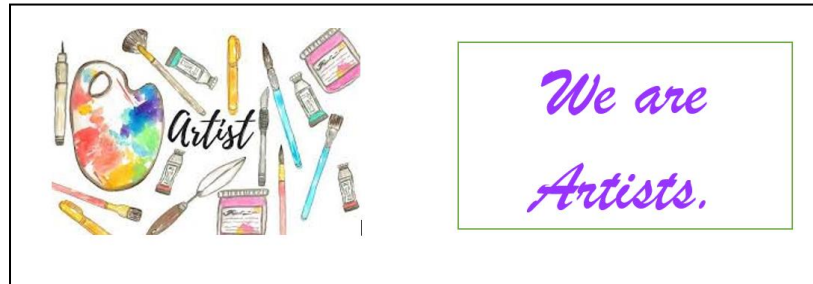




Waddington All Saints Academy
A L.E.A.D. Academy

Art and Design Curriculum

Year 1 to Year 6



Overarching Principles

Subject Intent

Art, craft and design embody some of the highest forms of human creativity. Our art and design education engages, inspires and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Waddington All Saints Academy, we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The intent of art and design education in our primary school is to provide the tools and opportunities to become an artist, to think as an artist and to work like an artist.

We aim to develop their artistic skills and knowledge, to deepen their cultural understanding, and to nurture their appreciation of the visual arts. Through a rich and varied curriculum, we strive to inspire our pupils to explore, experiment, and take risks in their artistic endeavours whilst fostering their creativity, imagination and expression.

Our art and design curriculum is designed to ensure progression, challenge, and engagement for all our pupils. We offer a diverse range of artistic styles, techniques, and traditions, allowing for meaningful connections and links between artists and cultures and gives opportunities for cross-curricular learning.

Aims of Art and Design at Waddington All Saints Academy

We aim to ensure that all pupils;

- have the opportunity to record from first-hand experience and from imagination.
- develop opportunities to select their own ideas for use in their work.

- develop creativity and imagination through a range of complex activities.
- develop the ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- develop increasing confidence in the use of visual and tactile elements and materials.
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Substantive Knowledge	Disciplinary Knowledge	Connecting themes
<ul style="list-style-type: none"> ❖ Practical Knowledge Techniques (shading, printing, collage) Media Used (clay, paint, pencil, etc) The formal elements of art (line, tone, shape, colour, form, pattern, texture etc) ❖ Theoretical Knowledge The history of art Meanings and interpretations Themes and styles 	<p>To become an artist, to think as an artist, to work like an artist.</p> <p>To recognise how art has changed over time.</p> <p>To recognise differences and similarities between artist and their work.</p>	<p>Famous artists.</p> <p>Art movements.</p> <p>Art through history.</p> <p>Art in different cultures.</p> <p>The use of sketchbook.</p> <p>Sequential presentation of substantive elements.</p>

Key Subject Teaching Approach at All Saints

Our teachers are supported to develop a deep subject knowledge and a passion for art and design through high-quality teaching that inspires and motivates our pupils. As artists, pupils learn through a balance of teacher-led instruction and pupil-led exploration. Our teachers create a stimulating and inclusive learning environment where pupils can develop their artistic abilities, critical thinking skills, and cultural understanding. It ensures that our pupils are fully engaged, enjoy their learning experiences, and develop a lifelong love for the arts. By providing them with opportunities to explore, create, and take risks in their artwork, we instill a sense of curiosity and ambition that extends beyond the classroom.

Sketchbooks are used as a form of capturing exploration and the progression of skills. Working as artists, pupils are encouraged to use it as a reference book to build upon their prior knowledge, vocabulary and techniques, thus making it purposeful and individual. When immersed as artists, pupils will ask questions, investigate art, artists and techniques and reflect on the work of others and their own using their understanding of the skills and knowledge of the subject.

Each session will begin with an opportunity to retrieve children's prior knowledge and any connected knowledge held in their long term memory. This can then be built upon to ensure progression is maximised and knowledge is more firmly

embedded.

