



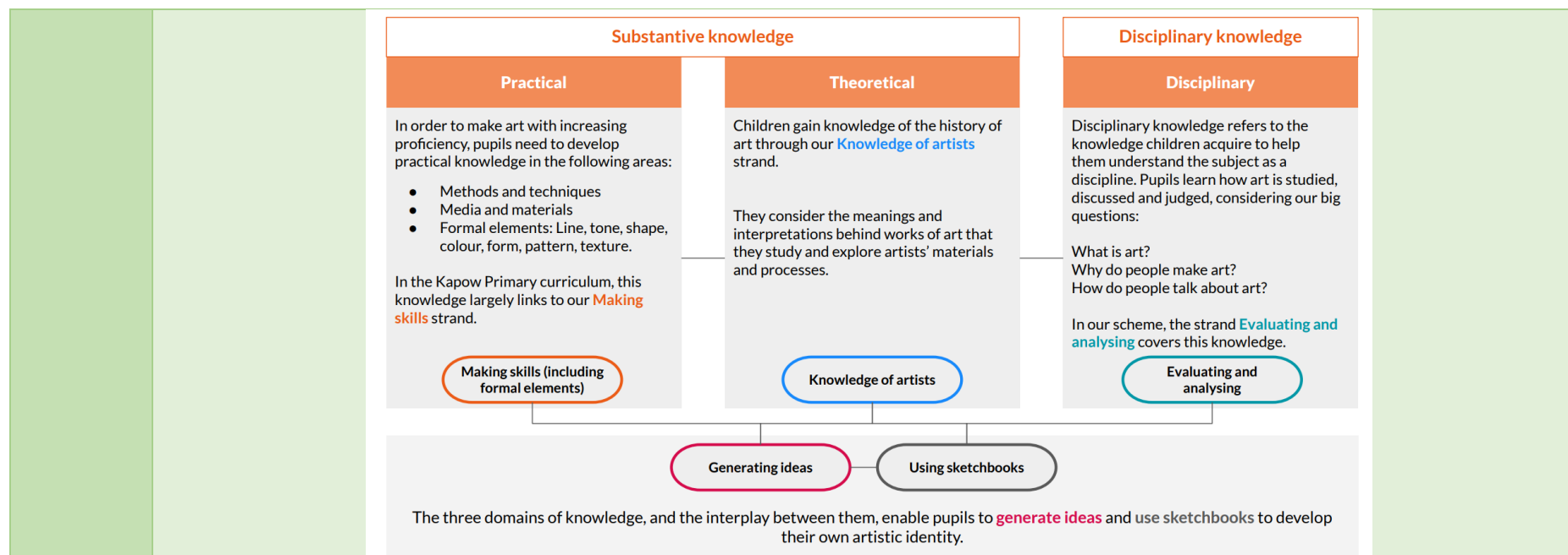
Matlock and Dales
Primary Partnership

Art and Design

Intent, Implementation and Impact Statement

Key Points	
Our Intent	Our art curriculum is designed so that our children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. These units guide our children in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques, with their own experiences to evaluate artworks and to inform their own creative practices. Each unit works towards all of the National curriculum attainment targets. This allows our children to develop their knowledge and skills around the formal elements in a holistic way.
Our Implementation	Art & Design is taught weekly. Each class/year group can select the skill/s to focus on each term to fit with their theme to ensure continued interest in the subject as well as acquiring new knowledge. It is structured like this: ★ Produce creative work, exploring their ideas and recording their experiences ★ Become proficient in drawing, painting, sculpture and other art, craft and design techniques ★ Evaluate and analyse creative works using the language of art, craft and design ★ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms - Generating ideas - Using sketchbooks - Making skills (including formal elements) - Knowledge of artists - Evaluating and analysing

	Our progressive curriculum ensures children develop the techniques specified, including their control and use of materials, their ability to explore and experiment, and their ability to develop an increasing awareness of different kinds of art, craft and design. Children will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. There is an emphasis on developing children's use of sketchbooks to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome.
The Impact	The subject Art and Design is loved by teachers and pupils across the schools. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the materials, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills. In KS1, prior knowledge is revisited and assessed during continuous provision. Being able to access resources related to what they have learned in their Art lessons enables the children to build upon and enhance their skills and knowledge. In KS2, prior knowledge is re-visited during planned starters in Art lessons, to ensure children are building on what they already know.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour,	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.		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.			

design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories
- 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.

