

# Art and Design



## Curriculum Document

### **Intent Statement**

We want all children at Hartsfield to have the opportunity to produce creative and imaginative work, explore their ideas and record their experiences. They will also explore the work of others and develop their knowledge of famous artists, designers, and craft makers. Children will develop their skills and become confident in a variety of techniques including drawing, painting, sculpting as well as printing, textiles, and collage. Our lessons will offer children the opportunity to develop their skills across a series of lessons and across each key stage, develop their interest and ask questions about artwork and techniques that they are using and evaluate their own work and the work of others. Lessons will be engaging and allow children to experiment and develop their own artist styles - we want all children at Hartsfield to believe that they are artists. Children will work independently as well as create artwork collaboratively and on a range of scales. Art can be used a vehicle to develop personal, social, and emotional skills. Children with SEN will be supported by giving them additional support, adapting materials and equipment, and making reasonable adjustments on expectations depending on individual needs. PPG children will be supported by offering additional art clubs and by offering the books/resources where art can be viewed and explored, such as online art galleries.

### **Implementation Statement**

Our art curriculum is planned so our children can reach the progression milestones by the end of each key stage (see additional document). Lessons have been planned to develop techniques and use materials with creativity and experimentation. Themes have been chosen to either link to other subject areas, (often history where the children are able to bring their historical knowledge to the lessons) and other topics have been planned to create interest and curiosity and enable the children at Hartsfield to reflect on the art and design that has shaped our culture and the cultures and traditions of others around the world. Within each topic, lessons are planned to focus on a skilled area and skills will be progressed throughout the series of lessons. Across each key stage different topics, skills and techniques are either introduced or revisited. Skills and knowledge are then progressed with drawing being a focus within most topics covered. Teachers will be supported by the subject leader and relevant training will be given when necessary. An overview of the topics covered, and the skills and knowledge taught and developed can be found on the additional document.



## Whole School – Areas covered

	Drawing			Painting			Collage			Sculpture			Print			Textiles			Digital media			Artists/Architects		
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Year 1																								
Year 2																								
Year 3																								
Year 4																								
Year 5																								
Year 6																								

Digital media topics: \*Y4 Computing topic – We are Artists – Geometric shapes \*\*Y5 computing topic – We are Architects – Design topic

# Whole School -Art and Design Skills Progression

Learning Objectives	EYFS	KS1	LKS2	UKS2
Drawing	<p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> <p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Investigate a range of drawing media and the marks they can make – varying the thickness of lines.</p> <p>Use lines and dots to create patterns and texture.</p> <p>Record from observation.</p> <p>Use a mixed media (pencils, pens, pastels, chalk, felt tips) to create spirals and curves.</p>	<p>Use sketchbooks to experiment with line, tone and texture with different hardness of pencils.</p> <p>Show an awareness of space.</p> <p>Use different materials to draw (pen and wash techniques).</p>	<p>Use sketchbooks to develop mark making techniques. Focus on line, tone and texture with different hardness of pencils. Experiment with hatching, cross hatching, stippling, smudging, shadows and reflection, using different materials to draw (pencils, pens, charcoal).</p> <p>Create detailed observational drawings.</p> <p>Have an awareness of perspective and develop drawings demonstrating perspective by using a vanishing point.</p> <p>Use sketchbook on out of school visits to create detailed, observational drawing.</p>
Painting	<p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p>Explore how colour can be used to convey moods and emotions.</p> <p>Name primary and secondary colours and mix secondary and tertiary colours.</p>	<p>Use varied brushes techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours (watercolour and poster paint) effectively using the correct language, e.g. tint,</p>	<p>Experiment with varied brushes techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours (watercolour and poster paint) effectively using the correct language, e.g. tint,</p>

	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes, and cutlery.</li> </ul>	<p>Add white and black to mix tints to create abstract paintings.</p> <p>Experiment with watercolours and different brushes.</p>	<p>shade, primary and secondary.</p> <p>Create different textures and effects with paint.</p>	<p>shade, primary and secondary.</p> <p>Develop watercolour skills to create a wash and experiment with letting the watercolours bleed into each other. Practise building up layers of watercolour to create depth.</p> <p>Create different textures and effects with paint.</p>
Collage	<p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> </ul>	<p>Explore different types of paper and techniques – rolling/folding/twisting/curling/tearing</p> <p>Sort and arrange to create a collage using natural materials.</p> <p>Create silhouettes with painted backgrounds.</p>	<p>Select colours and materials to create effect, giving reasons for choice.</p> <p>Refine work as they go to ensure precision.</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p>	<p>Plan and design a collage.</p> <p>Add collage to a painted or printed background.</p> <p>Create and arrange accurate patterns and use a range of mixed media.</p>
Printing	<p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p>Create relief prints – demonstrating rolling, pressing and stamping.</p> <p>Create rubbings using wax crayons – focus on patterns and textures.</p>	<p>Create string and block prints – creating symmetrical and repeating patterns.</p>	<p>Design and plan screen print templates.</p> <p>Develop techniques in screen printing.</p>

	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>			
Textiles	<p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	Create weaving using paper – experiment with colour combinations.	Create Tye Dye experimenting with colours and different folding, wrapping, and tying techniques.	Create weaves (using different textures of wool) using a weaving loom to reflect the colours in the local environment.
Sculpture (3D)	<p><b>Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p>Create sculptures using recycled materials using papier mache.</p> <p>Create sculptures using paper.</p> <p>Use clay to create arches/winding river/wall shapes.</p>	<p>Use clay and Mod-Roc to practise joining techniques.</p> <p>Clay - Add materials (gems) to the sculpture to create detail. Use clay tools to add details.</p> <p>Mod roc – work collaboratively to create large scale death masks.</p>	<p>Use clay to create a vase. Use the coil method to create a large structure, ensuring the coils are joined effectively by smoothing.</p> <p>Create pinch pot to create a slip pot – use slip to attach handles to vase.</p>