Opportunities to visit museums and art galleries (or in some cases brought into school) to deepen their love for art and widen their knowledge of local artists, British and international, traditional and contemporary. Where the curriculum allows we will celebrate success by displaying art around the classroom and school and community.. Annual whole school art galleries will have a different focus each year to celebrate outcomes with families and each other.

At Waddington All Saints Academy, we are keen to take our art into the wider community. We regularly demonstrate and celebrate our high quality skills within community projects and entering competitions successfully throughout the year.

Assessment

Assessments are not limited to producing a final piece but ongoing throughout the process and pupil's sketchbooks can act as an ongoing assessment tool.

We assess as we teach to intervene and improve outcomes.. We use simple informal recall opportunities to regularly assess what children know, can do and remember. Teachers use formative assessment of pupils' prior knowledge through retrieval opportunities linked to skills, knowledge, artists and artworks previously studied in the curriculum, to check whether pupils remember the artists (theoretical knowledge). Formal elements of art (practical knowledge), vocabulary and understanding can be seen through the individual capture in their sketchbooks and oral answers to questions.. Sketchbooks will show improvement through experimentation, notes and annotations of experimental art, images and sketches. However, where verbal feedback has been given by teacher or peers (or self-reflection), the change/adaptation will be evident.




Final pieces to identify which aspects of the curriculum the pupils have remembered and applied. For example, they can assess:

- ❖ the elements of practical knowledge applied to the piece, such as texture, colour, line and tone
- ❖ the artistic processes used to create the piece, such as how it has been assembled, the materials,

- processes and techniques used, and whether these choices were appropriate
- ❖ how well the pupil has communicated meaning, for example whether there are clear links between the methods used and the interests or problems that are the focus of commentary, or the extent to which the piece conveys insights or emotions.

Art and Design Overview

Year	Autumn (Pencil in brackets is another art-skill development opportunity within the sequence of learning.)	Spring	Summer
Year 1	Clay	Pencil	Painting (pencil)
Year 2	Sculpture 3D form (pencil)	Textiles (pencil)	Printing (pencil)
Year 3	Painting (pencil)	Drawing	Printing
Year 4	Painting (coloured pencil)	Charcoal (pencil)	Sculpture Clay (pencil)
Year 5	Textiles- sewing, applique	Still life- Drawing, painting.	Wire sculpture (pencil)
Year 6	Clay (pencil)	Drawing/painting/pastels	Drawing/painting

	Autumn	Spring	Summer
Y 1	<p>Main Art Medium 3D form</p> <p>Pencil skills extra opportunity</p> <p>Artist focus Andy Goldsworthy.</p> <p>Links to cross curricular- Science seasons. ICT use reflection APP to create repeated patterns.</p> <p>Final outcome – natural art sculpture using pebbles, leaves, sticks.</p> 	<p>Main Art Medium Pencil skill</p> <p>Printing opportunity- Monoprint.</p> <p>Artist focus Van Gogh</p> <p>Links to cross curricular- Great Fire of London linked to portraits of Samuel Peyps. ICT Brushes APP.</p> <p>Final outcome Self-portraits.</p> 	<p>Main Art Medium Printing</p> <p>Paint skills extra opportunity.</p> <p>Artist focus - Michael Armitage</p> <p>Links to cross curricular - Geography, literacy, science (animals). Maths-repeated patterns and shapes.</p> <p>Artist Elaine Winters as visitor. ICT use reflection APP to create repeated patterns.</p> <p>Final outcome – Printed African fabric</p> 
Y 2	<p>Main Art Medium- Clay</p> <p>Drawing opportunity- still life- Victorian cup, pot.</p> <p>Artist focus, Wedgwood and Clarice Cliff</p> <p>Links to cross curricular- History- linked to Mrs Smith's cottage. ICT-Animate anything to bring the artist to life.</p> <p>Final outcome Clay teacup.</p>	<p>Main Art Medium Textiles</p> <p>Pencil skills extra opportunity.</p> <p>Artist focus – Carol Naylor and Ana Teresa Barboza</p> <p>Links to cross curricular. History- Journey – Wright brothers. Geography- Where does the artist originate/where are the landscapes? Guided reading- about the artist.</p> <p>Final outcome – weaving to represent a journey</p>	<p>Main Art Medium -Painting. Pencil skills extra.</p> <p>Collage opportunity- creating trees, landscape.</p> <p>Artist focus – Seurat (pointillism)</p> <p>Links to cross curricular – Geography – weather and seasons. Geography- Where does the artist originate? Guided reading- about the artist. ICT-Animate anything to bring the artist to life.</p> <p>Final Outcome- Still life trees (link to seasons)</p>



Y
3

Main Art Medium Poster paint.

