



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

ART AND DESIGN CURRICULUM OVERVIEW

2024/25

SUBJECT LEADER: MRS BAPTIE



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INTENT, IMPLEMENTATION AND IMPACT

OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



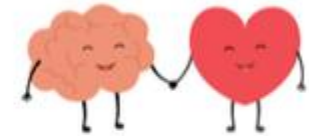
ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

INTENT

In Barrow URC we believe that every child is an artist! Our Art curriculum encourages self-expression and creativity whilst building confidence as well as a sense of individual identity. Art plays an important part in the education of every child. It enables children to make discoveries about themselves and learn to appreciate others. Our pupils learn to value the discovery element of the creative process. They experiment with different media, techniques and approaches whilst learning about artists from different times, cultures and backgrounds, celebrating the richness of this diversity. Art is often linked to other subjects for a deeper cross-curricular learning experience.

As they venture through school, our pupils have opportunities to build on their understanding and appreciation of art. Each child will learn to use different art techniques and develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials.

Art is celebrated in a number of attractive displays within school and our Barrow Gallery Wall. Our pupils are given the opportunity to extend their Art learning through after school art clubs such as Creation Station and local designer Lucie Cooke Designs. Whenever possible, there will be visits from local artists, trips to Art Galleries along with extra-curricular experiences such as our links to local charity, Art4All.

IMPLEMENTATION

We will use the following approaches in our teaching of Art:

- We teach three units of Art & Design per academic year which are rotated with three units of Design & Technology.
- The Art curriculum at Barrow URC is underpinned by and expanded from the National Curriculum.
- It is carefully sequenced across a series of high-quality lessons to provide children with opportunities for exploration of various skills and processes.
- Visual language is interweaved into every lesson to describe the skills and processes explored, drawing links between their work, each other's work and the work of their focus artist/s.
- Progression grids and Medium-Term Planning (MTP) documents have been created to provide children with an ambitious curriculum, where key skills and knowledge are developed and enhanced each year.
- The areas of drawing, painting, printmaking, mixed media and sculpture are explored within each key stage to encourage creativity.
- We firmly believe that drawing and the act of looking needs to be practised in all areas of Art learning and so these skills are practised throughout the year.
- Artist focus and visuals are used to stimulate discussion and key vocabulary is introduced.
- Children practise mastering relevant skills across a series of lessons, based upon the work of their focus genre or artist/s.
- Many skills are woven throughout the focus area such as drawing and painting e.g. when the focus is sculpture, both drawing skills and painting skills will be woven into this learning.
- Teacher modelling supports children to gain confidence to try new ideas.
- As children progress through the school, they will begin to make their own decisions about the materials and skills they wish to use, engaging in an enquiry into which ones will be the most effective for their work. They will comment upon their reasoning for these choices based upon their skill developmental work and use visual language confidently to describe it.
- Individual, paired and group work projects are encouraged to allow the children to collaborate with their peer community and share ideas.
- Understanding and appreciating a range of cultural heritages is integral to our Art curriculum. The values of different cultures are drawn upon in lessons and linked to a focus artist/s.
- Artists' styles and movements are explored and discussed, considering how their work has contributed to the world of Art.
- As children progress through the school, they are able to draw upon previous learning and make links between similar artists and works to gain a deeper understanding of particular cultures, styles and movements.
- The subject of Art is one which encourages opinions, ideas and feelings to be expressed in order to develop concepts. In every lesson, children engage in critical, relevant discussions about the works of artists, craft-makers, architects and designers with a range of styles and movements from modern and historical times.
- Children engage in enquiry to examine how disciplinary skills can be used and combined to create a specific and desired effect.
- Children are encouraged to be ambitious by risk-taking and experimentation in a safe, supportive environment.

