimt Anni Albers Henri Rousseau	Priscilla Coleman Paul Cezanne, Funke Akindede, Ben Nicholson Hannah Höch, Peter Kennard and Jerry Uelsmann Jenny Holzer
	Knowledge & understanding	Know how to recognise and describe some simple characteristics of different kinds of art, craft and design.	Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Use appropriate vocabulary when discussing artwork i.e. names of the tools, line, shape and colour.	Talk about and describe the work of some artists, craftspeople and designers. Begin to understand reasons people create art, inc. early man.	Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (across Y4, 3, 2 & 1)	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.	How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
DISCOVER & CONNECT	Techniques & Skills	Recognise that ideas can be expressed in art work i.e. choosing composition for fruit portrait... Try out a range of materials and processes and recognise that they have different qualities	Try out different activities and make sensible choices about what to do next. Deliberately choose to use particular techniques for a given purpose A controlled use of all the media used: paint, pen, pastel, paper texture, pattern.	Gather and review information, references and resources related to their ideas and intentions. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Select and use relevant resources and references to develop their ideas. Investigate the nature and qualities of different materials and processes systematically.	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)	Independently develop a range of ideas which show curiosity, imagination and originality. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
	Sketchbooks	Experiment with an open mind Begin to use a sketchbook to explore ideas and techniques in the use of line, colour, pattern, texture, shape and space. Experimenting with a range of mark making techniques.	Use drawing to record ideas and experiences. Collect visual and other information to help me develop my ideas. (line, colour, pattern, texture, shape and space)	Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. Sketchbooks that show good, initial ideas that are well researched and developed into a successful composition. This may or may not be complete, but the intention is well evidenced.	Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Understanding that everything starts with an idea, drawing, diagram and design. Recognising a clear link to the creative and cultural industries, where innovation is important.	Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
CREATE & ADAPT	Using Materials & Techniques	Use materials purposefully to achieve particular characteristics or qualities. Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve) Be able to talk about the materials, techniques and processes they have used.	Select, and use appropriately, a variety of materials and techniques in order to create their own work. Be able to explain how to use some of the tools and techniques they have chosen to work with (across Y3, 2 & 1).	Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. How to describe the processes they are using and how they hope to achieve high quality outcomes.	Independently select and effectively use relevant processes in order to create successful and finished work. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
	Drawing	Make spontaneously expressive marks using lines and curves. Use drawing to represent objects seen, remembered or imagined. Develop fine motor skills, pencil grip and control for accuracy i.e. neat and careful colouring featuring a range of different media and colours. Talk about different types of mark and the ways they are created.	Use thick/thin, fast/slow in their work. Exploring tone using HB/2B pencil. Understanding of the different uses of a pencil to create different tones. Can vary both the tone and the direction and strength of pencil line within their shading. Work out ideas through drawing and use drawing to express personal interest and feelings. Completing a drawing of their own choice to a satisfactory standard.	Exploring line and tonal shading using a range of different media [e.g. pencil (HB to 4B), felt tips, pastel, charcoal, and chalks]. Can shade with a range of tones, neatly within the lines without leaving gaps. Understand simple drawing techniques inc. using geometric (2D) shapes to support composition. Develop own drawings using colour, texture and detail.	Confidently use pencils (HB to 6B) and a range of different media [e.g. pastels, chalks, felt tips, charcoal, watercolour pencils] to explore line, tone and texture. Understanding the different uses of a pencil to create different tones. Using lines of symmetry to help them draw shapes. Understand simple strategies for creating perspective in their drawing. Draw familiar objects from different viewpoints (perspective). Compare drawings for different purposes e.g. cartoons / advertisements etc. Use drawing as a means of designing.	Use drawing to explore pattern line, tone, texture, form and colour making decisions about their work through close observation and understanding of what they are drawing. Select appropriate materials for a task (drawing media, paper etc). Use drawing to plan a composition e.g. painting/collage. Sketching from first-hand or second-hand observation.	Learn to make a distinction between a working sketch and a drawing. Confidently use a range of different media e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture. Select the appropriate media and techniques to achieve a specific outcome.