	<b>Physical Development: Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	Create sculptures using natural materials and water to different create textures	Manipulate the mod roc to create different shapes and designs. Decorate with paint.	Use tools to add shape, texture and pattern.
Artists and Craftspeople	<b>Understanding the World: People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	<p>Describe the work of famous artists/crafts people.</p> <p>Express opinions on the work of famous artists/craftspeople</p> <p>Use the work of famous artists/craftspeople as inspiration for their own work and compare.</p> <p>Portrait artists. Piet Mondrian Mark Rothko Paul Klee Andy Goldsworthy Monet Van Gogh LS Lowry</p>	<p>Give opinions on the work of famous artists and refer to refer to techniques and effect.</p> <p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by famous artists.</p> <p>Amanda Levet Worldwide architects Henri Rousseau Viking art Egyptian art Indian inspired art Quintin Blake</p>	<p>Give detailed observations about notable artists' and designers' work.</p> <p>Offer facts about notable artists' and designers' lives. Maya crafts Peter Thorpe Fillipo Brunelleschi Masaccio Gustave Caillebotte Hans Vredeman de Vries Stefan Morrell Greek architecture David Hockney John Constable Vincent Van Gogh Contemporary landscape artists and photographers Local weaver Clarice Cliff Andy Warhol Lichtenstein Stone Age art Banksy</p>

## EYFS Art and Design- Learning Objectives and Knowledge Overview

	Autumn term	Spring term	Summer term
<b>Main Topic</b>	<ul style="list-style-type: none"> <li>Do you want to be my friend?</li> <li>Let's Celebrate!</li> </ul>	<ul style="list-style-type: none"> <li>Will you read me a story?</li> <li>Are we there yet?</li> </ul>	<ul style="list-style-type: none"> <li>All Creatures Great and Small</li> <li>Transitions</li> </ul>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>The Colour Monster</li> <li>Ruby's Worry</li> <li>Owl Babies</li> <li>Kippers Birthday</li> <li>Rama and Sita Diwali story</li> <li>Kippers Birthday</li> <li>The Nativity Story</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> <li>Cinderella</li> <li>The Three Little Pigs</li> <li>The Three Billy Goats Gruff</li> <li>The Chinese New Year Zodiac Story</li> <li>Man on the Moon</li> <li>Supertato</li> <li>The Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Tinga Tinga Tales</li> <li>What the Ladybird Heard</li> <li>Farmer Duck</li> <li>The Very Hungry Caterpillar</li> <li>What the Ladybird heard on Holiday</li> <li>Jack and the Beanstalk</li> </ul>
<b>Visits/Walks</b>	<ul style="list-style-type: none"> <li>Signs of Autumn walk</li> <li>Visit from fire brigade</li> <li>Signs of winter Walk</li> </ul>	<ul style="list-style-type: none"> <li>Library Visit</li> <li>Signs of Spring walk</li> <li>Local trip (walking distance)</li> </ul>	<ul style="list-style-type: none"> <li>Signs of Summer Walk</li> <li>School Trip</li> </ul>
<b>Weekly Topics</b>	<ul style="list-style-type: none"> <li>Settling in</li> <li>Fulltime</li> <li>Baseline</li> <li>Autumn</li> <li>Harvest</li> <li>Spooky Things</li> <li>Diwali Fireworks</li> <li>Potions</li> <li>Friends</li> <li>Light and Dark</li> <li>Christmas</li> <li>Panto Week</li> <li>Our Performance</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>The Three Little Pigs</li> <li>The Three Billy Goats Gruff</li> <li>Chinese New Year</li> <li>The Gingerbread man</li> <li>The Gruffalo</li> <li>Space</li> <li>Supertato</li> <li>Superheros</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Elmer</li> <li>Handa's Surprise</li> <li>Going to the Library</li> <li>Herrings Green</li> <li>The Queen's Jubilee</li> <li>Father's Day</li> <li>Sport's Week</li> <li></li> </ul>



<p><b>EAD</b> Expressive, Art and Design.</p>	<ul style="list-style-type: none"> <li>• <b>Role play experiences – based around familiar experiences</b></li> <li>• <b>Small world – seasonal/theme</b></li> <li>• <b>Introduce painting, collage and modelling. Simple colour mixing</b></li> </ul> <ul style="list-style-type: none"> <li>• Introducing different art skills E.g. Painting, collage etc.</li> <li>• Learn and join in with familiar and new songs.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role play experiences – book and fantasy inspired</b></li> <li>• <b>Small world – theme/book inspired</b></li> <li>• <b>Movement and music linked to events and children's interests</b></li> <li>• <b>Instruments – develop understanding and use of instruments</b></li> <li>• <b>Develop painting, collage and modelling skills. Explore texture and mixed media.</b></li> </ul> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music expressing their feelings and responses.</li> <li>• Sing in a group or on their own increasingly matching the pitch and following the melody.</li> <li>• Continue to develop story lines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role play experiences- preparing for year 1/children interests</b></li> <li>• <b>Small world – children interest</b></li> <li>• <b>Movement and music linked to events and children's interests</b></li> <li>• <b>Planning and creating for a purpose, adapting and evaluating.</b></li> </ul> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Continue to develop story lines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
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## Year 1 Art and Design- Learning Objectives and Knowledge Overview