IMPACT

We will assess the impact of the Art curriculum in the following ways:

- Art will help support children positively to achieve personal and academic progress.
- Our high-quality teaching will ensure children learn new skills and build on these skills year on year.
- Pupils will have an increased subject specific vocabulary.
- Pupil discussions will be regularly planned to feedback on their learning.
- Progress will be assessed in different ways, including pupil engagement and enjoyment of the subject, motivation to learn, risk-taking and experimentation, creative output (which is often more process led than outcome led) relating to age related expectations in Art.
- Pupils will develop a visual awareness to enable them to express ideas coherently about their own work and the work of artists.
- Key skills will be developed across a series of lessons to promote mastery.
- Pupils will develop their independence when selecting the materials and skills they wish to use.
- Pupils will develop a greater appreciation of cultural heritages and values, drawing upon similarities and differences in a respectful manner.
- Critical thinking and enquiry skills will be enhanced through constant reflection and discussion.
- Children will have the ability to state opinions, ideas and feelings about their own and others' artworks in a thoughtful, respectful way.
- Throughout their time at Barrow URC, children will develop a bank of familiar artists, craft makers, architects and designers.
- There will be valuable learning experiences to enhance Art learning in other subject areas e.g. history.
- Freedom to express thoughts and ideas, making independent choices about their work.
- Greater levels of creativity and imagination.
- Confident and positive attitudes towards trying new materials, skills, and ideas to enable children to reach their full potential in the subject.
- Creating a classroom community of learning together and encouraging exploration of ideas.
- Development of positive values where children are ambitious, resilient learners.
- Reflection on standards achieved against the planned key enquiry questions.
- Children being able to connect different concepts to each other for deeper learning.
- Children will become more confident to take risks, to solve problems, to enhance self-belief, autonomy of thought and a sense of identity.
- Children will be inspired to follow future careers related to Art e.g. We are Sculptors, We are Abstract Artists... We are Fashion Designers...



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WHOLE SCHOOL PROGRAMME OF STUDY: ART AND DESIGN

ART AND DESIGN – WHOLE SCHOOL PROGRAMME OF STUDY (2024/25)

ART – WHOLE SCHOOL PROGRAMME OF STUDY (2024/25)

ART	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Continuous provision - how to use the paint and workshop areas. Self-portraits Painting – colour mixing Printing Autumn pictures and paintings Collaborative art: Andy Goldsworthy - Autumn Walk</p> <p>Kapow Drawing: Marvellous marks</p> <p>Autumn craft: Nature wreaths</p>	<p>Firework pictures Rocket models Painting - adding textures (Kandinsky/Pollock/Mondrian) Rangoli patterns Christmas crafts Christmas tree for domestic area</p> <p>Kapow Painting and mixed media: Paint my world</p> <p>Christmas craft: Salt dough decorations</p>	<p>Winter pictures and scenes Collage Jack Frost Painting – making shades of a colour Cold colours Chinese New Year lanterns Dragon models</p> <p>Kapow Sculpture and 3D: Creation station</p> <p>Winter craft Threaded snowflakes</p>	<p>Drawing/painting/ making story characters Model homes Castles Spring pictures Baking and decorating buns/biscuits – Red Riding Hood links</p> <p>Kapow Craft and Design: Let's get crafty</p> <p>Spring craft: Petal mandala sun catchers</p>	<p>Farm pictures Observational flower/plant Drawing using pastels and chalk Focus Artist – Van Gogh (Sunflowers)</p> <p>Kapow Easter craft: Egg threading</p>	<p>Seaside pictures Sea creature models Lighthouse model Seascape collage Minibeast paintings Webs – paper plates and wool Focus Artist – Matisse (Snail)</p> <p>Kapow Summer craft: Salt painting</p>
YEAR 1		<p>Art focus: Drawing</p> <p>Kapow 'Make your mark'</p>		<p>Art focus: Painting and Mixed Media</p> <p>Kapow 'Colour Splash'</p>		<p>Art focus: Sculpture and 3D</p> <p>Kapow 'Paper Play'</p>
YEAR 2	<p>Art focus: Drawing</p> <p>Kapow 'Telling a Story'</p>			<p>Art focus: Painting and Mixed Media</p> <p>Kapow 'Life in Colour'</p>		<p>Art focus: Craft & Design</p> <p>Kapow 'Map it Out'</p>
YEAR 3	<p>Art focus: Drawing</p> <p>Kapow 'Growing Artists'</p>		<p>Art focus: Painting and Mixed Media</p> <p>Kapow 'Prehistoric Paintings'</p>			<p>Art focus: Sculpture and 3D</p> <p>Kapow Abstract shape and Space</p>

