

St Peter's VC Academy

Art & Design Curriculum



ST PETER'S
VC ACADEMY

Intent

Learning is a sacred endeavour.

The curriculum in a catholic school seeks to plummet the mysteries of the mind of God.



Art is a spiritual encounter, exposing the learner to a profound level of communication and expression which transcends the spoken word, it offers the artist and the

observer the opportunity to transcend, here and now. Through artistic expression, the learner is enabled to comment on profound social issues and spiritual experiences- offering a window to God's divine creation. Art, incorporating a wide variety of craft and design embodied some of the highest forms of human creativity.

Through our Kapow Art and design scheme of work, we aim to inspire our pupils and develop their confidence to experiment and invent their own works of art. It is designed to give pupils every opportunity to develop their ability, nurture their talent and interests and express their ideas and thoughts about the world. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape out history, and contribute to the culture, creativity and wealth of our nation.

At the end of Foundation at St Peter's

Pupils are taught -

- 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

At the end of KS1 at St Peter's

Pupils are taught -

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

At the end of KS2 at St Peter's

Pupils are 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.

Implementation

Pedagogy: How the Curriculum is Taught

At St. Peter's we deliver the Kapow Art scheme to ensure high quality art sessions are available for all of our children.

Kapow is designed with five strands that run throughout.

- Making skills
- Generating ideas
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating



The strands are revisited in every unit that the children work through which means they are building and developing these skills at every opportunity.

Our curriculum overview at St Peter's shows which of our units cover each of the National Curriculum attainment targets as well as the strands above.

Our progression of skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.



Art and Design Skills and Formal Elements

In our Art and design skills and our formal elements of art units, pupils have the opportunity to learn and practise skills discreetly. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Every Picture Tells a Story

Kapow Primary's Art and design curriculum develops pupil's knowledge and understanding of key artists and art movements through the 'Every picture tells a story' units and links to artists through practical work. The units fully scaffold and support essential and age-appropriate sequenced learning and are flexible enough to be adapted to form cross-curricular links with other subjects in the curriculum.

Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes - whilst still being knowledge-rich- are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Art lessons at St Peter's follow a structure of: a review of previous learning, new learning presented in small steps, guided and independent practice and finally a check for pupil understanding.



Use of Subject Specialists

Kapow's pupil videos (created by subject specialists) help pupils to see art techniques modelled by experts. This ensures that the delivery of Art at St Peter's VC Primary School is of the highest quality and provides the greatest chance for children to make good progress. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD – strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Art curriculum.

The children are also given opportunities to reflect upon and evaluate past and present work through using an 'Austin's Butterfly' approach. We hope that this critical feedback method will help build resilience and critical thinking of both their own work and their peers.

Impact

Assessment

At St. Peter's our Art curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. At St Peter's, the children are at the centre of their learning.

A multi-faceted approach to assessment

The impact of delivering Kapow Primary's scheme at St. Peter's means that art can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Each unit/study starts with a knowledge catcher and ends with a quiz to ascertain knowledge. In addition to this, assessment for learning takes place within every lesson through skilful use of questioning. We also use 'pupil voice' to support the evidence that pupils know and remember more over time.

Through the implementation and embedding of Kapow Primary's Art and design scheme, we hope that pupils will leave St Peter's RC Primary School equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

1. Produce creative work, exploring and recording their ideas and experiences.
2. Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
3. Evaluate and analyse creative works using subject-specific language.
4. Know about great artists and the historical and cultural development of their art.
5. Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Culture Capital

Enrichment and extracurricular Art events are an essential part of the St Peter's Art Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within Art:

- Trips to the local art gallery
- Arts Award

- Poster competitions (e.g. STEM and Eco Committee)
- Beach Schools
- Art club (Summer term)
- Children’s University
- Artist workshops

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership, a focus on developing all teachers’ subject knowledge and Art pedagogy. All staff benefit from implementing the high-quality planning resources provided by the Kapow scheme and amend them to meet the needs of all pupils. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

Free online courses are advertised when available through both Kapow and SP. ACD Visual Art Education.