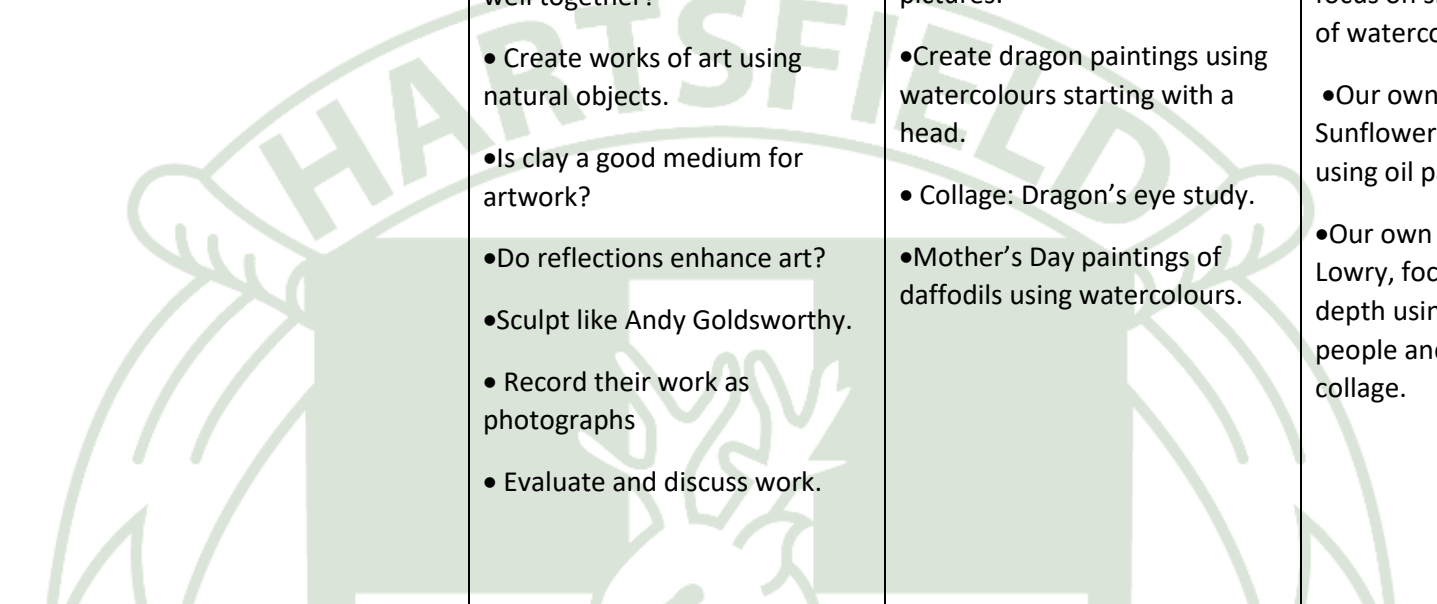
Art – Learning Objectives	Autumn	Spring	Summer
• to use a range of materials creatively to design and make products	Introduce	Revisit	Revisit
• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Introduce	Revisit	Revisit
• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Introduce	Revisit	Revisit
• 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.	Introduce	Revisit	Revisit
Art – Curriculum	Autumn	Spring	Summer
	<b>Self Portraits</b> <ul style="list-style-type: none"> <li>• Learn about the work of a range of portrait artists.</li> <li>• Explore mark making techniques using different media.</li> <li>• Think about how the use of colour can convey moods and emotions.</li> <li>• Draw their own self portrait.</li> <li>• Create their own digital self-portrait using meaningful objects.</li> </ul>	<b>Colour Chaos</b> <ul style="list-style-type: none"> <li>• Mix and use a range of secondary and tertiary colours, shades and tints.</li> <li>• Explore the work of key abstract artists.                             <ul style="list-style-type: none"> <li>-Mondrian</li> <li>-Rothko</li> <li>-Klee and Pollock</li> <li>-Delaunay</li> <li>-Kandinsky</li> </ul> </li> <li>• Create pieces in a range of abstract styles.</li> </ul>	<b>Paper Art</b> <ul style="list-style-type: none"> <li>• Explore different types of paper</li> <li>• Use paper to create a collage</li> <li>• Tissue paper to create a piece of artwork.</li> <li>• Use paper to create beads.</li> <li>• Use papier mâché to create a sculpture.</li> <li>• Create sculptures from paper</li> </ul>