ART	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4		Art focus: Drawing Kapow: Power Prints	Art: Craft and Design Kapow: Ancient Egyptian Scrolls		Art focus: Painting and Mixed Media Kapow 'Light and Dark'	
YEAR 5	Art focus: Drawing Kapow 'I need Space'			Art focus: Painting and Mixed Media Kapow 'Portraits'		Art: Sculpture and 3D Kapow 'Interactive Installation'
YEAR 6	Art focus: Drawing Kapow: Make my Voice Heard			Art focus: Painting and Mixed Media Kapow 'Artist Study'	Art: Craft and Design Kapow 'Photo Opportunity'	

ART AND DESIGN IN EYFS

In Barrow URC, the EYFS Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confident and independent creators. Our EYFS curriculum will enable pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives

In Barrow URC, our EYFS curriculum attempts to strike a balance between 3D making and 2D opportunities such as drawing, printing or painting. The important thing is that our children enjoy each creative process.

Assessment is done in a very light, holistic and formative approach.

- What does success feel like to each child?
- What worked for them?
- What could you change / provide as teacher to help them progress further next time?

We approach each creative journey using the following simple criteria:

- **Connection** Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?
- **Enthusiasm** Has the activity engaged the child? Is it relevant and enabling?
- **Dexterity** Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?
- **Materials** Is the child able to explore materials in a playful, explorative way?
- **Articulation** Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?

ART AND DESIGN - SEND PROVISION

Our Art and Design curriculum is planned and delivered to enable and challenge pupils of all abilities and learning needs. When teaching Art and Design, we will always consider the additional needs of SEND pupils and will implement support strategies to ensure the best learning possible. When necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks to support the needs of our pupils.

Supporting SEND Pupils in Art

Art & Design is an important area of learning for all pupils regardless of ability. It is often an area of the curriculum where pupils realise hidden abilities. Art & Design can provide opportunities for enjoyment and achievement that may be missing from other areas of the curriculum. It can be the case that a dyslexic child who finds writing a challenge will show outstanding artistic skill!

In Barrow, we recognise the development of the senses is central to Art and Design. Through using sight, touch, emotional response and intellect, we learn about different elements of visual language: line, colour, texture, shape, form and space. For pupils with SEN, as with all pupils, personal experience and personal response might be a starting point for any activity. Direct handling and manipulation of materials build on a child's natural interest in shape, colour, rhythm and movement and can lead naturally into developing skills and confidence. For this to happen, though, careful planning is essential to ensure that there is success in all activities, commensurate with each pupil's level of development and ability.

Long-term planning in Barrow will take account of different learning styles and include a good variety of skills.

Our planning will:

- provide opportunities for learners to use all their senses
- ensure pupils experience a wide range of activities/materials
- help pupils to manage their behaviour by setting out clear expectations and engage them in practical work which ensures success
- nurture a sense of achievement
- acknowledge and celebrate every tiny step of progress.

An essential element of our Art and Design teaching is the creation of a degree of uncertainty, a chance for our pupils to discover for themselves the potential of materials and processes within a carefully structured and safe environment. Material and equipment will always be appropriate for children and young people with limited fine motor control and manual dexterity. In Barrow, we acknowledge that pupils on the Autistic Spectrum may dislike the feel of some materials e.g. the sound of pastels on paper or the feel of clay in the hand. For some pupils this may be a strong aversion and so lessons will be adapted to meet these needs.