- 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.

	Long Term Yearly Overview		
	EYFS - Year 6		

EYFS (Reception)	Unit 1	Unit 2	Unit 3	Unit 4		
	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design		
	Marvellous marks	Paint my world	Creation station	Let's get crafty		
	Autumn craft	Christmas craft	Winter craft	Spring craft	Easter craft	Summer craft
	Autumn wreaths	Salt dough decorations	Threaded snowflakes	Suncatchers	Egg threading	Salt painting
Year 1	Unit 1		Unit 2	Unit 3	Unit 4	
	Drawing		Painting and mixed media	Sculpture and 3D	Craft and design	
	Make your mark		Colour splash	Paper play	Woven wonders	
Year 2	Drawing		Painting and mixed media	Sculpture and 3D	Craft and design	
	Tell a story		Life in colour	Clay houses	Map it out	

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Growing artists	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls
Year 4	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Power prints	Light and dark	Mega materials	Fabric of nature
Year 5	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	I need space	Portraits	Interactive installation	Architecture
Year 6	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Make my voice heard	Artist study	Making memories	Photo opportunity

Learning (Fundamental Skills - What will constantly revisited?)

Drawing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Marvellous Marks</u> Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces. <u>Physical Development:</u> Develops small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor Skills:</u> Use a	<u>Make your mark</u> Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. Key Skills: <u>Generating Ideas:</u> Explore their own ideas using a range of media. <u>Using Sketchbooks:</u> Use sketchbooks to explore ideas. <u>Making Skills:</u>	<u>Tell a story</u> Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings. Key Skills: <u>Generating Ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Using Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. <u>Making Skills: Further demonstrate increased control with</u>	<u>Growing Artists</u> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. Key Skills: <u>Generating ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	<u>Power Prints</u> Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. Key Skills: <u>Generating Ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking	<u>I Need Space</u> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style. Key Skills: <u>Generating Ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <u>Using Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	<u>Make my voice heard</u> On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'. Key Skills: <u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <u>Using Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing. <u>Expressive Arts and Design:</u> Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	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. <u>Knowledge of artists:</u> Understand how artists choose materials based on their properties in order to achieve certain effects. <u>Evaluating and analysing:</u> Describe and compare features of their own and others' artwork.	a greater range of media. 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 work. Make choices about which materials and techniques to use to create an effect. <u>Knowledge of artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <u>Evaluating and analysing:</u> Explain their opinions about their own and others' artwork, beginning to recognise the stories	Using <u>Sketchbooks:</u> Use sketchbooks for a wider range of purposes (recording things using drawing and annotations, planning and taking next steps in a making process). <u>Making Skills:</u> Confidently use 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.	the next steps in a making process. <u>Making Skills:</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. <u>Evaluating and Analysing:</u> Use more complex vocabulary when	<u>Making Skills:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <u>Knowledge of Artists:</u> 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. <u>Evaluating and Analyzing:</u> Give reasoned evaluations of their own and others' work which	<u>Making Skills:</u> 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. <u>Knowledge of Artists:</u> 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. <u>Evaluating and Analyzing:</u> Give reasoned evaluations of their own and others' work which
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<u>Characteristics of effective Learning:</u> Playing and exploring.	Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.	<u>Knowledge of Artists:</u> 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. <u>Evaluating and Analysing:</u> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	discussing their own and others' art.	own work to impact their viewer. Discuss how artists create work with the intent to create an impact on the viewer. <u>Evaluating and Analysing:</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<u>Key Knowledge</u>						
<u>Learning Outcomes:</u> Investigate the marks and patterns made by different textures.	<u>Formal Elements:</u> Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can	<u>Formal Elements:</u> Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to	<u>Formal Elements:</u> Form: 3D forms are either organic (natural) or geometric (mathematical shapes).	<u>Formal Elements:</u> Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner	<u>Formal Elements:</u> Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks	<u>Formal Elements:</u> Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Colour: Colours can be symbolic and have