## Year 1 Art and Design- Progression and Assessment

	Age Related Expectation	Greater Depth
<b>Developing ideas</b>	With the support of the teacher, suggested ideas are followed, visual information is collected and different methods are used.	Ideas are developed from familiar starting points. Some visual ideas are collected. Different methods are explored as ideas develop.
<b>Mastering techniques</b>		
- Drawing	With encouragement, some experimentation in altering thickness of lines. Patterns and texture are explored with the support of the teacher. Some experimentation with creating tones.	Different techniques are used to alter the thickness of lines. Dots and lines are used to show texture/pattern. Tones are successfully created in a number of ways.
- Painting	Some control developed when using different brushes. With support of the teacher, there is some awareness of how primary colours can be mixed to make secondary colours and tints and tones are created for specific purposes.	Effective results achieved by altering the size of brush used. The terms ' <i>primary and secondary colours</i> ' are understood and there is some effective colour mixing. The terms ' <i>tint and tone</i> ' are understood and effective experimentation in creating them.
- Collage	With support of the teacher, a range of materials are combined and materials are sorted. From a small selection, materials are mixed to create texture.	Some experimentation in combining different materials. Materials are sorted and arranged effectively. Some interesting mixtures of materials are used to create texture.
- Sculpture	With encouragement, a number of shapes are combined. With support, lines and texture are added.	Shapes are combined in interesting ways. Attempts at creating lines and texture.
- Print	With suggestions from the teacher, a number of objects are used to create prints. Awareness of different technique being used to make prints.	Objects are chosen, shaped and fashioned in order to make prints. Experimentation with different forms of printing which leads to some effective prints.
- Textiles	During structured activities, patterns are created with weaving and plaiting. With support, gluing and stitching are experienced.	Experimentation with weaving and plaiting to produce some effective patterns. Gluing textiles and some experimentation with stitching.
- Digital media	Experimentation using familiar tools, interesting pieces are created.	Thorough experimentation of new and familiar tools to create interesting pieces.
<b>Taking inspiration from the greats</b>	When supported by the teacher, some notable artists are named and their work described. Attempts are made to mimic the work of notable artists.	Notable artists can be named and their work described and explained. Some of the techniques used by notable artists are used to experiment with effects.

## Year 2 Art and Design- Learning Objectives and Knowledge Overview

Art – Learning Objectives	Autumn	Spring	Summer
• to use a range of materials creatively to design and make products	Revisit	Revisit	Revisit
• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Revisit	Revisit	Revisit
• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Revisit	Revisit	Revisit
• 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.	Revisit	Revisit	Revisit
Art - Curriculum	Autumn	Spring	Summer
	<b>Andy Goldsworthy</b> <ul style="list-style-type: none"> <li>•Who is Andy Goldsworthy?</li> <li>• Study the works of Andy Goldsworthy</li> <li>•Can you use natural materials to create your own Andy Goldsworthy picture?</li> </ul>	<b>Fire!</b> <ul style="list-style-type: none"> <li>•Mixing and creating variation to create fire colours</li> <li>• Observation of buildings (black and white). Collage using strips of black.</li> <li>• Silhouettes and outlines / negative spaces. Use to</li> </ul>	<b>Van Gogh, LS Lowry and Monet</b> <ul style="list-style-type: none"> <li>•Artist study for each artist, their background, styles, themes and inspiration. Our personal likes and dislikes – critique.</li> <li>•Our own art inspired by: The Japanese Garden</li> </ul>



	<ul style="list-style-type: none"> <li>• Do curves and spirals work well together?</li> <li>• Create works of art using natural objects.</li> <li>• Is clay a good medium for artwork?</li> <li>• Do reflections enhance art?</li> <li>• Sculpt like Andy Goldsworthy.</li> <li>• Record their work as photographs</li> <li>• Evaluate and discuss work.</li> </ul>	<p>complete London's Burning pictures.</p> <ul style="list-style-type: none"> <li>• Create dragon paintings using watercolours starting with a head.</li> <li>• Collage: Dragon's eye study.</li> <li>• Mother's Day paintings of daffodils using watercolours.</li> </ul>	<p>(Monet) using watercolours, focus on short brush strokes of watercolours.</p> <ul style="list-style-type: none"> <li>• Our own art inspired by: Sunflowers, focus on shading using oil pastels.</li> <li>• Our own art inspired by LS Lowry, focus on creating depth using different sizes of people and buildings using collage.</li> </ul>
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## Year 2 Art and Design- Progression and Assessment

	Age Related Expectation	Greater Depth
<b>Developing ideas</b>	Ideas are developed from familiar starting points. Some visual ideas are collected. Different methods are explored as ideas develop.	Ideas are quickly developed and explained. Ideas are explored enthusiastically and visual information is gathered and explained. Different methods are adopted as ideas develop and reasons are given for choices.
<b>Mastering techniques</b>		
- Drawing	Different techniques are used to alter the thickness of lines. Dots and lines are used to show texture/pattern. Tones are successfully created in a number of ways.	Wide variety of techniques using a number of different implements showing a good understanding of line. Good effects are created by mixing dots, lines and shading. Successful techniques used to create tone.
- Painting	Effective results achieved by altering the size of brush used. The terms ' <i>primary and secondary colours</i> ' are understood and there is some effective colour mixing. The terms ' <i>tint and tone</i> ' are understood and effective experimentation in creating them.	Good control and careful choice of brush size to produce striking effects. Primary and secondary colours are very effectively mixed. Reasons for choice of colour are explained and justified. Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
- Collage	Some experimentation in combining different materials. Materials are sorted and arranged effectively. Some interesting mixtures of materials are used to create texture.	Thoughtful combinations of materials are created. Some interesting criteria for sorting and arranging materials. The properties of materials are considered to choose materials and explain the textures they create.
- Sculpture	Shapes are combined in interesting ways. Attempts at creating lines and texture.	A range of interesting and sometimes unusual shape combinations are made and explained. Carefully chosen lines and textures are added for effect.
- Print	Objects are chosen, shaped and fashioned in order to make prints. Experimentation with different forms of printing which leads to some effective prints.	Materials are carefully selected to create shaped objects for printing. Ideas are suggested and reasons given for choosing different methods of printing. A wide range of effective prints are created.
- Textiles	Experimentation with weaving and plaiting to produce some effective patterns. Gluing textiles and some experimentation with stitching.	Interesting patterns are created through thoughtful experimentation with weaving and plaiting. Methods of joining materials are carefully chosen.
- Digital media	Thorough experimentation of new and familiar tools to create interesting pieces.	New tools and techniques are sought out to explore and create striking effects and pieces.
<b>Taking inspiration from the greats</b>	Notable artists can be named and their work described and explained. Some of the techniques used by notable artists are used to experiment with effects.	A number of notable artists and their distinctive qualities are known and explained. The techniques of notable artists are evident in a wide range of work and are justified and explained.

