



'Roots to Grow and Wings to Fly'

Curriculum Progression Document

Art & Design

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Curriculum Intent

Intent - At St. Bartholomew's CE First School we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Art contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables children to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values.

The focus of Art and Design at St. Bartholomew's is in developing proficiency in drawing, painting, and understanding sculpture, printing, textiles and collage with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape & 3D form) will be developed through carefully thought out sequences of lessons and experiences derived from an accessible and engaging curriculum which will enable all children to reach their full potential. Furthermore, the art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history. This in turn will help our children to become world citizens with an understanding of how art impacts and enhances societies and our surroundings.

Art in the Early Years Foundation Stage

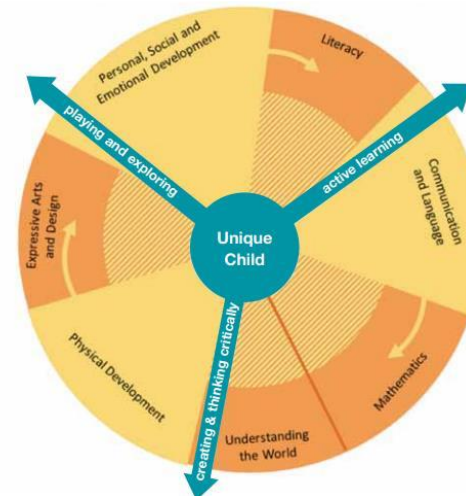
Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The following link to the teaching and learning of Design Technology in our EYFS:

ELG 16: Expressive arts and design: Exploring and using media and materials

Children at the expected level of development will:

- Children sing songs, make music and dance, and experiment with ways of changing them.
- Children safely use and explore a variety of materials, tools and techniques.
- They experiment with colour, design, texture, form and function.

EELG 16: Expressive arts and design: Being imaginative

Children at the expected level of development will:

- Children use what they have learnt about media and materials in original ways.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 YEAR D (2023-24)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Maps and beyond	Invaders and Raiders	Feeling hot, hot, hot	Crewkerne through the ages	Water, Water Everywhere	Going for gold	
Creating with Materials	Drawing To draw portraits of themselves. To name <u>colours</u>	Mechanisms (DT) To use a needle and thread to make a Poppy.	Painting and Printing To use <u>stylofoam</u> to make a leaf print.	Food (DT) To follow a simple recipe to make a	Collage and Textiles To know which <u>prime colours</u> you	Structures (DT) To use junk modelling to create a	<i>Safely use and explore a variety of materials tools and techniques, experimenting</i>

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<p>To experiment with mixing <u>colours</u></p> <p>To create simple representations of people and objects</p> <p>To draw and <u>colour</u> with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (<u>Glue Stick</u>)</p> <p>To know how to work safely and hygienically</p>	<p>To use <u>colours</u> for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA</u>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<u>spoons, cups</u>)</p> <p>To use some cooking techniques (<u>spreading, cutting, threading, coring</u>) – <u>Sandwiches, Fruit Kebab</u></p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA, Masking Tape, Tape</u>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<u>spoons, cups</u>)</p> <p>To use some cooking techniques (<u>spreading, cutting, threading, coring, mixing</u>) <u>Sandwiches, Fruit Kebab, Biscuits</u></p>	<p>sweet treat.</p> <p>To use natural objects to make a piece of art (<u>Andy Goldsworthy</u>)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA, Masking Tape, Split Pins</u>)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely</p>	<p>mix together to make secondary <u>colours</u></p> <p>To plan what they are going to make (<u>cooking, wood work, construction,</u></p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p>	<p>structure.</p> <p>To know how to join <u>materials</u> together.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists <u>?????????</u></p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p>	<p>with <u>colour, design, texture, form and function.</u> <u>Share their creations, explaining the process they have used.</u> <u>Make use of props and materials when role playing characters in narratives and stories.</u></p>
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'Roots to Grow and Wings to Fly'