Sketching pencil opportunity to create shades and tones.

Final outcome Abstract painting on canvas.

Artist focus Kandinsky, Klee, Miro

Links to cross curricular- Music- Holst the planets. PSHE- emotions. ICT- Brushes APP.

Final outcome Abstract painting on canvas.



Main Art Medium –Pencils 2H-6B

Coloured pencil/ water colour opportunity.

Artist focus Cezanne, Caravaggio, Arcimboldo

Links to cross curricular-PSHE-Healthy eating. Geography- Where does the artist originate? Guided reading- about the artist. ICT- Animate anything to bring the artist to life.

Final outcome Observational drawing of fruit.



Main Art Medium Collagraph printing ink.

Still life- flowers/leaves sketching opportunity.

Artist focus William Morris and patterns from different cultures.

Links to cross curricular-History- linked to Egyptians.

ICT use reflection APP to create wall paper.

Final outcome- Egyptian print.





Y
4

Main Art Medium Acrylic paint.
Coloured pencils/felt tip opportunity.
Final outcome Representational Art Landscape on canvas.
Artist focus Hockney and Constable
Links to cross curricular - Geography- Landscapes. ICT use reflection APP.
Final outcome Representational Art Landscape on canvas.



Main Art Medium Charcoal.
Pencil focus/pen and ink opportunity.
Final outcome- Charcoal doors.
Artist focus Van Gogh/ Ian Murphy.
Links to cross curricular- English- adventure stories. History- local area/architecture in Lincoln. ICT- Brushes.
Final outcome- Charcoal **doors/architecture.**
Extra skills- observational pen and ink drawing (daffodils). Charcoal sunflowers.



Main Art Medium Clay
Sketching pencil opportunity.
Artist focus- Henry Moore, Barbara Hepworth, Jenny McCurdy.
Links to cross curricular- History- Greek pots. ICT-Animate anything to bring the artist to life.
Final outcome Clay pot for Divali/evening celebration.



Y

Main Art Medium Textiles- applique, sewing.

Main Art Medium Pencil and water colour.
Sketching pencil and coloured pencil opportunity.

Main Art Medium Wire.
Observational drawing using sketching pencil opportunity using mannequins.

5

Acrylic painting opportunity.

Artist focus Kandinsky and Alexandra Kehayoglou

Links to cross curricular- PSHE moods. ICT use reflection APP.

Final outcome- Applique tree.



Artist focus Matisse and Morandi

Links to cross curricular-PSHE healthy eating. Geography- Where does the artist originate? Guided reading- about the artist. ICT- Animate anything to bring the artist to life.

Final outcome Still Life of everyday objects



Artist focus Mubridge

Links to cross curricular-P.E- movement. ICT Stopmotion

Final outcome Wire sculpture



Y
6

Main Art Medium Clay work.

Observational drawing of poppies/sketching/coloured pencil opportunities.

Artist focus Paul Cummins

Links to cross curricular- History- World War2 Remembrance day. ICT- Brushes APP to create a poppy.

Final outcome Poppies



Main Art Medium-pencil, pastel, water colour, oil pastels.

Observational drawing opportunity from live models (each other) and mannequins.

Artist focus Degas

Links to cross curricular-P.E- dance. ICT- stop motion.

Final outcome- movement in art.



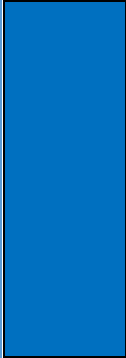
Main Art Medium-pencils, paint.

Opportunity for observational drawing of local area.

Artist focus Lowry.