## Year 3 Art and Design-Learning Objectives and Knowledge Overview

Art – Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• to learn about great artists, architects and designers in history.</li> </ul>	Introduce	Revisit	Revisit
Art - Curriculum	Autumn	Spring	Summer
	<b>Famous Buildings</b> <ul style="list-style-type: none"> <li>• To learn about a great architect.</li> <li>• To explore a British national monument</li> <li>• To explore colour and pattern in the design of St Basil's Cathedral.</li> <li>• To use a range of materials to create a representation of a famous building.</li> <li>• To explore the design features of the Taj Mahal.</li> <li>• To be able to design a building for a particular purpose.</li> </ul>	<b>Henri Rousseau</b> <ul style="list-style-type: none"> <li>•To sketch jungle plants and trees using shading and observe patterns in nature.</li> <li>•To sketch jungle flowers using colour shading and observe patterns in nature.</li> <li>•To explore animal prints to observe patterns in nature.</li> <li>•To use different tools to create repeated patterns. (Snake scales).</li> <li>•To create a jungle picture using a range of techniques/materials.</li> </ul>	<b>Viking Art</b> <ul style="list-style-type: none"> <li>•To explore Viking art.</li> <li>•To be able to draw Viking patterns, learning techniques.</li> <li>•To be able to create a piece of Viking animal artwork observing past work.</li> <li>•To be able to accurately sketch a Viking dragon head and design a sculpture.</li> <li>•To be able sculpt using clay.</li> <li>•To be able decorate their sculpture.</li> </ul>



## Year 3 Art and Design - Progression and Assessment

	Age Related Expectation	Greater Depth
<b>Developing ideas</b>	With support of the teacher, ideas from the curriculum are developed and when prompted resources are collected. With encouragement ideas are tried and sometimes refined. There is some awareness of visual language.	Generally, ideas are generated from a variety of starting points. A good mix of sketches and other resources are collected to develop an idea. Ideas are generally adapted and refined throughout the process of creating a piece. Visual language is generally used correctly.
<b>Mastering techniques</b>		
- Drawing	With support of the teacher, there is some experimentation with different hardness of pencils to create effects and ideas are explained. When guided, some control of a pencil is shown when sketching. With the support of the teacher, shading is beginning to be used to show light and shadow. During supported activities hatching and cross hatching are used	Different lines, tones and textures are created by selecting different hardness of pencils. There is growing control of pencils when sketching. When reminded, sketches are annotated to explain ideas. Shading shows lights and shadow. Generally, texture is created by hatching and cross-hatching.
- Painting	There is some experimentation with brush techniques. With support, colour mixing is effective. During structured activities, backgrounds are created first and detail later. There is an awareness that mood may be created with colour.	Brush techniques are explored to create different effects. Colours are mixed effectively. Generally, backgrounds are created first before adding detail and moods are created by altering the colour palette used.
- Collage	Some experimentation with the arrangement of materials. Work shows some precision.	Generally, a range of materials are selected for effect. Work shows growing precision.
- Sculpture	With guidance, shapes are combined to create recognisable forms. There is some attempt to add detail.	Generally, shapes are combined to create specific forms. Some effective details provide interesting effects.
- Print	There is some experimentation with print layers. With support, print blocks are constructed and repeating patterns are made.	Generally, interesting effects by combining colours and layers. When reminded, a number of techniques for using block prints are used. Generally, repeating patterns are precise.
- Textiles	With supplied templates, and support from the teacher, textiles are shaped and then stitched. With the support of the teacher, back and cross stitch are used. There is some participation in dyeing fabric.	Generally, templates are created and textiles shaped effectively. Some independent stitching. Growing level of accomplishment in the use of basic back and cross stitch. Some experimentation with dyeing fabric.
- Digital media	With support, images, video and sound are combined.	There is some experimentation with and explanations of combining images, video and sound.



**Taking inspiration  
from the greats**

Attempts are made to replicate the techniques of notable artists. There is some evidence of pieces influenced by the work of notable artists.

Some techniques of notable artists are replicated with growing accomplishment. A number of ideas are developed that show a clear influence by the work of notable artists.



## Year 4 Art and Design- Learning Objectives and Knowledge Overview

Art – Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• to learn about great artists, architects and designers in history.</li> </ul>	Introduce	Revisit	Revisit
Art - Curriculum	Autumn	Spring	Summer
	<b>Egyptian Art</b> <ul style="list-style-type: none"> <li>•Make observational drawings using artefacts and images from the Egyptian Times.</li> <li>•Make a pencil drawing of a hieroglyph of their name.</li> <li>•Use a fine paintbrush accurately of a hieroglyph of their name</li> <li>•Design an Egyptian death mask</li> <li>•Make a Mod Roc Egyptian death mask</li> <li>•Evaluate art work from the topic</li> </ul>	<b>India</b> <ul style="list-style-type: none"> <li>•Produce a symmetrical Rangoli pattern.</li> <li>•Study geometric work of Matisse and create a collaborative design in the style of his work.</li> <li>•Use computer software to reproduce a Matisse 'cut out' design.</li> <li>•Rangoli print art.</li> <li>•Create a detailed sketch and watercolour of the Taj Mahal</li> <li>•Evaluate the three collages produced so far.</li> </ul>	<b>The Green Ship</b> <ul style="list-style-type: none"> <li>•Copy a Quentin Blake illustration in pen and wash</li> <li>•Skill- building layers of watercolour.</li> <li>•Learn about how Quentin Blake decided on his illustrations for The Green Ship</li> <li>•Work collaboratively to produce whole class illustration based on The Green Ship</li> <li>•Learn about the work of an illustrator of children's books- Martin Impey</li> <li>•Evaluate the artwork produced so far.</li> </ul>