<p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting)</p>		<p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some</p>		<p>To adapt work where necessary.</p> <p>To use non-statutory measures (spoons, cups)</p>	
<p>– Sandwiches</p> <p>To use different construction materials</p>			<p>cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p> <p>Sandwiches,</p> <p>Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p>			

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<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem/ song at the Christmas concert.</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To join in with whole school singing worships.</p>	<p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>To join in with whole school singing</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing worships.</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p> <p>To join in with whole school singing worships.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
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KS1 YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Over the hills and far away	Lest we forget	From Crewkerne to the rainforest	Sweet like Chocolate	Reduce, Reuse, Recycle	Pyramids, Mummies and Tombs	
Creating with Materials	<p>Drawing To draw portraits of themselves.</p> <p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p>	<p>Textiles To use a needle and thread to make a Poppy.</p> <p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) –</p>	<p>Painting and Printing To use stylofoam to make a leaf print.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p>	<p>Food To follow a simple recipe to make a sweet treat.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p>	<p>Sculpture To use recycling to make plant pots and sculptures for the outside space.</p> <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p>	<p>Mechanisms To make a sand buggy.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists ?????????</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p>	Sandwiches, Fruit Kebab	<p>Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p> <p>Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p>	<p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p> <p>Sandwiches, Fruit Kebab, Biscuits, Salads</p>		
<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p>	<p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs,</p>

	<p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To begin to create costumes and resources for role play</p>	<p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>	<p>rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
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Art and the National Curriculum: Key Stage One

Pupils should be taught:

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

Art and the National Curriculum: Key Stage Two

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

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Whole School Programme of Study

Year C = 2022 – 2023

'Roots to Grow and Wings to Fly'

KS2 YEAR C (2022-23)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Over the hills and far away	From Crewkerne to the rainforest	Reduce, Reuse, Recycle
KS1	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Sculpture Experiment and create The legacy of art and artists
KS2	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Sculpture Experiment and create The legacy of art and artists
KS1 YEAR D (2023-24)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Making a mark	Feeling hot, hot, hot	Water, Water Everywhere
KS1	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Collage and Textiles Experiment and create The legacy of art and artists
KS2	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Collage and Textiles Experiment and create The legacy of art and artists

KS2 YEAR D (2023-24)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Space and Beyond	Feeling hot, hot, hot	Water, Water Everywhere
KS1	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Collage and Textiles Experiment and create The legacy of art and artists
KS2	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Collage and Textiles Experiment and create The legacy of art and artists

KS2 YEAR A (2024-25)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Everyone Needs Good Neighbours	We Are United	Our extreme wild world
KS1	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Sculpture Experiment and create The legacy of art and artists
KS2	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Sculpture Experiment and create The legacy of art and artists

KS2 YEAR B (2025-26)	AUTUMN 1	SPRING 1	SUMMER 1
THEME	Oh the places you'll go!	All At Sea	The Americas
KS1	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Collage and Textiles Experiment and create The legacy of art and artists
KS2	Drawing Experiment and create The legacy of art and artists	Painting and Printing Experiment and create The legacy of art and artists	Collage and Textiles Experiment and create The legacy of art and artists

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Reasoning Behind our Art Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
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STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
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Art Vocabulary

EYFS:

DRAWING:

Artist, Bumpy, Chalk, Circle, 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.

PAINTING:

Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe.

SCULPTURE & 3D:

3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet

COLLAGE & TEXTILES:

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

KS1:

DRAWING:

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk, Crosshatching , Blending Sketch

PAINTING:

Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick, Detail, Overlap

SCULPTURE & 3D:

Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine, Ceramic, Glaze, Join, Slip, Score, Surface

COLLAGE & TEXTILES:

Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom, Felt, Fibre, Abstract, Composition

LKS2:

DRAWING:

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print

PAINTING:

Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone, Dabbing paint, Stippling paint, Paint wash, Pointillism

SCULPTURE & 3D:

Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space, Model, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving

COLLAGE & TEXTILES:

Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform, Repeat.