Links to cross curricular- Geography- local area. Geography- Where does the artist originate? Guided reading- about the artist. ICT-Animate anything to bring the artist to life.

Final outcome- Composition of Lincoln in the style of Lowry. Using perspective and one or two vanishing points.











Vocabulary Progression

Art and Design Vocabulary Progression

Strand	EYFS	Y1	Y2
Exploring and Developing Ideas 	different, same	differences, idea, practise, similarities, starting point, work	creative, design, focus, imagination, improve, methods, observe, work of art
Drawing 	chalk, crayons, draw, drawing, lines, marks, objects, pen, pencil	building, dot, drawings, felt tips, line, pastels, self-portrait, size	bold, charcoal, cityscape, detail, landscape, line drawing, portrait, space
Painting 	colour mixing, colour, lines, marks, mix, objects, paint, paintbrush	cool colours, dab, experiment, painting, primary colours, thick, thin, warm colours, watercolour paint	acrylic paint, bold brush strokes, neutral colours, secondary colours, shades, sweep, techniques, tints, watercolour wash
Sculpture 	model, modelling dough, shape, tools	3D, cut, join, materials, model, pinch, recycled materials, roll, sculpture, shapes, statue, work	abstract, carving, construct, geometric, installation, land art, lines, manufactured materials, natural materials, pyramid, sculptor, texture, work of art
Collage 	cut, join, scissors, shape, snip	collage, cut, glue, mixing, place, sort, squares, tear	arrange, features, gaps, mosaic, texture
Textiles 	colour, fabric, patterns	crayons, decoration, dye, ink, over, place mat, textiles, under, wax, weaving	alternate, apply, batik dye, decorative, detail, loom, plait, resist, set, stitching, textiles, woven
Printing 	colour, paint, pattern, repeating pattern, sponge	colour, experiment, objects, press, printing, roll, shape, stamp	original print, printmaking, relief printing, rub, texture, woodcut
Work of Other Artists 	different, same	differences, dislike, famous, like, similarities	artist, craft maker, creativity, compare, designer, inspire, notable, opinion, products

Art and Design Vocabulary Progression

Strand	Y3	Y4	Y5	Y6
Exploring and Developing Ideas 	craft, creativity, design, observations, ideas, improvements, sketchbooks, skills	adapt, evaluate, experimentation, feedback, first-hand observations, refine, techniques	awareness, predict, present, review, revisit, technical vocabulary	digital technology
Drawing 	dark, light, outline, pattern, shading, shape	awareness of space, form, shadow, sketch, texture, tone	blend, graffiti, hard, mark, perspective, select, smudge, soft, tools	cross-hatching, fresco, hatching, heavy, light, movement, mural, reflection
Painting 	background, blend, brush techniques, colour, line, mixing colours, mood, tone, warm	abstract, effect, emotion, foreground, fresco, middle ground	abstract, colour palette, natural works, non-natural works, oil paints	absorb, impressionism, impressionist
Sculpture 	2D shape, clay, combine, concrete, detail, edging, form, joining techniques, light, rectangular, sculpt, shadow	architect, brim, buckle, malleable materials, marionette puppet, peak, terrace, trimmings	carve, coils, design, mark, plan, slabs, slips, soft, structure, wire	cast, tram
Collage 	mosaic, overlapping pattern, refine, shape	form, montage, precision, tessellation	accurate patterns, arrange, plan and design	fix, mixed media
Textiles 	decoration, joining, needle, stitch, thread	dyeing, stuffing, textural effects, turn	create effect, overlapping	layering, non-traditional fabrics
Printing 	block, coiled string, line	block printing ink, inking rollers, layer, polystyrene printing tiles, precision, replicate	arrange, block printing, mono printing, relief printing, tiles	collograph, hammering, Hapa-Zome
Work of Other Artists 	compare and contrast, media	designer, development, inspiration, reflect, techniques	disciplines, range	artisan, critical thinking

Progression in Key Art and Design skills

Reception

To know there are three primary colours.

Colours have names.

The more pressure used with a pencil, the darker the tones will be.