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KNOWLEDGE AND SKILLS PROGRESSION

ART AND DESIGN

Drawing			
EYFS: Reception		Year 1	Year 3
Methods, techniques, media and materials	Pupils know		
	<p>How to:</p> <ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing. 	<ul style="list-style-type: none"> • 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. <p>How to:</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. 	<p>How to:</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively.
	So that they can:		
	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>

*See skills progression [here](#)

Drawing		
Year 4	Year 5	Year 6
Pupils know		
<p>How to:</p> <ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint. 	<ul style="list-style-type: none"> What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> Gestural and expressive ways to make marks. Effects different materials make. The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.
So that they can:		
<p>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.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>See skills progression here</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece.</p>

Methods, techniques, media and materials

Painting and mixed media			
EYFS: Reception		Year 1	Year 2
Methods, techniques, media and materials	Pupils know how to:		
	<ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
	So that they can:		
	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

See skills progression [here](#)

		Painting and mixed media	
		Year 4	Year 5
Methods, techniques, media and materials	Pupils know how to:	<ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.
	So that they can:	<p>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.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>See skills progression here</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>

		Sculpture and 3D		
		EYFS: Reception	Year 1	Year 2
Methods, techniques, media and materials	Pupils know how to:	<ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. 	<ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay.
	So that they can:	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

See skills progression [here](#)

		Sculpture and 3D		
		Year 3	Year 5	Year 6
Methods, techniques, media and materials	Pupils know	<p>How to:</p> <ul style="list-style-type: none"> Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture. 	<p>How to:</p> <ul style="list-style-type: none"> Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display. 	<p>How to:</p> <ul style="list-style-type: none"> Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.
	So that they can:	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>See skills progression here</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>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.</p>

		Craft and design	
		Year 2	Year 3
Methods, techniques, media and materials	Pupils know	<p>How to:</p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<ul style="list-style-type: none"> • That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information.
	So that they can:	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p style="text-align: right;">See skills progression here</p>

		Craft and design		
		Year 4	Year 6	
Methods, techniques, media and materials.	Pupils know	<ul style="list-style-type: none"> That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to focus on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric. Wash fabric to remove glue to finish a decorative fabric piece. 	<ul style="list-style-type: none"> How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing. 	
		So that they can:		See skills progression here
		Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.	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 appropriately to fit with ideas.	

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Colour	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>).</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>
Form	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p>	<p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p>	<p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p>
Line	<p>Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p>	<p><i>N/A (in the combined progression of skills)</i></p>

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Colour'</i>).

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Colour	Using light and dark colours next to each other creates contrast.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	<i>N/A (in the combined progression of skills)</i>	How an understanding of shape and space can support creating effective composition.
Line	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	<i>N/A (in the combined progression of skills)</i>	How line is used beyond drawing and can be applied to other art forms.

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Pattern	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Surface rubbings can be used to add or make patterns.</p>	<p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p>	<p><i>N/A (in the combined progression of skills)</i></p>
Tone	<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

	EYFS: Reception	Year 1	Year 2
	Pupils know:		
Meanings	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	<ul style="list-style-type: none"> Some artists are influenced by things happening around them. 	<ul style="list-style-type: none"> Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	<ul style="list-style-type: none"> Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. 	<ul style="list-style-type: none"> Art can be figurative or abstract.
Materials and processes	<ul style="list-style-type: none"> Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images. 	<ul style="list-style-type: none"> Artists choose materials that suit what they want to make. 	<ul style="list-style-type: none"> Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.
	So that they can:		
	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>See skills progression here</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
Meanings	<ul style="list-style-type: none"> Art from the past can give us clues about what it was like to live at that time. 	<p><i>N/A (in the combined curriculum)</i></p>	<ul style="list-style-type: none"> 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. How an artwork is interpreted will depend on the life experiences of the person looking at it. 	<ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
Interpretations	<ul style="list-style-type: none"> The meanings we take from art made in the past are influenced by our own ideas. 	<ul style="list-style-type: none"> Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it. 	<ul style="list-style-type: none"> Artists use self-portraits to represent important things about themselves. Artists create works that make us question our beliefs. 	<ul style="list-style-type: none"> Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it.