UKS2:

DRAWING:

Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop

PAINTING:

Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium

SCULPTURE & 3D:

Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive

COLLAGE & TEXTILES:

Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate

Progression in Art

	Year 1	Year 2	Lower KS2	UKS2
Experiment invent and create	To explore a range of materials	To use a range of materials creatively to design and make products	To develop my control and use of materials	To use a range of materials with precision and proficiency
	To explore ideas from my own imagination	To use different techniques to develop and share my ideas, experiences and imagination	To develop my creativity and experimentation	To produce creative work through exploring ideas and recording my experiences
	To explore some simple techniques including colour and shape	To develop a wide range of art and design techniques (using colour, pattern, texture, line, shape, form and space)	To explore different techniques and the effects they have on my work	To use a range of art and design techniques with precision, proficiency and control
	To think about what I want to create before I start	To develop my ideas for my art work over several pieces	To create sketch books to record my observations	To use my sketch book to review and evaluate my work
	To say what I think about my own and other's work	To make links between the work and techniques of artists and my own	To explain how my work reflects a particular practice or discipline	To evaluate and analyse creative works using the language of art, craft and design
	To imitate a particular style	To use pieces as inspiration for my own work	To create work which shows the influence of pieces I have studied	To create original pieces that show a range of influences combined in a harmonious way

	Year 1	Year 2	LKS2	UKS2
The legacy of art and artists	To study the work of a famous artist	To know the work of a range of artists, craft makers and designers	To have studied artists and looked for themes across their work	To know about great artists, craft makers and designers
	To study art from a different culture	To compare the work of artists and describe the differences and similarities	To learn about great artists, architects and designers in history	To know and understand the historical and cultural development of different art forms
	To say what I have done to match a particular style or discipline	To describe the differences and similarities between different practices and disciplines	To have studied a range of techniques from different times and cultures	To show an increasing awareness of different kinds of art craft and design

	Drawing	Painting	General Art Skills (ongoing)
<u>EYFS</u>	<p>Experiment with a variety of drawing tools such as fingers, pencils, crayons, chalk, felt tips.</p> <ul style="list-style-type: none"> · Draw on different surfaces and types and colours of paper. · Produce lines of different thicknesses. · Start to produce different patterns and shapes from observation and imaginations. 	<ul style="list-style-type: none"> · Name the primary colours. · Investigate the effects when colours are mixed. · Explore painting on different surfaces (painting with mud on trees, rolls of textured wallpaper for handprints etc.) · Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers. 	<ul style="list-style-type: none"> · Look at and talk about what I have produced. · Describe simple techniques and media used.
<u>KS1</u>	<ul style="list-style-type: none"> · Experiment with a greater variety of drawing tools such as rubbers, charcoal, ballpoint pen, pastels. · Investigate developing a range of tones using pencils, pastels or charcoal. · Use dots and lines to demonstrate pattern and texture. · Draw lines, patterns and shapes from observation and imagination on different surfaces. · Observe and draw landscapes. · Observe anatomy (faces, limbs). 	<ul style="list-style-type: none"> · Name the secondary colours and know how to create them. · Create a colour wheel independently. · Create different tints (adding white) and shades (adding black) and describe them – e.g. sunshine yellow, pale blue, flame red, bright orange etc. · Spread and apply paint to make a background. · Work on different scales – beginning to select appropriately sized paintbrushes. · Create textured paint by adding sand, sawdust, flour etc. 	<ul style="list-style-type: none"> · Know about the work of a range of artists, craft makers and designers from different times and cultures. · Describe simple similarities and differences between different artists, craft makers and designers work. · Start to make simple links between my own work and the work of artists. · Use own thoughts and feelings when responding to my own work and the work of others and the work of artists. · Identify what I might change in my current work or develop in future work; use my consideration of artist's work to identify what I might change in my current work.
<u>LKS2</u>	<ul style="list-style-type: none"> · Explore tone using different pencil grades – create a tonal ladder. · Use different grades of pencils to show line, tone and texture. · Produce an expanding range of patterns and textures, increasing in levels of detail, using a range of implements. · Explore a variety of drawing techniques such as hatching, scribbling, stippling and blending. · Use shading to show light and shadow effects. · Show an awareness of space when drawing. · Draw familiar items from different viewpoints. 	<ul style="list-style-type: none"> · Mix and match colours to artefacts and objects. · Create tones (by adding different greys) for the primary colours and name them - e.g. pink, burgundy, mint green, navy blue etc. · Begin to understand how to create the tertiary colours. · Understand that the representation of colour can be used to express emotions. · Work on different scales – independently selecting appropriately sized paintbrushes. · Develop wash techniques using water colours. 	<ul style="list-style-type: none"> · Know about the work of a range of artists, craft makers and designers from different times and cultures. · Identify different art forms and elements of art. · Make a range of links between my own work, the work of others and the work of artists using knowledge and understanding of art forms, elements of art and artistic techniques. · Record and explore ideas in a variety of ways.