Explore making marks with felt tips. Explore making marks with chalk. Explore mark making using pencils. Create a simple observational drawing. Use a variety of colours and materials to create a self-portrait.	be used in a variety of different 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. <u>Making skills:</u> That a continuous line drawing is drawing with one unbroken line. Properties of drawing materials e.g. which one's smudge, which	make outlines and to add detail or pattern. Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. <u>Making skills:</u> How different marks can be used to represent words and sounds. How to use makes and lines to show expression on faces. That combination of materials can achieve the desired effect. How to make a concertina book. How to use drawing to tell a story. That charcoal is made from burning wood. How to use charcoal to avoid snapping and to achieve different types of lines.	Line: Using different tools or using the same tool in different ways can create different types of lines. 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 (e.g. one direction/ smoothly) Tone: Shading is used to create different tones in artwork and can include hatching, cross-hatching, scribbling and stippling. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in artwork can be real (what the surface actually	and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect. <u>Making Skills:</u> How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition.	at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. Texture: How to create texture on different materials. <u>Making Skills:</u> To know what print effects different material's, make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on	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. <u>Making Skills:</u> To know gestural and expressive ways to make marks. To know the effects different materials make. To know the effects created when drawing on different surfaces.
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		ones can be erased, which one's blend. How to create marks by responding to different stimulus such as music. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to hold and use drawing tools in different ways to create different lines and marks. How to look carefully to make an observational drawing. How to complete a continuous line drawing. <u>Knowledge of Artists:</u> Artists choose materials that	How to use different materials and marks. How to use drawing pens. How to manipulate materials and surfaces to create textures. <u>Knowledge of Artists:</u> Illustrators use drawn lines to show how characters feel. <u>Evaluating and analysing:</u> People use art to tell stories. People make art to help others understand something. People make art for fun.	feel like) or a surface can be made to appear textured. Making skills: How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to	How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint. <u>Knowledge of Artists:</u> Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. <u>Evaluating and Analysing:</u> Artists evaluate what they make, and talking about art is one way to do this.	experience and knowledge. <u>Knowledge of Artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print. <u>Evaluating and Analysing:</u> People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their	How to use symbolism as a way to create imagery. How to combine imagery into unique compositions. How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. How to use charcoal to create chiaroscuro effects. <u>Knowledge of Artists:</u> 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. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Artists use art to tell stories about things that are important to them; looking at artworks from the past
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		suit what they want to make. <u>Evaluating and Analysing:</u> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.		accurately draw an object. How to create abstract compositions to draw more expressively. <u>Knowledge of Artists:</u> Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. <u>Evaluating and analysing:</u> People use art to help explain or teach things. People make art to explore big ideas, like death or nature.		own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Art can be a form of protest. <u>Evaluating and Analysing:</u> Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions.
<u>Key Vocabulary</u> EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6							
Artist, Bumpy, Chalk, Circle,	Pastel, Chalk, Texture,	Mark-making, Thick, Thin, Texture, Lines,	Texture, Line, Shading, Abstract,	Pattern, Observational	Composition, Retro-futurism, Futuristic,	Mark making, Expressive,	