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
Materials and processes	<ul style="list-style-type: none"> Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Artist make decisions about how their work will be displayed. 	<ul style="list-style-type: none"> Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media. 	<ul style="list-style-type: none"> 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. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. 	<ul style="list-style-type: none"> Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Artforms are always evolving as materials and techniques change over time.
	So that they can:			
	<p>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.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>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.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>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.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>

See skills progression [here](#)

	EYFS: Reception	Year 1	Year 2
What is art?	Pupils know:		
	<p>Art is:</p> <p>Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	
Why do people make art?			<ul style="list-style-type: none"> • 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. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.
How do people talk about art?	So that they can:		
	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>See skills progression here</p> <p>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.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>

	Year 3	Year 4	Year 5	Year 6
How do people talk about art?	Pupils know:			
	<ul style="list-style-type: none"> • People can have their own opinions about art, and sometimes disagree. • One artwork can have several meanings. 	<ul style="list-style-type: none"> • 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. • Artists evaluate what they make and talking about art is one way to do this. 	<ul style="list-style-type: none"> • People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by 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. 	<ul style="list-style-type: none"> • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.
	So that they can:			
	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>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.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

See skills progression [here](#)

	Year 3	Year 4	Year 5	Year 6
What is art?	Pupils know:			
	<ul style="list-style-type: none"> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. 	<ul style="list-style-type: none"> Artists make choices about what, how and where they create art. Artworks can fit more than one genre. 	<ul style="list-style-type: none"> Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. 	<ul style="list-style-type: none"> Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography.
Why do people make art?	<ul style="list-style-type: none"> People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. 	<ul style="list-style-type: none"> People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions. 	<ul style="list-style-type: none"> Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People use art as a means to reflect on their unique characteristics.

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<ul style="list-style-type: none"> 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
Sketch-books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	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.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	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. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> 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.
Evaluating and analysing	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>ELG: Expressive Arts and design: Creating with materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	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.	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	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 purposefully to improve understanding, develop ideas and plan for an outcome.	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.	
Making skills (including Formal elements)	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>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.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>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.</p>	<ul style="list-style-type: none"> 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] 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.

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>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.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>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.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>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.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> About great artists, architects and designers in history.
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>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.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> 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. About great artists, architects and designers in history.

ART EXPECTATIONS UPON LEAVING EYFS

- Drawing - Pupils should be able to draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals. They should have practiced shading techniques through simple colouring exercises and experimented making different marks using a range of tools and techniques.
- Painting - Pupils should have had experience of painting. They should know how to hold a paintbrush comfortably, be able to mix and apply basic colours to make secondary colours. They should have experienced painting lines, dots, patterns and shapes, trying to paint neatly to edges.
- Media - They should have experienced a range of craft activities such as modelling with clay, cutting with scissors, simple printing and creating things using fabrics and textures. They should have made digital art using cameras and editing apps.
- Ideas - Pupils should have made art from observation and using their imagination.
- Knowledge - Pupils should have seen the work of significant artists and discussed their personal opinions of them.
- Evaluation - They should have talked about how art makes them feel and the emotions it evokes.

ART EXPECTATIONS UPON LEAVING KS1

- Drawing - Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly.
- Painting – there should be an increased ability to control brushes and paint to render ideas & observations. They should have used different paints and surfaces, be able to mix primary & secondary colours confidently and use different painting techniques such as stippling, dripping, spattering etc.
- Media - there should be a well-developed ability to apply formal elements in their work using drawing, painting, craft and mixed media. Pupils should have designed & invented complex forms to solve problems, experienced craft processes such as weaving, sewing, cutting, fabrics, wire, clay and collage.
- Ideas – Should understand how to develop ideas over time. Express ideas about things they want to make. Use imagination to invent and create. Select aspects of significant art to incorporate in own work.
- Knowledge – Learn how artists use formal elements in work to create effects, ideas and feelings. Study significant works of art.
- Evaluation – Identify similarities and differences in own and others work. Make choices and decisions. Give and receive constructive praise and criticism.