CREATE & ADAPT cont...	Painting	Name primary and secondary colours. Use primary colours to mix secondary colours. Use a brush to create texture by dabbing etc. Use colour to express mood. Painting their picture successfully. Mixing different shades of colours. Painting with good technique, ensuring good coverage.	Develop an understanding of what primary and secondary colours are. Mix black and white with other colours to make different tones. An ability to hold a brush correctly and with confidence. Loading the brush with the correct amount of paint, confidently making flowing lines. Creating a range of colours using a painting wash.	Mix colours to match an example: <i>i.e. earthy colours</i> . Identify warm and cool colours. Explore blending and washing using watercolours. Use different types of brushes for specific purposes. Painting accurately - to the edges. Blending the colours smoothly from one tone to the next.	Choose from a range of brush sizes and use appropriately. Confidently mix colours to make a range of tones. Use black/white to make a deeper/lighter shade/tint of one colour.	Read a colour wheel. Identify and work with complimentary opposite colours/ colour harmonies. Work with warm and cold colours recognise/mix and use appropriately.	Use acrylic paints. Make informed decisions about colour. Select and work skilfully with a limited palette. Use different tones of colour and make links with space and size. Record the effects of light and dark in more complex situations.
	Printing	Experiment with found and natural objects to make a print. Use print to explore pattern. Producing a print of any description to a reasonable standard. Creating a repeat pattern and understanding how one single shape can create a line of pattern. Use stencils. Explore mono-printing.	N/A	N/A	Make and print with impressed designs (on plasticene, clay and polystyrene press print tiles). Recognise what makes a good print. Experiment with overlapping and overprinting, contrasting shapes and colours.	Develop a lino print from a drawing. Use tools safely and with accuracy. Combine printing with other 2D techniques. Produce a print for a specific purpose. Use tone within prints to create a feeling of distance/movement.	N/A
	Sculpture & 3D	Develop understanding of 2D and 3D in terms of artwork (paintings/sculptures). Look at sculptures and try to recreate them using everyday objects/range of materials.	Investigate a range of different materials and experiment with how they can be connected together (used with clay) to form simple structures/figures.	Shows an awareness of texture, form and shape by recreating an image 3D form. Looks at 3D work from a variety of genres and cultures and develops own response through experimentation.	N/A	Design and create sculpture, both small and large scale. Creating a sculpture in the style of a range of cultures and traditions, explaining the reasoning behind the placement of the objects. Use objects to form sculptures. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to design and make their own sculpture.	N/A
	Other media	Photography: take photographs of own work discussion differences in perspective	Photography: collect simple images of local landscapes across the seasons Collage: use selection of materials to represent images in style of chosen artist i.e. Piet Mondrian.	Weaving and sewing: Experiment with techniques and produce a design.	Collage: use selection of materials, measure, cut and stick to develop a collage.	N/A	Photography/photomontage: Select appropriate images and use basic features within digital editing software to create own work.
REFLECT, EVALUATE & PRESENT	Show interest in and describe what they think about the work of others (including artists)	When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Recalling key facts about artists and giving a personal opinion about their work. Comment on similarities and differences in their own work and others' work (including artists)	Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) Beginning to compare and comment on ideas, methods and approaches used in their own work and others' work (including artists)	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Compare and comment on ideas, methods and approaches used in their own work and others' work (including artists)	Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Compare and identify the ideas, methods and approaches used in their own work with that of others (including artists)	Provide a reasoned evaluation of both their own and professionals' work, which takes account of the starting points, intentions and context behind the work. Analyse and comment on the ideas, methods and approaches used in their own work and others' work (including artists)	
SIGNIFICANT RESOURCES	poster paint HB pencils range of fruit & veg					Magazines PhotoPea (part of Chromebook suite)	

Art & Design Curriculum – Examples of Children’s Work/Models for working

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn			 	 	  	 
Spring	 	   	  	 		
Summer	  	   	 		 	 