Colours, Curved, Drawing, Feeling, Felt-tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Circle, Mark making, Observe, Wavy, Line, Vertical, Horizontal, Diagonal, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Dots, Lightly, Firmly, Shadow, Charcoal,	Charcoal, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina	Geometric, Organic, Shape, Object, Arrangement, Light, Dark, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Frame, Gestural, Expressive, Viewfinder	drawing, Shading, Shadow, three dimensional (3D), Abstract, Hatching, Cross-hatching, Tone, Composition, Viewfinder, Gradient, Proportion, Symmetry, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Collaborate, Collaboratively, Printmaking, Figurative, Monoprint, Block print, Contrast,	Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Printmaking, Evaluate, Revisit, Develop	Composition, Tone, Imagery, Maya, Mayan, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tonal, Impact, Audience
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Painting and Mixed Media

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and	<u>Colour Splash</u> Exploring colour mixing through paint play, children use a range of tools and work on different	<u>Life in Colour</u> Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and	<u>Prehistoric painting</u> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	<u>Light and Dark</u> Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn	<u>Portraits</u> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-	<u>Artist Study</u> Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in

that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures. <u>Physical Development:</u> ELG: Begin to show accuracy and care when drawing. <u>Expressive Arts and Design:</u> Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools	surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns. Key Skills: <u>Generating Ideas:</u> Exploring their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. <u>Making Skills:</u> 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. Evaluating and Analysing: Describe and compare features of their	create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. Key Skills: <u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Making Skills:</u> 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.	Key Skills: <u>Generating ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <u>Using Sketchbooks:</u> 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. <u>Making Skills:</u> Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently use a range of materials and tools, selecting and using these appropriately with more independence.	about composition and plan their own still life to paint, applying chosen techniques. Key Skills: <u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <u>Making Skills:</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an	portraits in mixed-media. Key Skills: <u>Generating ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <u>Using Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <u>Making Skills:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects.	sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. Key Skills: <u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <u>Using Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <u>Making Skills:</u> 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.
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and techniques, experimenting with colour, design, texture, form and function. <u>Characteristics of Effective Learning:</u> Playing and Exploring.	own and other's artwork. <u>Evaluating and Analysing:</u> 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.	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. <u>Knowledge of Artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <u>Evaluating and analysing:</u> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in	<u>Knowledge of Artists:</u> 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. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. <u>Evaluating and Analysing:</u> 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. Discuss and begin to interpret meaning	awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <u>Knowledge of Artists:</u> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. <u>Evaluating and Analysing:</u> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <u>Knowledge of Artists:</u> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. <u>Evaluating and Analysing:</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.	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. <u>Knowledge of Artists:</u> 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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. <u>Evaluating and Analysing:</u> Give reasoned evaluations of their own and others' work which takes account of context and intention.
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		and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	and purpose of artwork, understanding how artists can use art to communicate.	of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Discuss how art is sometimes used to communicate social, political, or environmental views. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Key Knowledge						
<u>Learning Objectives</u> To explore paint through finger painting. To create natural paintbrushes using found objects. To respond to music through the medium of painting. To make child-led colleges using mixed media. To create landscape	<u>Formal Elements:</u> Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: - Red + Yellow = orange - Red + Blue = purple - Blue and Yellow = green	<u>Formal Elements:</u> Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Texture: Collage materials can be	<u>Formal Elements:</u> Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Shape: Negative shapes show that space around and between objects. Line: Using different tools or using the same tool in different ways can create different types of lines. Texture: Texture in an artwork can be real (what the	<u>Formal Elements:</u> Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create	<u>Formal Elements:</u> Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to add expressive detail to art works, for example, Chila Kumari Singh Burman, using small everyday objects to add detail to sculptures. Tone: Tone can help show the foreground	<u>Formal Elements:</u> Colour: Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: 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