ART EXPECTATIONS UPON LEAVING LOWER KS2

- Drawing - Further developed skills in drawing using 2D and 3D shapes, becoming aware of proportion, scale and order of drawn forms. Develop shading using a range of media. Learned sketching techniques, mark making and drawing in different media. Draw for different purposes and reasons.
- Painting – Increasing control using different painting techniques, painting on different surfaces exploring textures, pattern, colour, line, shape and form. Create ideas, thoughts, moods and feelings through paint.
- Media – Design & make for purpose, experience a range of craft mediums such as collage, embroidery, sewing, weaving, felt. Have learned simple printing techniques and used blocks to make repeat patterns. Created 3D sculptures and forms in a range of materials. Created digital images and edited these using appropriate apps.
- Ideas – Have used sketchbooks to record observations, thoughts, ideas, research & explore. Used art to express ideas & feelings, made art for pleasure and to develop ideas.
- Knowledge – Given opinions of art using a more complex vocabulary related to the formal elements of art. Studied how significant artists work both in the past and today.
- Evaluation – Used evaluation in the classroom to understand what they need to do to improve. Learned how to advise others and receive constructive criticism.

ART EXPECTATIONS UPON LEAVING UPPER KS2

- Pupils should be able to draw complex forms using 2D and 3D shapes to help them. They should have a grasp of basic one-point perspective and learned how to model forms using shading, light and tone. They should have drawn using a range of mark making techniques in a range of media, making their own choices and decisions when drawing. There should be an awareness of different styles of drawing for different purposes and reasons.
- Painting – Pupils should paint with greater confidence and control, understanding how to mix and blend primary & secondary colours, create tone and textures and apply paint sensitively for purpose. They understand how to use and apply the formal elements when painting.
- Media – Pupils should have designed and made art for different purposes. They should have explored craft techniques and developed their skill in cutting, joining and forming when working in a range of craft materials. They will have developed their printing ability by printing geometric patterns, made 3D sculptures, and created digital art using photography and editing apps.
- Ideas – Pupils will be familiar with using a sketchbook to record thoughts, ideas, feelings, research, investigations and explorations in media. They will be more confident at taking risks, working independently and mistake making. They will have worked from their imagination, from observation and used art to express their thoughts and feelings.
- Knowledge – Pupils will have studied significant art in some depth and be aware of a basic chronological development of art over time. They will know the content, process, form, mood technique of deconstructing art. They will be aware of the different purposes of art in society and as a creative occupation.
- Evaluation – Pupils will be sensitive to the inner difficulty of the creative process and be able to use discussion and feedback to build confidence in themselves and others.



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

PLANNING EXAMPLES

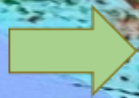
ART AND DESIGN

YEAR 1 ART – MAKING YOUR MARK

Kapow
Primary

PRIOR LEARNING

EYFS – Marvelous Marks



FUTURE LEARNING

Year 2 – telling a story
Year 3 Growing artists

ENRICHMENT IDEAS

- Invite a local impressionist artist into school
- Some pupils to be selected for the more able art after school club
- Visit to local gallery
- Enter the Rotary Club art competition or similar

JOB ROLE & CONSOLIDATION TASK

We are... Impressionists

Consolidation Task – Completion of [Kapow](#) Assessment Quiz and self evaluation of final piece or artwork.

CURRENT LEARNING

1. Exploring lines _ To know how to create different types of lines.
2. Making waves – To explore line and mark making to draw water
3. Experimenting with media – To draw with different media.
4. Mark making – To develop and understanding of mark making
5. Drawing from observation – To apply an understanding of drawing materials and mark making to draw from observation
6. Assessment quiz and evaluation of final piece

TIER 2 VOCABULARY

Shape, chalk, circle, dots lightly, line, wavy, straight, firmly, charcoal,

TIER 3 VOCABULARY

2D shape, 3D shape, continuous, horizontal, vertical, abstract

NATIONAL CURRICULUM – KEY KNOWLEDGE

Unit Summary

This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music. Use this unit hub to inform your medium-term plan and to navigate to related resources.

Pupils should be taught to:

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.

KEY SKILLS:

Generating ideas:

Explore their own ideas using a range of media.

Using sketchbooks:

Use sketchbooks to explore ideas.

Making skills:

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.

Knowledge of artists:

Understand how artists choose materials based on their properties in order to achieve certain effects.