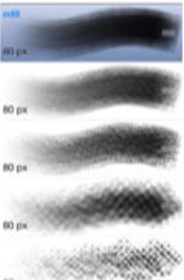
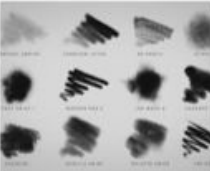


Mixing colours to make new colours.

Hold a pencil in a correct tripod grip.

To create with lots of materials, pencils, pens, paints, pastels, crayons.

To create different forms and shapes in clay and other materials, and these are called sculptures.

To begin to discuss opinions and preferences and compare art and artists.

Art Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working as an artist.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Including To evaluate and analyse. To use the Feldman critique to support thinking.</p> <p>Edmund Feldman created a simple 4 step structure of the criticism of art consisting of, description-, analysis interpretation judgement.</p> <p>And IT within Art.</p> <p>Opportunities to use IT packages to create art.</p> <p>Opportunities to capture collaborative thinking such as Jamboard.</p>	<ul style="list-style-type: none"> To produce exploratory work, exploring their ideas in at least 2 different ways. To show a developing proficiency and control when using tools and materials which can be evidenced over time. To begin to know how to show facial expressions in my art. To begin to engage in drawing, painting, print making, collage, textiles and sculpture work. To use the words, "colour, texture, shape", when talking about their own and other peoples Art work. To evaluate their own work and that of others by suggesting at least one way that the work could be improved. To begin to use their knowledge of materials to help make sensible choices about which materials or techniques they should choose for a given purpose. To show that they can work creatively and with increasing independence. To use their imagination to create art work specific to them. To begin know how to create moods in art work. To describe what I can see and give an opinion about the work of an artist. To begin ask questions about a piece of art. To know how to use IT to create a picture. 	<ul style="list-style-type: none"> To know how to use a viewfinder to focus on a specific part of an artefact before drawing it. To begin to develop a bank of vocabulary to describe and evaluate art. To begin to use feedback to make improvements to my art. To suggest how artists have used colour, pattern and shape. To know how to use different effects within an IT paint package    <p><u>Build on previous skills from Year 1.</u></p>	<ul style="list-style-type: none"> To know how to use digital images and combine with other media in my art. To begin to express emotions through my art. To build upon the vocabulary bank. To use their knowledge of materials to help make sensible choices about which materials or techniques they should choose for a given purpose. To begin to give feedback in a constructive and helpful way to others. To know how to compare the work of different artists. To recognise when art is from different cultures. To recognise when art is from different historical periods. To know how to use IT to create art which includes my own work and that of others.  <p><u>Build on previous skills from Year 1-2.</u></p>	<ul style="list-style-type: none"> To experiment with the styles used by other artists. To choose the correct medium and tools for the purpose and explain their choices. To explain some of the features of art from historical periods To know how to integrate my digital images into my art. <p><u>Build on previous skills from Year 1-3.</u></p>	<ul style="list-style-type: none"> To know how to express emotion in my art.  <ul style="list-style-type: none"> To know how to use image, which I have created, scanned and found; altering them where necessary to create art. To know how to use images, which I have created, scanned and found; altering them where necessary to create art. <p><u>Build on previous skills from Year 1-4.</u></p>	<ul style="list-style-type: none"> To know how to use feedback to make amendments and improvement to my art. <p><u>Build on previous skills from Year 1-5.</u></p>

To understand the history of art, artists and cultures.

KS1
Study a range of artists, craft makers and designers

KS2
To study great artists, architects and designers in history

- To describe what I can see and give an opinion about the work of an artist.



- To compare the work of a "real" artist to their own work.
- To be aware of at least one great artist, and be able to talk about their work.
- To describe what can be seen and give an opinion about the work of an artist
- To ask questions about a piece of art.

- To know how to create a piece of art in response to the work of another artist.
- To suggest how artists have used colour, pattern and shape.



Build on previous skills

- To know how to identify the techniques used by different artists.
- To know how to compare the work of different artists.
- To recognise when art is from different cultures.
- To recognise when art is from different historical periods.



Build on previous skills from Year 1-2

- To experiment with the styles used by other artists.
- To explain some of the features of art from historical periods.