	colleges inspired by the work of Megan Coyle. To create a large piece of group artwork based around fireworks.	Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Tone: Know that changing the amount of primary colours mixed affects the shade of the secondary colour produced. <u>Making Skills:</u> How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours.	chosen to represent real-life textures. Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: patterns can be used to add detail to an artwork. Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours. <u>Making Skills:</u> How to mix a variety of shades of a secondary colour.	surface actually feels like) or a surface can be made to appear textured. <u>Making Skills:</u> How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface. How to paint on a rough surface. How to make a negative and positive image. How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials. How to create different textures using different parts of a brush. How to use colour mixing to make natural colours. <u>Knowledge of Artists:</u>	contrast in an artwork. <u>Making Skills:</u> How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials. <u>Evaluating and Analysing:</u>	and background in an artwork. <u>Making Skills:</u> How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas. <u>Knowledge of Artists:</u>	repeated shapes within a composition. Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. <u>Making Skills:</u> How to use sketchbooks to research and present information. How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist. How to use different methods to analyse artwork such as drama, discussion and questioning. <u>Knowledge of Artists::</u> Artists can use symbols in their artwork to convey meaning. Art can be a form of protest.
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		How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <u>Evaluating and analysing:</u> Art is made in different ways. Art is made by all different kinds of people. Art is made in different ways. Art is made by all different kinds of people.	How to make textured paper to use in a collage. How to make choices about amounts of paint to use when mixing a colour. How to match colours seen around them. How to create texture using different painting tools. How to choose and shape collage materials e.g. cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance/ improve it. <u>Knowledge of Artists:</u> Some artists create art to make people aware of good things and bad things happening in the world around them.	Art from the past can give us clues about what it was like to live at that time. 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 make decisions about how their work will be displayed. <u>Evaluating and Analysing:</u> Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings.	How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials.	Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print. <u>Evaluating and Analysing:</u> People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.	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. Artists can use materials to respond to a feeling or idea in an abstract way. <u>Evaluating and Analysing:</u> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometime s people make art to express their views and opinions, which can be political or topical. People can have varying ideas about the value of art.
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			Art can be figurative or abstract. Artists try out different combinations of collage materials o create the effect they want. Art can be figurative or abstract. <u>Evaluating and Analysing:</u> People use art to tell stories. People make art to share their feelings. People make art about things that are important to them. People make art to share their feelings. People make art to help others understanding something.				Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.
<u>Key Vocabulary</u> EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6							
Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening,	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend,	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail,	Texture, Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric,	Texture, Portrait, Landscape, Shadow, Tint, Shade, Contrasting, Vivid, Muted, Formal,	Texture, Collage, Composition, Paint wash, Background, Continuous line drawing, Portrait, Self-portrait, Carbon	Abstract, Justify, Mixed media, Evaluation, Artist, Compositions, Medium,	

Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Print, Shape, Kaleidoscope, Texture, Space, Thick		Proportion, Smudging, Scaled-up, Sketch, Tone	Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	paper, Transfer, Printmaking, Monoprint, Mixed media, Multimedia, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Technique, Translate, Analyse, Meaning, Narrative, Interpret, Inference, Respond, Tableau, Convey, Compose, Thought-provoking
Sculpture and 3D						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using	<u>Paper Play</u> Creating simple 3D shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the	<u>Clay Houses</u> Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	<u>Abstract Shape and Space</u> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	<u>Mega Materials</u> Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures. Key Skills: <u>Generating Ideas:</u>	<u>Interactive Instillation</u> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. Key Skills: <u>Generating Ideas:</u>	<u>Making Memories</u> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning. Key Skills: <u>Generating Ideas:</u> Draw upon their experience of creative work and their