	<ul style="list-style-type: none"> · Create drawings, concentrating on proportion. 	<ul style="list-style-type: none"> · Experiment with textured paint by adding sand, sawdust, pencil shavings etc. · Create different effects by using a variety of tools and techniques such as dots, scratches, splashes and applying paint in layers. 	<ul style="list-style-type: none"> · Review and revisit ideas; use my consideration of artist's work to improve my own work. · Record my thoughts and feelings when responding to own work, the work of others and the work of artists.
<u>UKS2</u>	<ul style="list-style-type: none"> · Explore the potential properties of the visual elements line, tone, pattern, form, colour and shape · Work in a sustained and independent way from observation, experience and imagination · Show an awareness of space and begin to understand perspective when drawing using a single focal point and a horizon. · Use a variety of source material for their work e.g. still life, photography · Draw familiar things from different viewpoints and angles. <p>Show knowledge of the correct proportions and layout of the human face and figure.</p> <ul style="list-style-type: none"> · Use a range of dry media to make different marks, lines and shapes within a drawing e.g. pencils, crayons, pastels and chalks, different thicknesses of charcoal and ball point pens. · Use a range of materials to produce tone and shade, show experience in creating tonal contrast and select different techniques for different purposes eg shading or hatching · Colour mix with colouring pencils to create a wide tonal range within their work 	<ul style="list-style-type: none"> · Explore the potential properties of the visual elements line, tone, pattern, form, colour and shape. · Create imaginative work from a variety of sources. · Work on preliminary studies to test media and materials. · Demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours. 	<ul style="list-style-type: none"> · Securely know about the work of a range of artists, craft makers and designers from different times and cultures. · Develop their techniques, including their control and their use of materials, with creativity and experimentation. · Communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. · Use alternative sources for artistic idea such as music, stories and artefacts to develop ideas for work. · Consider how work might be developed in the future, evaluating and discussing in depth.

Printing

Collage

Textiles

3D Work

'Roots to Grow and Wings to Fly'