## Year 4 Art and Design- Progression and Assessment

	Age Related Expectation	Greater Depth
<b>Developing ideas</b>	Generally, ideas are generated from a variety of starting points. A good mix of sketches and other resources are collected to develop an idea. Ideas are generally adapted and refined throughout the process of creating a piece. Visual language is generally used correctly.	Thoughtful and reasoned ideas are developed effectively. Well chosen and appropriate information, sketches and other resources are collected are well presented to develop an idea. Ideas are effectively adapted and refined and the reasons for changes are explained throughout the process. Visual language is used effectively.
<b>Mastering techniques</b>		
- Drawing	Different lines, tones and textures are created by selecting different hardness of pencils. There is growing control of pencils when sketching. When reminded, sketches are annotated to explain ideas. Shading shows lights and shadow. Generally, texture is created by hatching and cross-hatching.	Pencils are carefully selected and choices are explained. Light sketches show good pencil control and an understanding of the process of sketching. Ideas are explained through the use of carefully placed annotations. The direction of the light and the shape of objects is used to decide where to shade to show light and shadow. Hatching and cross-hatching are carefully chosen to depict texture.
- Painting	Brush techniques are explored to create different effects. Colours are mixed effectively. Generally, backgrounds are created first before adding detail and moods are created by altering the colour palette used.	Brush size and techniques are carefully selected for a chosen effect. Palettes of colour are created through effective choices and careful combinations of colours. Effective backgrounds are created using a number of techniques. Colour is used effectively to create mood and reasons for colours are explained.
- Collage	Generally, a range of materials are selected for effect. Work shows growing precision.	Well-chosen and arranged materials produce a striking effect. Work is consistently precise.
- Sculpture	Generally, shapes are combined to create specific forms. Some effective details provide interesting effects.	Shapes are carefully selected and arranged to create specific forms. Well-chosen textures and details.
- Print	Generally, interesting effects by combining colours and layers. When reminded, a number of techniques for using block prints are used. Generally, repeating patterns are precise.	Layers and mixtures of colours are used to produce some striking prints. A wide variety of techniques are used to make interesting and eye-catching print blocks. A high level of care and precision is used to create precise repeating patterns.
- Textiles	Generally, templates are created and textiles shaped effectively. Some independent stitching. Growing level of accomplishment in the use of basic back and cross stitch. Some experimentation with dyeing fabric.	A good understanding of tools and materials is used to accurately shape textiles. Stitching is generally accurate. Careful use of back and cross stitch. A growing understanding that the type of fabric affects the results when dyeing.

- Digital media	There is some experimentation with and explanations of combining images, video and sound.	Some very effective examples of mixing of digital media, along with clear explanations of why they were created.
<b>Taking inspiration from the greats</b>	Some techniques of notable artists are replicated with growing accomplishment. A number of ideas are developed that show a clear influence by the work of notable artists.	Some techniques of notable artists are very effectively replicated. Techniques of notable artists are chosen and combined to create effective pieces.



## Year 5 Art and Design- Learning Objectives and Knowledge Overview

Art – Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• to learn about great artists, architects and designers in history.</li> </ul>	Introduce	Revisit	Revisit
Art - Curriculum	Autumn	Spring	Summer
	<b>Ancient Maya</b> <ul style="list-style-type: none"> <li>•Develop sketching skills through observational drawing.</li> <li>•Develop sketching/colouring skills through observational drawing.</li> <li>•Use of shading, tone, line and shape through observational drawing.</li> <li>•Develop watercolour painting skills.</li> <li>•To design, make and evaluate own Maya mask.</li> </ul>	<b>Ancient Greeks</b> <ul style="list-style-type: none"> <li>•Identify a vanishing point within a picture</li> <li>•Draw lines of perspective towards a vanishing point</li> <li>•Identify multiple vanishing points within a picture</li> <li>•Draw lines of perspective towards multiple vanishing points</li> <li>•Know about ancient Greek architecture.</li> <li>•Develop sketching skills through observations</li> <li>•Draw building using 2 points of perspectives</li> <li>•Draw and sketch Greek vases using chalks</li> <li>•Use clay</li> <li>•Design and draw a Greek inspired design</li> </ul>	<b>Working Outside</b> <ul style="list-style-type: none"> <li>•Draw using perspective</li> <li>•Continue to develop sketching skills</li> <li>•Work collaboratively to create a collage</li> <li>•Textile weaving</li> <li>•Screen printing</li> </ul>