items they have found outdoors. <u>Physical Development:</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, coordination and agility. <u>Expressive Arts and Design:</u> ELG: Creating with materials: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois. Key Skills: <u>Generating Ideas:</u> Explore their own ideas using a range of media. <u>Using Sketchbooks:</u> Use sketchbooks to explore ideas. <u>Making Skills:</u> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways	Key Skills: <u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Using Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <u>Making Skills:</u> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <u>Knowledge of Artists:</u> Talk about art they have seen using some	Key Skills: <u>Generating Ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <u>Making Skills:</u> 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. <u>Knowledge of Artists:</u> Consider how to display artwork, understanding how artists consider their viewers and the impact on them. <u>Evaluating and Analysing:</u> Confidently explain their ideas and opinions about their	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <u>Knowledge of Artists:</u> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. <u>Evaluating and Analysing:</u>	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <u>Using Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <u>Making Skills:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. <u>Knowledge of Artists:</u> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the	research to develop their own starting points for creative outcomes. <u>Using Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <u>Making Skills:</u> 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. <u>Knowledge of Artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across
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	<u>Characteristics of Effective Learning:</u> Playing and Exploring.	to join and fix materials. <u>Evaluating and Analysing:</u> Describe and compare features of their own work and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. <u>Evaluating and Analysing:</u> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.	Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece.	cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. <u>Evaluating and Analysing:</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <u>Evaluating and Analysing:</u> Give reasoned evaluations of their own and others' work which takes account of context and intention. 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.
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							Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.
<u>Key Knowledge</u>							
<u>Learning Objectives:</u> To explore clay and its properties. To explore playdough and its properties. To create natural 3D	<u>Formal Elements:</u> Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that 3D art is called sculpture.	<u>Formal Elements:</u> Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on.	<u>Formal Elements:</u> Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or	<u>Formal Elements:</u> Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. <u>Making Skills:</u> How different tools can be used to	<u>Formal Elements:</u> Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. Form: The size and scale of three-dimensional artwork	<u>Formal Elements:</u> Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	

landscape pictures using found objects. To generate inspiration and conversation about sculpture art and artists.	Shape: Know paper can be shaped by cutting and folding it. <u>Making Skills:</u> How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls. <u>Knowledge of Artists:</u> Some artists are influenced by things happening around them.	Shape: Patterns can be made using shapes. <u>Making Skills:</u> How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay. <u>Knowledge of Artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.	geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art. <u>Making Skills:</u> How to join 2D shapes to make a 3D form How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing.	create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire. How to use their arm to draw 3D objects on a large scale. How to sculpt soap from a drawn design. How to smooth the surface of soap using water when carving. How to join wire to make shapes by twisting and looping pieces together. How to create a neat line in the wire by cutting and twisting the end onto the main piece. How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.	change the effect of the piece. <u>Making Skills:</u> How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display. <u>Knowledge of Artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology.	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. Pattern: 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. <u>Making Skills:</u> How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
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		Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. <u>Evaluating and Analysing:</u> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.	<u>Evaluating and Analysing:</u> 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.	How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping. How to add surface detail to a sculpture using colour or texture. Display sculpture. <u>Knowledge of Artists:</u> Artists make decisions about how their work will be displayed. <u>Evaluating and Analysing:</u> 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. People use art to tell stories and communicate. People make art for fun and to make the	How to try out different ways to display a 3D piece and choose the most effective. <u>Knowledge of Artists:</u> Art can communicate powerful statements about right and wrong. Artists can choose particular materials to communicate a message. <u>Evaluating and Analysing:</u> Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artists make work to explore right and wrong and to	How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. <u>Evaluating and Analysing:</u> Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as	How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms. <u>Knowledge of Artists:</u> Artists can use symbols in their artwork to convey meaning. 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. 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.
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				world a nicer place to be.	communicate their own beliefs. 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.	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.	Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <u>Evaluating and Analysing:</u> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.
<u>Key Vocabulary</u> EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6							
3D art, Bend, Clay, Chop, Collage, Cut, Evaluate,	Sculpture, Paper play Artist, Three-dimensional	Roll, Smooth, Flatten, Cut, Three-dimensional, Pinch pot, Thumb pot,	Sculpture, Three-dimensional, Sculptor, Negative space, Abstract	Sculpture, Three-dimensional (3D), Surface, Join, Abstract, Found	Three-dimensional, Interactive installation Display, Installation art, Mixed media, Features,	Sculpture, Making memories Expression, Self, Identity, Attribute,	

Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet	(3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, In relief, Detail, Impressing Shape, Clay houses	shape and space, Structure, Found objects, Abstract, Positive space	objects, Mega materials Visualisation, Ceramics, Two-dimensional (2D), Organic shape, Tone, Form, Carving, Model, Hollow, Figurative, Quarry, Texture, Pliers, Template, Secure, Mesh, Typography, Welding, Weaving	Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	Symbolic, Literal, Assemblage, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection
Craft and Design						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.	<u>Woven Wonders</u> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña. Key Skills: <u>Generating Ideas:</u>	<u>Map it Out</u> Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas,	<u>Ancient Egyptian Scrolls</u> Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'	<u>Fabric of Nature</u> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric. Key Skills: <u>Generating Ideas:</u>	<u>Architecture</u> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	<u>Photo Opportunity</u> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief. Key Skills: <u>Generating Ideas:</u>

<u>Physical Development:</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine motor skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>Expressive Arts and Design:</u> ELG: Creating with materials: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore their own ideas using a range of media. <u>Using Sketchbooks:</u> Use sketchbooks to explore ideas. <u>Making Skills:</u> 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. <u>Knowledge of Artists:</u> Describe similarities and differences between practices in Art	choosing the best to meet the brief. Key Skills: <u>Generating Ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Using Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. <u>Making Skills:</u> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <u>Knowledge of Artists:</u> Talk about art they have seen using some	Key Skills: <u>Generating Ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <u>Using Sketchbooks:</u> 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. <u>Making Skills:</u> 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	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <u>Making Skills:</u> 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. Use growing knowledge of different materials,	Key Skills: <u>Generating Ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <u>Using Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <u>Making Skills:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone,	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <u>Using Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <u>Making Skills:</u> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. <u>Knowledge of Artists:</u> 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.
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	<u>Characteristics of effective learning:</u> Playing and exploring. Active learning.	and design, eg between painting and sculpture, and link these to their own work. <u>Evaluating and Analysing:</u> 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.	appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. <u>Evaluating and Analysing:</u> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	tonal shading and starting to apply an understanding of shape to communicate form and proportion. <u>Knowledge of Artists:</u> 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. <u>Evaluating and Analysing:</u> 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. Discuss and begin to interpret the meaning and purpose	combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <u>Knowledge of Artists:</u> Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme. <u>Evaluating and Analysing:</u> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	texture, line, colour and form. <u>Knowledge of Artists:</u> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. <u>Evaluating and Analysing:</u> Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.	Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <u>Evaluating and Analysing:</u> Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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of artwork,
understanding how
artists can use art
to communicate.

Key Knowledge

Learning Objectives:
Develop confidence with scissor skills; exploring the differences when cutting a range of materials. Building small motor skills when threading a range of materials in different ways. Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use.

Formal Elements:
Form: know that 3D art is called sculpture.

Making Skills:
What materials can be cut, knotted, threaded or plaited.
How to wrap objects/shapes with wool.
How to measure a length.
How to tie a knot, thread and plait.
How to make a box loom.
How to join using knots.
How to weave with paper on a paper loom.

Formal Elements:
Form: That 'composition' means how things are arranged on the page.
Shape: Shapes can be organic (natural) and irregular.

Making Skills:
How to draw a map to illustrate a journey.
How to separate wool fibres ready to make felt.
How to lay wool fibres in opposite directions to make felt.
How to roll and squeeze the felt to make the fibres stick together.

Formal Elements:
Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).

Making Skills:
Layering materials in opposite directions make the handmade paper stronger.
How to use a sketchbook to research a subject using different techniques and materials to present ideas.
How to construct a new paper material using paper, water and glue.
How to use symbols to reflect both

Formal Elements:
Shape: How to use basic shapes to form more complex shapes and patterns.
Pattern: Patterns can be irregular and change in ways you wouldn't expect.
Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Tone: Using lighter and darker tints and

Formal Elements:
Shape: Shapes can be used to place the key elements in a composition.
Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.