Evaluating and analysing:

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.

UNIT OUTCOMES AND STICKY KNOWLEDGE



Pupils who are secure will be able to:

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.
- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

YEAR 3 ART – GROWING ARTISTS

Kapow
Primary

PRIOR LEARNING

Key Stage 1
Year 2 – Telling a Story

ENRICHMENT IDEAS

- Go into the local area and draw pictures of flowers that can be found in Barrow.
- Display children's artwork on an online gallery.

JOB ROLE & CONSOLIDATION TASK

We are... **Botanical Artists**

Consolidation Task – Completion of [Kapow Assessment Quiz](#) and self evaluation of final piece or artwork.

CURRENT LEARNING

1. See like an artist – To recognise how artist use shape in drawing
2. Shading – To understand how to create tone in drawing by shading
3. Texture pictures – To understand how texture can be created and used to make art.
4. Botanical drawing – To apply observational drawing skill to create detailed studies
5. Abstract flowers – To explore composition and scale to create abstract drawings.
6. Assessment quiz and evaluation of final piece

FUTURE LEARNING

Key Stage 2
Year 4 – Light and Dark Year 5 – I need Space
Year 6 – Make my voice heard

TIER 2 VOCABULARY

Blend, cut, even, form, light, magnified, rubbing, scientific, shaper, texture, scale, smooth, tear, frame, dark, arrangement

TIER 3 VOCABULARY

Composition, botanist, frottage, gestural, shading, viewfinder

NATIONAL CURRICULUM – KEY KNOWLEDGE

Unit Summary

This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. Use this unit hub to inform your medium-term plan and to navigate to related resources.

Pupils should be taught to: 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 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.

KEY SKILLS:

Generating ideas:

Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Using sketchbooks:

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.

Making skills:

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.

Knowledge of artists:

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.

Evaluating and analysing:

Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

UNIT OUTCOMES AND STICKY KNOWLEDGE



Pupils who are secure will be able to:

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.

YEAR 6 ART – MAKE MY VOICE HEAR

Kapow
Primary

FUTURE LEARNING

Key Stage 3

PRIOR LEARNING

Key Stage 2
Year 5 – I need Space

ENRICHMENT IDEAS

- Local walk around the city or local area to photograph examples of graffiti.

JOB ROLE & CONSOLIDATION TASK

We are... **Street Artists**

Consolidation Task – Completion of Kapow Assessment Quiz and self evaluation of final piece or artwork.

CURRENT LEARNING

- Experimental mark making – To explore expressive drawing techniques.
- Symbolic imagery – To consider how symbolism in art can convey meaning
- Chiaroscuro – To apply understanding of the drawing technique chiaroscuro
- Street Art – To evaluate the context and intentions of street art
- Powerful imagery – To apply understanding of impact and effect to create a powerful image.
- Assessment quiz and evaluation of final piece

TIER 2 VOCABULARY

Character traits, expressive, impact. Mark making, Mayan, representative, audience, imagery, mural, interpretation

TIER 3 VOCABULARY

Chiaroscuro aesthetics, commissioned, guerrilla, street art, graffiti

NATIONAL CURRICULUM – KEY KNOWLEDGE

Unit Summary

This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.

Pupils should be taught to:

Formal elements:

Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Form: The surface textures created by different materials can help suggest form in two-dimensional art work.

Shape: How an understanding of shape and space can support creating effective composition.

Line: How line is used beyond drawing and can be applied to other art forms.

Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Making skills:

To know gestural and expressive ways to make marks.

To know the effects created when drawing on different surfaces.

How to use symbolism as a way to create imagery.

How to achieve the tonal technique called chiaroscuro.

KEY SKILLS:

Generating ideas:

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks:

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills:

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.

Knowledge of artists:

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.

UNIT OUTCOMES AND STICKY KNOWLEDGE



Pupils who are secure will be able to:

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Generate symbols that reflect their likes and dislikes with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Participate in a discussion that examines the similarities and differences between different styles of art.
- Review sketchbook and creative work to develop a drawn image.