Build on previous skills from Year 1-3.

- To research the work of an artist and use their work to replicate a style.
- To know how to use images which I have created, scanned and found; altering them where necessary to create art.



Build on previous skills from Year 1-4.

- I explain the style of my work and how it has been influenced by a famous artist.



Build on previous skills from Year 1-5.

Painting

KS1

• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

KS2

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Throughout lessons link to working as an artist, history of art and evaluate and analyse. Where possible link to IT within art.

- To name the primary and secondary colours.
- To mix two primary colours together and talk about what they notice. (red and blue, yellow and blue. Red and yellow).
- To select an appropriately sized paintbrush for a given task.
- To begin to explore watercolours, ready mix and powder paints.
- To independently organise themselves to paint, getting out equipment and cleaning away afterwards.
- To know how to 'load' their brushes with paint.
- To know how to care for brushes i.e. not leaving them face down in the water.
- To talk about their own painting and compare it to one by a famous artist.
- To know how to show how people feel in paintings and drawings

- To know how to create brown with paint.
To know how to mix paint to create all the secondary colours.
- To begin to know how to create tints with paint by adding white.
- To begin to know how to create tones with paint by adding black.



Build on previous skills from Year 1

- To know how to create a background using a wash.



- To know how to use a range of brushes to create different effects in painting.
- To paint on canvas.
- To begin to use masking techniques (masking tape) to create spaces.
- To understand how to use shades, tones and tints.



Build on previous skills from Year 1-2

- To use acrylic paint .To understand its properties
- To use a palette knife.
- To create different effects with tools.
- To use masking techniques (i.e. masking tape and masking fluid).
- To use this technique to layer colours and mask areas.
- To use tints, shades and tones confidently,

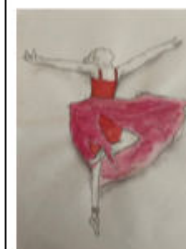


Build on previous skills from Year 1-3.

- To experiment with different types of paint, painting techniques, brushes and surfaces i.e. pre-prepared painted paper, textured paper.
- To choose the most appropriate medium and tools for their work.
- To know how to show reflections in my art.

Build on previous skills from Year 1-4.

- To know how to show facial expressions and body language in sketches and paintings.
- To know the six features of expressionism.
- To experiment with multi-media.
- To explore negative space.



Build on previous skills from Year 1-5.

Drawing

KS1

use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

KS2

improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal]

Throughout lessons link to working as an artist, history of art and evaluate and analyse. Where possible link to IT within art.

- The child can use a pencil/chalks/charcoal/pens etc. to make representations of their own ideas.
- To know how to use pencils to create lines of different thickness in drawings.
- To experiment with different mark making techniques i.e. hatching, cross hatching, stippling
- To talk about the different shapes and lines within their drawing.
- To use a pencil to create at least 2 different shades.
- To say which drawing tool would be the most appropriate to use, based on their knowledge of them. (E.g. sheep's wool drawn with chalks or pen?)

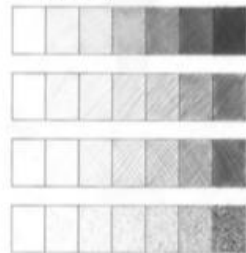
- To talk about their own drawing and compare it to one by a famous artist.
- To identify mark making techniques on other artists work.



- To be taught how to hold the pencil differently for drawing, sketching and shading i.e. tip of pencil, side of lead, light, small mark making.



- To choose and use three different grades of pencil when drawing.
- To begin to use a variety of mark making techniques to create texture such as hatching, cross hatching, stippling



- To begin use sketching techniques to create shapes and images.
- To begin to hold the pencil differently for drawing, sketching and shading i.e. tip of pencil, side of lead, light, small mark making. Different pressures.

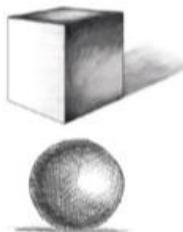


Build on previous skills from year 1

- To know how to use sketches to produce a final piece of art.
- To know how to use different grades of pencil to shade and to show different tones and textures.