Study Overview

	Autumn	Spring	Summer	Stand alone lessons
EYFS	<p>Marvellous Marks</p> <p>ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Fine Motor Skills> Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Paint my World</p> <p>ELG: Fine Motor Skills> Begin to show accuracy and care when drawing. ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Creating with materials> Share their creations, explaining the process they have used.</p>	<p>Creation Station</p> <p>ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Seasonal Crafts</p> <p>as and when relevant throughout the year.</p> <p>ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
KS1	<p>All Art studies in KS1 cover</p> <p>NC - Pupils are taught to use a range of materials creatively to design and make products.</p>			

	<p>Pupils use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Pupils learn 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.</p>			
Y1	Make your mark	Paper play	Colour splash	Woven wonders (Lesson 1, 2 and/or 3)
Y2	Map it out	Life in colour	Clay houses	Tell a story (Lesson 2, 4 and /or 5)
KS2	<p>All Art studies in KS2 cover</p> <p>NC - Pupils are 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.</p> <p>Pupils create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Pupils learn about great artists, architects and designers in history.</p>			
Y3	Prehistoric painting	Fabric of Nature	Abstract shape and space	Growing artists
Y4	Power Prints	Ancient Egyptian scrolls	Light and dark	Mega materials (Lesson 1, 2 and/or 5)
Y5	Interactive installation	I need space	Portraits	Architecture (Lesson 3, 4 and/or 5)
Y6	Photo opportunity	Make my voice heard	Making memories	Artist study (Lesson 1, 4 and/or 5)

Progression Skills

Drawing

	EYFS (Reception) <u>Marvellous marks</u>	Year 1 <u>Make your mark</u>	Year 2 <u>Tell a story</u>	Year 3 <u>Growing artists</u>
Generating ideas	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

	Year 4 <u>Power prints</u>	Year 5 <u>I need space</u>	Year 6 <u>Make my voice heard</u>
Generating ideas	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.
Sketchbooks	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>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Knowledge of artists	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</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.	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.
Evaluating and analysing	<p>Build a more complex vocabulary when discussing their own and others' art.</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>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>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

Painting and mixed media

	EYFS (Reception) <u>Paint my world</u>	Year 1 <u>Colour splash</u>	Year 2 <u>Life in colour</u>	Year 3 <u>Prehistoric painting</u>
Generating ideas	Explore different ways to use paint and a range of media according to their interests and ideas.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny, soft</i>.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how artworks may have been made.</p>
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>

	Year 4 <u>Light and dark</u>	Year 5 <u>Portraits</u>	Year 6 <u>Artist study</u>
Generating ideas	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.
Sketchbooks	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>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale.</p>
Knowledge of artists	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</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>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>
Evaluating and analysing	<p>Build a more complex vocabulary when discussing their own and others' art.</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>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>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

Sculpture & 3D

	EYFS (Reception) <u>Creation station</u>	Year 1 <u>Paper play</u>	Year 2 <u>Clay houses</u>	Year 3 <u>Abstract shape and space</u>
Generating ideas	Explore and play with clay and playdough to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	<p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p>Use their hands to manipulate a range of modelling materials, including paper and card..</p> <p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture..</p>	<p>Able to plan and think through the making process to create 3D forms.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Explore how shapes can be used to create abstract artworks in 3D.</p>
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p>
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>

	Year 4 <u>Mega materials</u>	Year 5 <u>Interactive installation</u>	Year 6 <u>Making memories</u>
Generating ideas	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.
Sketchbooks	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>Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>	<p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>
Knowledge of artists	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</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>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>
Evaluating and analysing	<p>Build a more complex vocabulary when discussing their own and others' art.</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>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>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

Craft & design

	EYFS (Reception) <u>Let's get crafty!</u>	Year 1 <u>Woven wonders</u>	Year 2 <u>Map it out</u>	Year 3 <u>Ancient Egyptian scrolls</u>
Generating ideas	Explore and play with a range of media to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique to make fibre art.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

	Year 4 <u>Fabric of nature</u>	Year 5 <u>Architecture</u>	Year 6 <u>Photo opportunity</u>
Generating ideas	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.
Sketchbooks	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>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>
Knowledge of artists	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</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.	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.
Evaluating and analysing	<p>Build a more complex vocabulary when discussing their own and others' art.</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>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>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