EYFS	<ul style="list-style-type: none"> · Enjoy taking rubbings of bricks, leaves, coins, concrete etc. · Experiment printing with a range of everyday objects. · Develop simple printing patterns. · Use a stencil to create a picture. 	<ul style="list-style-type: none"> · Create own fabric by weaving materials e.g. ribbon through the railings, grass through twigs etc. · Complete a fabric collage by layering fabrics. · Experiment with simple stitch work. 	<ul style="list-style-type: none"> · Create images from a variety of media e.g. photocopies, tissue paper, foil, magazines, fabric. 	<ul style="list-style-type: none"> · Enjoy using a range of malleable media such as Papier Mache, salt dough, playdough. · Impress and apply simple decorations. · Cut shapes using a cutting knife. · Create a sculpture using natural or recycled materials.
KS1	<ul style="list-style-type: none"> · Print with a range of hard and soft materials, e.g. corks, sponge, vegetables. · Create a simple mono-print (apply printing ink to a surface, draw into the ink and take a print). · Create repeated patterns using print. · Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. · Replicate print from the environment 	<ul style="list-style-type: none"> · Begin to identify, discuss and compare different forms of textiles. · Cut and shape fabrics using scissors. · Have a go at threading a needle and sewing two pieces of material together. · Apply shapes using glue. · Weave paper 	<ul style="list-style-type: none"> · Collect, sort and group materials according to texture, colour, pattern etc. · Arrange and glue materials to different backgrounds. · Fold and crumple paper to create different textures. · Experiment creating and using different shapes. 	<ul style="list-style-type: none"> · Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. · Shape and model materials for a purpose e.g. a pot, tile etc. · Impress materials and apply simple decorations adding pattern and texture. · Manipulate materials in a variety of ways such as rolling, cutting and pinching. · Compare and recreate form and shape of natural and man-made sculptures.
LKS2	<ul style="list-style-type: none"> · Create simple printing blocks (adding string shapes or pieces of wood to corrugated cardboard). · Create a simple polystyrene printing tile. · Combine prints taken from different objects to produce an end piece. · Print with 2 colour overlays. · Replicates patterns observed in natural or built environments. · Produce patterns and shapes based on the study of cultural influences using geometric shapes and lines 	<ul style="list-style-type: none"> · Develop a running stitch and cross stitch. · Add shapes to fabrics by stitching. · Investigate using resist tape and dying fabric. · Change and modify threads by splitting, fraying, twisting, plaiting, fringing, knotting etc. · Add texture to textiles by adding decoration (beads, buttons, sequin etc.) 	<ul style="list-style-type: none"> · Fold, crumple, tear and overlap a variety of papers to create texture and form. · Use complimentary and contrasting colours for effect. 	<ul style="list-style-type: none"> · Show an awareness of texture, form and shape by recreating an image in 3D form. · Join two pieces of clay together. · Construct a simple clay base for extending and modelling other shapes. · Create larger pottery by using slab, pinch or coil techniques. · Add texture to sculptures by using tools. · Add materials to sculptures to create detail.

UKS2	<ul style="list-style-type: none">· Print with 2 colour overlays. Create a print by carving vinyl.· Understand the terms negative and positive space in printing.· Produce patterns and shapes based on the study of cultural influences using geometric shapes and lines.· Understanding the history and cultural significance behind the design.	<ul style="list-style-type: none">· Use a range of media to create collage. Extend their work within a specified technique.· Add texture to textiles by adding decoration (beads, buttons, sequin etc.)	<ul style="list-style-type: none">· Use a range of material to create collage.· Fold, crumple, tear and overlap a variety of papers to create texture and form.· Use complimentary and contrasting colours for effect.· Extend their work within a specified technique.· Join fabrics in different ways, including stitching· Use coiling, tessellation, mosaic and montage.	<ul style="list-style-type: none">· Securely understand texture and form and shape.· Describe the different qualities involved in modelling, sculpture and construction.· Use recycled, natural and man-made materials to create a sculpture.· Plan a sculpture through drawing and preparatory work.
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What will Art look like in the classroom?

Strategies for Art

1. Teaching methods reflect a balance between individual, small group and whole class organisation.
2. There is a balance between teacher directed and child centred experiences.
3. Our approach is to combine the teaching of skills and themes and to draw links with other subjects wherever possible.
4. A wide variety of resources are available to all children to stimulate ideas for practical work.
5. Children must be responsible for their own careful clearing away at the end of a session

Reading in Art

Assessment

Assessment provides opportunities to give helpful and constructive comments with the aim of guiding children's development in Art and Design. Teacher assessment of children's attainment is a continuous process. Formative and summative assessments of the children's development can be based on teacher observations and monitoring of progress and should be linked to the framework of the Assessment, Marking and Record Keeping Policy. Pieces of work and photographic evidence are kept by the art co-ordinator and on the school ICT network.