- To use effective mark making techniques such as hatching, cross-hatching, scribbling, pointillism, contour shading to create depth in 3D shapes.



- To hold the pencil differently for drawing, sketching and shading i.e. tip of pencil, side of lead, light, small mark making. Different pressures.



Build on previous skills from Year 1 -2.

- To use effective mark making techniques such as cross hatching, pointillism, with accuracy
- To have an understanding of the desired effect i.e. lines/mark making closer together in cross hatching to capture a darker area.



- To use a range of from 2H to 6B pencils.

- To confidently hold the pencil differently for drawing, sketching and shading i.e. tip of pencil, side of lead, light, small mark making. Different pressures.
- To know how to show facial expressions and body language in sketches and paintings.
- To know how to use marks and lines to show texture in my art.
- To know how to use line, tone, shape and colour to represent figures and forms in movement.
- To know how to show reflections in my art.
- To know how to use charcoal, pencil and pastel to create art.



Build on previous skills from Year 1 -3.

- To identify and draw objects and use marks and lines, to produce texture.
- To know how to successfully use shading to create mood and feeling.
- To know how to organise line, tone, shape and colour to represent figures and forms in movement.



- To know how to use shading to create mood and feeling.
- To begin to use one and two vanishing points for perspective drawing.

Build on previous skills from Year 1 -4.

- To use one and two vanishing points for perspective drawing.



Build on previous skills



**Form
Textiles,
Collage,
printing and
Sculpture.**

KS1
To use a range of materials creatively to design and make products

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

KS2
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Throughout lessons link to working as an artist, history of art and evaluate and analyse. Where possible link to IT within art.

- To know how to cut, roll and coil materials.
- To use a range of materials and found objects to create their own 3D representations.
- To talk about the different shapes, colours and textures within their sculpture work.
- To select an appropriate material for a given task.
- To create a sculpture which is free standing.
- To talk about their own sculpture work and compare it to one by a famous artist.
- To begin to identify different forms of textiles.
- To have experience in colouring textiles: printing, fabric crayons.
- Use more than one type of stitch. Explain how to thread a needle and have a go.
- To have some experience of weaving and understand the process and some techniques.
- To begin to identify different types and textures of fabric and materials for collage.
- To use appropriate language to describe colours, media, equipment and textures.
- Look and talk about what they have produced, describing simple techniques and media used.



- To know how to make a clay pot.
- To know how to join two clay finger pots together.
- Begin to identify different forms of textiles.
- Match and sort fabrics and threads for colour, texture, length, size and shape.
- To gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.
- To continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel
- To use a sketchbook to plan and develop simple ideas and making simple informed choices in media.
- To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- To gain experience in applying colour with printing, dipping, fabric crayons.
- To create and use dyes i.e. onion skins, tea, coffee.
- To discuss own work and others work, expressing thoughts and feelings.
- Identify changes they might make or how their work could be developed further.

- To show awareness and name a range of different fabrics.
- To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- To apply decoration-using beads, buttons, feathers etc.

- To continue to gain experience in applying colour with printing.
- To explore using resist paste and batik.
- To show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- To use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.
- To demonstrate experience in looking at fabrics from other countries.
- To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- To identify changes they might make or how theirs better.
- To know how to create a repeating pattern in print.
- The child is aware of why print printing plays an important role in all our lives.

Build on previous skills from Year 1-2

- To know how to sculpt clay and other mouldable materials.
- To plan a design in a sketchbook and execute it.
- To use a technique as a basis for stitch embroidery.
- To apply decoration using needle and thread buttons, sequins.
- To become confident in applying colour with printing, tie dye.
- To create and use dyes. Use resist paste and batik.
- To use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.
- To adapt work as and when necessary and explain why.
- To change and modify threads and fabrics,
- To use language appropriate to skill and technique.
- To demonstrate experience in looking at fabrics from other countries.
- To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.