Making Skills:
To know the steps to make a monoprint when a roller is sufficiently inked.
How to make an observational drawing of a house.
How to use shapes and measuring as methods to draw accurate proportions.

Formal Elements:
Colour: Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
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.
Pattern: 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.

Learning to fold, cut and curl paper to make colourful paper snakes. Refining drawing and colouring skills to create a design for a tissue paper flower. Using flower designs from the previous lesson to create colourful tissue paper flowers.	How to weave using a combination of materials. <u>Knowledge of Artists:</u> Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make. <u>Evaluating and Analysing:</u> Art is made in different ways. Art is made by all different kinds of people.	How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks. <u>Knowledge of Artists:</u> Art can be figurative or abstract.	literal and figurative ideas. How to produce and select an effective final design. How to make a scroll. How to make a zine. How to use a zine to present information. <u>Knowledge of Artists:</u> Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.	shades of a colour can create a 3D effect. <u>Making Skills:</u> To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings. How to draw small sections of one image to focus on colours and texture. How to develop observational drawings into shapes and patterns for design.	How to select a small section of a drawing to use as a print design. How to develop drawings further to use as a design for print. How to design a building that fits a specific brief. How to draw an idea in the style of an architect that is annotated to explain key features. How to draw from different views, such as a front or side elevation. How to use sketchbooks to research and present information about an artist. How to interpret an idea in into a design for a structure. <u>Knowledge of Artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other	<u>Making Skills:</u> To know how different materials can be used to produce photorealistic artwork. To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a photograph into a drawing.
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		An artist is someone who creates. Craft is making something creative and useful.	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'. <u>Evaluating and Analysing:</u> 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.	<u>Evaluating and Analysing:</u> Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.	How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece. <u>Knowledge of Artists:</u> Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes	times and cultures to create new artworks. Visual designs can represent big ideas like harmony with nature or peace. <u>Evaluating and Analysing:</u> Art, craft and design can be functional and affect human environments and experiences. People make art to portray ideas about identity. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help	<u>Knowledge of Artists:</u> Artists can use symbols in their artwork to convey meaning. 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. Artists take risks to try out ideas; this can lead to new techniques being developed. <u>Evaluating and Analysing:</u> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Art can be a digital art form, like photography.
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					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. <u>Evaluating and Analysing:</u> Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created Artists evaluate what they make, and talking about art is one way to do this.	improve what artists create.	People use art as a means to reflect on their unique characteristics. 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.
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Key Vocabulary

EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag	Thread, Art, Artist, Craft, Knot, Plait, Threading, Weaving, Warp, Weft, Loom	Design, Pattern, Imaginary, Inspired, Landmarks, Shape, Texture, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design brief, Evaluate	Pattern, Composition, Design, Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Shape, Colour, Scroll, Convey, Scale, Imagery, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	Design, Pattern, Inspiration, Rainforest, Imagery, Colour palette, Mood board, Theme, Designer, Texture, Develop, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	Design, Abstract, Composition, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built, environment, Observational drawing, Interpret, Form, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate	Composition, Image, Photomontage, Dada, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion
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EYFS Seasonal Crafts

Autumn Autumn wreaths Using natural items to create Autumnal wreaths.	Christmas Salt dough decorations Creating and decorating Christmas tree decorations.		Winter Threaded snowflakes Using threading skills to create snowflakes with pipe cleaners and beads.	Spring Sun catcher Collecting flower petals to create card suncatchers.	Easter Egg threading Threading coloured wool to create an egg pattern.	Summer Salt painting Creating bold paintings in salt and paint.
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

**Approach
to
assessment**

We track our children against the key skills and knowledge that we want our children to have learned and understood.

We use the Key Learning Statements to track our children's progress and identify any gaps in learning or understanding. Summative assessment tools on FFT tells us the percentage of objectives that the child has learned, remembered and understood and allows for analysis whole-class/school trends too.