	Autumn 1:					Spring 1:					Summer 1:				
	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary	Ideas	Making	Evaluating	Knowledge	Summary
Names:															

Early Years and Key Stage 1				
		Early Years	Year 1	Year 2
Skills		By the end of EYFS pupils should be able to:	By the end of Yr 1 pupils should be able to:	By the end of Yr 2 pupils should be able to:
Generating Ideas Skills of Designing & Developing Ideas		1. work purposefully responding to colours, shapes, materials etc. 2. create simple representations of people and other things	1. recognise that ideas can be expressed in artwork 2. experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)	1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experiences
Making Skills of Making Art, Craft and Design		3. work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials	3. work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials	3. deliberately choose to use particular techniques for a given purpose 4. develop and exercise some care and control over the range of

				materials they use. (for instance, they do not accept the first mark but seek to refine and improve)
Evaluating Skills of Judgement and Evaluation		5. recognise and describe key features of their own and others' work	5. Show interest in and describe what they think about the work of others	5. When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")
		By the end of EUFS pupils should show:	By the end of Yr 1 pupils should show:	By the end of Yr 2 pupils should show:
Knowledge and understanding Acquiring and applying knowledge to inform progress		6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing	6. how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. and be able to talk about the materials, techniques and processes they have used, using an

				appropriate vocabulary (for instance, they know the names of the tools and the colours they use)
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Lower Key Stage 2, Year 3 and Year 4				
		Year 3	Year 4	
Skills		By the end of Yr 3 pupils should be able to:	By the end of Yr 4 pupils should be able to:	
Generating Ideas Skills of Designing & Developing Ideas		1. gather and review information, references and resources related to their ideas and intentions. 2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	1. select and use relevant resources and references to develop their ideas. 2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)	
Making Skills of Making Art, Craft and Design		3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	3. investigate the nature and qualities of different materials and processes systematically. 4. apply the technical skills they are learning to improve the quality of their work. (for	

		4. select, and use appropriately, a variety of materials and techniques in order to create their own work.	instance, in painting they select and use different brushes for different purposes)
Evaluating Skills of Judgement and Evaluation		5. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)	5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
		By the end of Yr 3 pupils will know:	By the end of Yr 4 pupils will know:
Knowledge and understanding Acquiring and applying knowledge to inform progress		6. about and describe the work of some artists, craftspeople, architects and designers 7. and be able to explain how to use some of the tools and techniques they have chosen to work with.	6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

Upper Key Stage 2, Year 5 and Year 6			
		Year 5	Year 6
Skills		By the end of Yr 5 pupils should be able to:	By the end of Yr 6 pupils should be able to:
Generating Ideas Skills of Designing & Developing Ideas		<ol style="list-style-type: none"> 1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas 2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> 1. independently develop a range of ideas which show curiosity, imagination and originality 2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
Making Skills of Making Art, Craft and Design		<ol style="list-style-type: none"> 3. confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) 4. use their acquired technical expertise to make work which 	<ol style="list-style-type: none"> 3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 4. Independently select and effectively use relevant processes in order to create successful and finished work

	effectively reflects their ideas and intentions.	
Evaluating Skills of Judgement and Evaluation	5. regularly analyse and reflect on their progress taking account of what they hoped to achieve.	5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr 5 pupils will know:	By the end of Yr 6 pupils will know:
Knowledge and understanding Acquiring and applying knowledge to inform progress	6. research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 7. how to describe the processes they are using and how they hope to achieve high quality outcomes	6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.



SEN

Children of all ages and abilities are catered for within the framework of the QCA scheme. Those with special needs are provided with a programme of study related to their own needs wherever possible. Work is differentiated or children grouped in such a way as to allow each child to progress at their own rate or level.

Monitoring and review