## Year 5 Art and Design- Progression and Assessment

	Age Related Expectation	Greater Depth
<b>Developing ideas</b>	Ideas are developed from a range of curriculum areas and developed with some imagination. A developing sketch book shows a good range of ideas that, with support, are presented with some imagination. With encouragement, unexpected ideas are seen as possibilities. A basic understanding of visual language leads to pertinent comments on artworks.	Imaginative ideas are generally developed well from a range of starting points. Sketch books show a good range of imaginatively presented ideas. The qualities of frequently used materials are put to good use to enhance ideas. Unexpected results are often seen as an opportunity to develop an artwork in a new direction. Visual language is used well to comment on and give opinions of artwork.
<b>Mastering techniques</b>		
- Drawing	With encouragement, a variety of techniques are used to create interesting effects. With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection. Some choices are made in selecting an appropriate style for an artwork.	Generally, appropriate techniques are used to achieve a variety of interesting effects. Appropriate technique are generally chosen to depict movement, perspective, shadows and reflection. Generally, appropriate styles are selected to produce artworks.
- Painting	When reminded, light shades are used first before painting. With some reminders of colour mixing knowledge, appropriate colour palettes are created. The qualities of paints are sometimes used to create interest. The mood of a painting is sometimes apparent. There is some experimentation in creating texture. A personal style is beginning to develop.	Light sketching forms the basis of paintings that show a good combination of line and colour. Colour palettes are created using a good understanding of colour mixing. Experimentation with the qualities of paints is used to create visual interest. A good understanding of how to achieve various effects is used to create mood. A good combination of brush choice and the quality of paints is used to create interesting textures. A growing range of work demonstrates a personal style.
- Collage	With support and encouragement a variety of textures is used.	Generally, a good range of textures is used to create interesting effects.
- Sculpture	Some interesting effects that create discussion points are achieved in sculpture. Tools are used with some accomplishment.	Many interesting qualities that provoke a number of interpretations are included in sculpture. Appropriate tools are used and controlled well to create effects.
- Print	Layers of colour are beginning to be used to good effect. Some accurate patterns are achieved when creating simple prints. The purpose of the work is beginning to be apparent to the viewer.	There are some good examples of overlapping colours to create interesting effects. Accurate patterns are achieved with more complex print designs. Generally, choices in techniques reflect well the purpose of a work, which can be explained.
- Textiles	Techniques show some precision. With encouragement, techniques are combined.	Techniques are generally precise. Generally techniques are combined to good effect.

- Digital media	There is some enthusiastic experimentation with techniques.	A good range of techniques is generally used.
<b>Taking inspiration from the greats</b>	There is a growing awareness of the style of notable artists across the centuries. There is some awareness of the context in which artworks are produced. Some good examples of original works that mimic some styles of other artists are developing.	A good awareness of a range of artists is described and explained. There is a growing understanding of art movements, cultural, religious and social contexts. Many good examples of original works are clearly influenced by styles or movements of other artists.