Progression Knowledge

	Year 1	Year 2
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

	Year 1	Year 2
Pattern	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>
Texture	<p>Know that texture means 'what something feels like'.</p> <p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</p>
Tone	<p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that 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.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms.</p>

	Year 3	Year 4	Year 5	Year 6
Pattern	<p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that 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>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that 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>To know that 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>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>

Lesson Sequence

EYFS

Marvellous Marks



- L1** - Mark making with wax crayons
- L2** - Mark making with felt tips.
- L3** - Mark making with chalk.
- L4** - Observational pencil drawing
- L5** - Drawing faces
- L6** - Drawing faces in colour.

Paint my world



- L1** - Finger painting
- L2** - Outdoor painting
- L3** - Painting to music
- L4** - Collage & transient art
- L5** - Landscape collage
- L6** - Group art

Creation Station



- L1** - Explore clay and its properties
- L2** - Explore playdough and its properties.
- L3** - 3D landscape art
- L4** - Designing animal sculptures
- L5** - Creating animal sculptures
- L6** - Painting animal sculptures

Y1

Make your mark



- L1** - Exploring line
- L2** - Explore lines and mark making to create water.
- L3** - Drawing with different media
- L4** - Mark making
- L5** - Drawing from observation

Paper Play



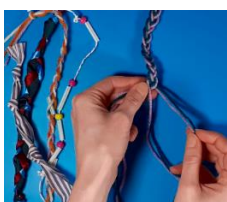
- L1** - Roll paper to make 3D structures.
- L2** - Shape paper to make 3D drawings.
- L3** - Apply paper shaping skills to make a sculpture.
- L4** - Work collaboratively to plan and make a giant spider sculpture.
- L5** - Apply painting skills when working in 3D.

Colour Splash



- L1** - Investigate how to make secondary colours.
- L2** - Apply knowledge of colour mixing when painting.
- L3** - Explore colour when printing.
- L4** - Experiment with paint mixing to make a range of secondary colours.
- L5** - Apply their painting skills when working in the style of an artist.

Additional Study - Woven Wonders



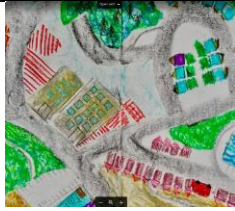
- L1** - Know that art can be made in different ways.
 - L2** - Choose, measure, arrange and fix materials.
- and/or
- L3** - Explore plaiting, threading and knotting techniques.

Y2

Map it out

Life in Colour

Clay houses



L1 - Investigate maps as a stimulus for drawing.
L2 – Create abstract maps.
L3 - Create collaborative artwork using felt.
L4 - Develop ideas and apply craft skills when printing.
L5 - Present artwork and evaluate it.

L1 - Develop knowledge of colour mixing.
L2 - know how texture can be created with paint.
L3 - explore texture and pattern.
L4 - Compose a collage
L5 - Evaluate and improve artwork.

L1 - Exploring clay.
L2 - Shape a pinch pot.
L3 - Use impressing and joining techniques to create a clay tile.
L4 - Plan a 3D model.
L5 - Make a 3D clay tile from a drawing.

Additional Study - Tell a Story



L2 -Explore and experiment with mark-making to create textures.

L3 -Develop observational drawing.

and/or

L5 - Develop illustrations to tell a story.

Y3

Prehistoric painting



Fabric of Nature



Abstract shape and space



L1 – Apply an understanding of prehistoric man-made art.
L2 – Understand and use scale to enlarge drawings in a different medium.
L3 – explore how natural products produce pigments to make different colours.
L4 – select and apply a range of painting techniques.
L5 – apply painting skills when creating a collaborative artwork.

L1 - Understand starting points in a design process.
L2 - Explore magnification and mark making to develop new imagery.
L3 - Explore using a textile technique to develop patterns.
L4 - Learn how to create a repeating pattern.
L5 - Understand how art is made for different purposes.

