



**HIGHER
WALTON
C. OF E.
PRIMARY
SCHOOL**

Higher Walton CE Primary School

'Life in all its Fullness' John 10:10

Weaving **Art and Design**
Knowledge, Skills and
Understanding into the
National Curriculum



From EYFS—Year 6

24 – 36 months (Typically Nursery 1)	36 – 48 months (Typically Nursery 2)	48 – 60 / 60-71 months (Typically Reception)
<ul style="list-style-type: none"> ➤ Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects ➤ Enjoys and responds to playing with colour in a variety of ways, for example combining colours ➤ Uses 3D and 2D structures to explore materials and/or to express ideas ➤ Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	<ul style="list-style-type: none"> ➤ Continues to explore colour and how colours can be changed ➤ Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience ➤ Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces 	<ul style="list-style-type: none"> ➤ Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. ➤ Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. visual arts ➤ Chooses particular colours and materials for their own imaginative purposes ➤ Uses combinations of art forms, e.g. drawing and talking ➤ Responds imaginatively to art works and objects

EARLY LEARNING GOALS

- **Creating with materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

KEY STAGE ONE

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 TWO

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.

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DRAWING	<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawings? • Can they create moods in their drawings? • Can they draw using pencils and crayons? • Can they draw lines of different shapes and thickness, using different grades of pencils? 	<ul style="list-style-type: none"> • Can they use different grades of pencils in their drawings? • Can they use charcoal, pencils and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shades, to show tones and textures? 	<ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise lines, tones, shapes and colours to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? • They can draw pictures with perspective? 	<ul style="list-style-type: none"> • Do their sketches communicate emotions? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? • They can draw pictures with perspective?

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PAINTING	<ul style="list-style-type: none"> • Can they communicate something about themselves in their paintings? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colour? • Can they mix and match colours, predict outcomes? • Can they make tints by adding colour to white? Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they predict with accuracy the colour that they mix? • Do they know where the primary and secondary colours sit on a colour wheel? • Can they produce a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their paintings and sketches? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain what they have chosen specific painting techniques?

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PRINTING	<ul style="list-style-type: none"> • Can they print with a variety of items? • Can they design their own printing block? 	<ul style="list-style-type: none"> • Can they create a print inspired by an artist / craft maker / designer? • Can they create a repeating pattern? • Can they make a simple printing block? 	<ul style="list-style-type: none"> • Can they design a printing block and use it to create a print? • Can they make a 2 colour print? • Can they identify pattern in the environment? 	<ul style="list-style-type: none"> • Can they print using at least four colours? • Can they create an accurate print design? 	<ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? 	<ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look very carefully at the materials they use and make decisions about the effectiveness of their printing methods?

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

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TEXTILES/ 3D	<ul style="list-style-type: none"> • Can they weave with fabric and thread? • Can they add texture by using tools? • Can they make a variety of shapes and structures? • Can they cut, roll and coil mouldable materials? • Can they create cords and plaits for decoration? • Can they experiment with constructing and joining recycled, natural and manmade materials 	<ul style="list-style-type: none"> • Can they mould clay to achieve a specific criterion? • Can they add line and shape to their work? • Can they join fabric? • Can they create part of a class textile freeze? • Can they create cords and plaits for decoration? • Can they Use simple 2-D shapes to create a 3-D form? • Can they manipulate malleable materials in a variety of ways including rolling and kneading? 	<ul style="list-style-type: none"> • Can they join clay together using a range a techniques? • Can they work with life size materials? • Can they create pop ups? • Can they sew fabric together? • Can they use more than one type of stitch? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? • Can they experiment with paste resistance? • Can they use papier mache to create a simple 3D object? 	<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? • Can they use early textile and sewing skills as part of a project? • Can they experiment with paste resistance? • Can they use papier mache to create a simple 3D object? 	<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project e.g. hanging, textile book etc? This can include running stitch, cross stitch or backstitch. • Can they experiment with batik techniques? • Can they plan a sculpture through drawing and other preparatory work? 	<ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? • Can they experiment with batik techniques? • Can they plan a sculpture through drawing and other preparatory work?

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COLLAGE	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort materials they will need? • Can they sort materials according to texture and colour? 	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeating patterns in their collage? 	<ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? 	<ul style="list-style-type: none"> • Can they use mosaic to produce a pattern? • Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> • Can they justify materials they have chosen? • Can they combine pattern, tone and shape?

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

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SKETCH BOOKS	<ul style="list-style-type: none"> • Can they set out their ideas in their sketch books 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using a variety of ideas and media in their sketch books? 	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe their likes and dislikes? • Can they make notes in their sketchbooks about techniques used by an artist? • Can they suggest improvements to their work by keeping notes in their sketch books? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and to describe their likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketchbooks to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in the sketch books? 	<ul style="list-style-type: none"> • Do they keep notes in their sketch books about how they might develop their work? • Do they use sketch books to compare and discuss ideas with others? 	<ul style="list-style-type: none"> • Do they keep notes in their sketch books about how they might develop their work? • Do they compare their methods to those of others? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?

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USE OF ICT	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools in a painting package? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple ICT mark-making tools e.g. brush and pen tools? • Can they edit their own work? 	<ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce artwork? • Can they use ICT programs to create a piece of work that includes their own work and that of others (using the web)? 	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> • Can they create pieces of artwork which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they take digital photos and use software to later them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation?

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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist / craft maker/ designer? • Can they ask sensible questions about a piece of art? • Can they say what they like and dislike about a piece of work? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist / craft makers / designers have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? • Can they talk about likes and dislikes in relation to their own work and others? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore artwork linked to their topic? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art linked to their topic? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the internet, visit galleries and other sources of information? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?