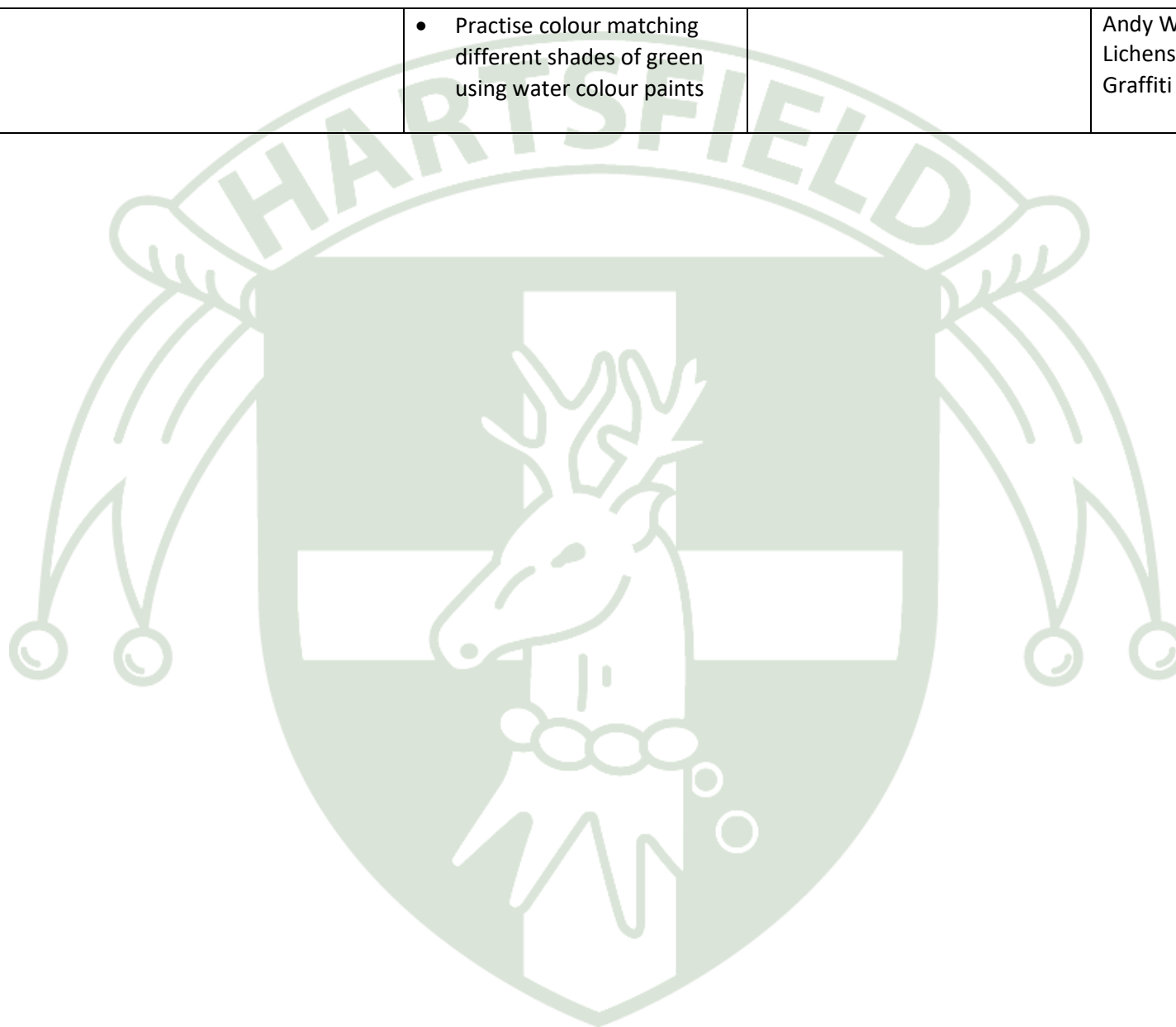


## Year 6 Art and Design- Learning Objectives and Knowledge Overview

Art – Learning Objectives	Autumn	Spring	Summer
• to create sketch books to record their observations and use them to review and revisit ideas	Introduce	Revisit	Revisit
• 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]	Introduce	Revisit	Revisit
• to learn about great artists, architects and designers in history.	Introduce	Revisit	Revisit
Art - Curriculum	Autumn	Spring	Summer
	<b>World War 2</b> Sketching planes at Duxford 'Blitz Pics' • Look at Blitz scenes and discuss. • Children to mix dark to light red/yellow to paint a wash for the night sky. • Children to design their silhouette skyline based on 1930s London. Watercolour landscapes • Look at different landscape examples • Sketch a landscape as a class • Develop own landscape design	<b>Clarice Cliff</b> Who was Clarice Cliff? Clarice Cliff and colour theory Own designs Designs in a circle <b>Georgia O'Kieffe</b> Desert Landscapes Zentangles	<b>Telling a story: Stone Age art and legacy piece</b> • Look at art from the Stone Age time • Create art work, patterns and hand stencils in the style of cave art • Work collaboratively • Create a collage using a range of materials • Create art work that 'tells a story' Inspired by the Stone Age to Iron Age theme • Make reproductions of Cave Paintings • Art inspired by the fossil record <b>Graffiti Art</b>



	<ul style="list-style-type: none"><li>• Practise colour matching different shades of green using water colour paints</li></ul>		Andy Warhol Lichtenstein Graffiti – art or vandalism?
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## Year 6 Art and Design- Progression and Assessment

	Age Related Expectation	Greater Depth
<b>Developing ideas</b>	Imaginative ideas are generally developed well from a range of starting points. Sketch books show a good range of imaginatively presented ideas. The qualities of frequently used materials are put to good use to enhance ideas. Unexpected results are often seen as an opportunity to develop an artwork in a new direction. Visual language is used well to comment on and give opinions of artwork.	Highly imaginative ideas, which can be fully explained and reasons, are developed from a wide range of starting points. Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way. Bold experimentation and exploration of the qualities of materials enhance ideas extremely well. Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses. An excellent grasp of visual language is used to make well-judged comments on and opinions of artwork.
<b>Mastering techniques</b>		
- Drawing	Generally, appropriate techniques are used to achieve a variety of interesting effects. Appropriate technique are generally chosen to depict movement, perspective, shadows and reflection. Generally, appropriate styles are selected to produce artworks.	Well-chosen combinations of techniques are used to create striking and interesting effects. Well-chosen techniques depict movement, perspective, shadows and reflection very well. A good understanding of artistic styles is described in explaining style choices.
- Painting	Light sketching forms the basis of paintings that show a good combination of line and colour. Colour palettes are created using a good understanding of colour mixing. Experimentation with the qualities of paints is used to create visual interest. A good understanding of how to achieve various effects is used to create mood. A good combination of brush choice and the quality of paints is used to create interesting textures. A growing range of work demonstrates a personal style.	An excellent combination of line and colour is achieved by producing accurate and light sketches before painting. Realistic colour pallets are created through close observation and an excellent knowledge of colour mixing. The qualities of paints are understood well and used to create some excellent points of visual interest. A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting. A wide variety of brush techniques and a thorough understanding of the qualities of paints is used to create striking textures. A definite personal style is developing across many pieces of work.
- Collage	Generally, a good range of textures is used to create interesting effects.	A very well-chosen mix of textures is chosen and arranged to create striking effects.
- Sculpture	Many interesting qualities that provoke a number of interpretations are included in sculpture. Appropriate tools are used and controlled well to create effects.	Accuracy and detail provide many interesting qualities that provoke interesting discussions. Experimentation with tools. Along with a good understanding of the properties of materials, leads to excellent effects.

- Print	There are some good examples of overlapping colours to create interesting effects. Accurate patterns are achieved with more complex print designs. Generally, choices in techniques reflect well the purpose of a work, which can be explained.	An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which creates some very striking effects. Highly accurate and precise patterns are produced in a range of simple and complex print designs. Well-chosen techniques and detailed explanations reflect very well the purpose of work.
- Textiles	Techniques are generally precise. Generally techniques are combined to good effect.	Techniques are precise and show a high level of control.
- Digital media	A good range of techniques is generally used.	Bold experimentation and well-chosen techniques are used to create striking effects.
<b>Taking inspiration from the greats</b>	A good awareness of a range of artists is described and explained. There is a growing understanding of art movements, cultural, religious and social contexts. Many good examples of original works are clearly influenced by styles or movements of other artists.	The work of notable artists across the centuries is understood well and described with excellent detail. There is an in-depth understanding that artworks may be viewed within the context in which they were created. Highly original works that lend elements of a variety of styles and movements are developing.