L1 - Join 2D shapes to make 3D structures.
L2 - Join materials in different ways when working in 3D.
L3 - Develop ideas for 3D artwork.
L4 - Apply knowledge of sculpture when working in 3D.
L5 - Evaluate and improve an artwork.

Additional Study – Growing artists



L1 - recognise how artists use shape in drawing.

L2 - Create tone in drawing by shading.

L4/5 - Observational botanical drawing and create abstract flowers.

Y4

Power Prints

Ancient Egyptian scrolls

Light and Dark



L1 - Draw using tone to create a 3D effect.
L2 - Explore proportion and tone when drawing.
L3 - Plan a composition for a mixed-media drawing.
L4 - Use shading techniques to create pattern and contrast.
L5 - Work collaboratively to develop drawings into prints.

L1 - Investigate the style, pattern and characteristics of Ancient Egyptian art.
L2 - Apply design skills inspired by the style of an ancient civilisation.
L3 - Apply understanding of ancient techniques to construct a new material.
L4 - Apply drawing and painting skills in the style of an ancient civilisation.
L5 - Apply an understanding of Egyptian art to develop a contemporary response.

L1 - Investigate different ways of applying paint. To mix tints and shades of a colour.
L2 - Use tints and shades to give a three-dimensional effect when painting.
L3 - Explore how paint can create very different effects.
L4 - Consider proportion and composition when planning a still-life painting.
L5 - Apply knowledge of colour mixing and painting techniques to create a finished piece.

Additional Study - Mega Materials



L1 -Develop ideas for 3D work through drawing and visualisation in 2D.
L2 -Use more complex techniques to shape materials.
 and/or
L5 - Choose and join a variety of materials to make sculpture.

Y5

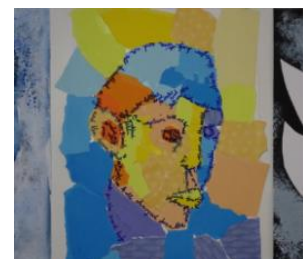
Interactive Installation



I Need Space



Portraits



L1 - Identify and compare features of art installations.
L2 - Investigate the effect of space and scale when creating 3D art.
L3 - Problem-solve when constructing 3D artworks.
L4 - Plan an installation that communicates an idea.
L5 - Apply their knowledge of installation art and develop ideas into a finished piece.

L1 - Explore the purpose and effect of imagery.
L2 - Understand and explore decision making in creative processes.
L3 - Develop drawn ideas through printmaking.
L4 - Test and develop ideas using sketchbooks.
L5 - Apply understanding of drawing processes to revisit and improve ideas.

L1 - Explore how a drawing can be developed.
L2 - Combine materials for effect.
L3 - Identify the features of self-portraits.
L4 - Develop ideas towards an outcome by experimenting with materials and techniques.
L5 - Apply knowledge and skills to create a mixed-media self-portrait.



Additional Study - Architecture

L3 -Apply an understanding of architecture to design a building.
L4 -Extend design ideas through research and sketchbook use.
and/or
L5 - Explore and evaluate the intention of a design.

Y6

Photo Opportunity



Make my Voice Heard



Making Memories



L1- Apply an understanding of composition to create an effective photomontage advertising poster.
L2- Apply an understanding of abstract art through photography.
L3- Demonstrate an understanding of design choices using digital photography techniques.
L4- Apply an understanding of photography to design and recreate a famous painting.
L5- Demonstrate observation and proportion to create art in a photorealistic style.

L1 - Explore expressive drawing techniques.
L2 - Consider how symbolism in art can convey meaning.
L3 - Apply understanding of the drawing technique chiaroscuro.
L4 - Evaluate the context and intention of street art.
L5 - Apply an understanding of impact and effect to create a powerful image.

L1 - Analyse how art can explore the concept of self.
L2 - Explore sculptural techniques.
L3 - Use creative experience to develop ideas and plan a sculpture.
L4 - Apply an understanding of materials and techniques to work in 3D.
L5 - Problem solve, evaluate and refine artwork to achieve a chosen outcome.

Additional Study - Artist study



L1 -Understand how to analyse a famous painting.
L4 -Apply interpretation skills to analyse and respond to an abstract painting
and/or
L5 - Understand how art can tell stories or portray messages.