- To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- To demonstrate experience in 3D weaving.
- To produce two colour tie dye.
- To continue to gain experience in batik- use more than one colour.
- To plan a design in a sketchbook and execute it.
- To use sketchbooks Plan a sculpture through drawing and other preparatory work.
- To use the sketch book to plan how to join parts of the sculpture.
- To demonstrate experience in combining techniques to produce an end piece:
- Embroidery over tie dye or other material.
- Show awareness of the skills involved in aspects such as knitting, lace making.
- To change and modify threads and fabrics,
- To use language appropriate to skill and technique.
- To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be.

- To know how to overprint to create different patterns.

Build on previous skills from year 1-5



- I know how to create a repeating pattern in print.
- To be aware of why print printing plays an important role in all our lives.
- To explore the negative effect that printing has through printing with found objects, foam letters etc.
- To uses hands/feet/fingers to create imaginative print designs.
- To use a digital camera or ipad to print their own photographs.
- To confidently explore the different effects that can be created with rubbings, hand prints, found object printing. To talk about their own print work and compare it to one by a famous artist.



- I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.

Build on previous skills

- Build on previous skills from Year 1.



- To know how to print onto different materials using at least four colours.

Build on previous skills from Year 1-3



To know how to create an accurate print design following criteria.

To know how to print onto different materials using at least four colours.

- Build on previous skills from Year 1 -4

Key Learning to remember (end points)

Progressive elements

- | | |
|---|---|
| <ul style="list-style-type: none"> • To become proficient in drawing, painting techniques • 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 and painting with a range of materials [for example, pencil, charcoal, paint,] • To know about great artists, architects and designers in history. | <ul style="list-style-type: none"> • <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i> • <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i> |
|---|---|

A Year 1 Artist

- To know how to cut, roll and coil materials.
- To can use a variety of objects to make patterns in clay.
- To know how to make a clay pot and know how to join two pieces together.
- To know how to show how people feel in paintings and drawings.
- To know how to use pencils to create lines of different thickness in drawings.
- To experiment with different mark making techniques.
- To know how to create moods in art work.
- To know the names of the primary and secondary colours.
- To begin to understand how to make colours lighter and darker.
- To describe what can be seen and give an opinion about the work of an artist.
- To ask questions about a piece of art.
- To know how to use IT to create a picture.

A Year 2 Artist

- To know how to create a printed piece of art by pressing, rolling, rubbing and stamping.
- To know how to create a repeating pattern in print.
- To know how to use different effects within an IT paint package.
- To can choose and use three different grades of pencil when drawing.
- To can use a variety of mark making techniques.
- To know how to use a variety of resources to create art.
- To know how to use a viewfinder to focus on a specific part of an artefact before drawing it.
- To know how to mix paint to create all the secondary colours.
- To know how to create brown with paint.
- To know how to create tints with paint by adding white and know how to create tones with paint by adding black.
- To suggest how artists have used colour, pattern and shape.
- To know how to create a piece of art in response to the work of another

artist.

A Year 3 Artist

- To know how to use different grades of pencil to shade and to show different tones and textures.
- To know how to use a range of brushes to create different effects in painting.
- To use sketchbooks to help create and develop ideas.
- To use a view finder effectively to focus on objects and areas.
- To know how to use sketches to produce a final piece of art
- To know how to use IT to create art which includes their own work and that of others.
- To know how to create a background using a wash.
- To know how to print onto different materials using at least four colours.
- To use sketchbooks to help create and develop ideas.
- To know how to create an accurate print design following given criteria.
- To know how to mix tints, shades and tones of colours.
- To know how to identify the techniques used by different artists.
- To know how to compare the work of different artists.
- To recognise when art is from different cultures and historical periods.
- To research the work of an artist and use their work to replicate a style.
- To evaluate art using considered vocabulary.

A Year 4 Artist

- To use my sketchbook as a reference for techniques, ideas and skills.
- To know how to use marks and lines effectively to show texture in art.
- To know how to use IT to create art which includes their own work and that of others.
- To confidently use different grades of pencils for effect.
- To know how to sculpt clay and create patterns and textures purposefully.
- To join clay securely with slip.
- To use contrasting and complimentary colours purposefully.
- To know how to use line, tone, shape and colour to represent figures and forms in art using pencils, charcoal, paint and pastels.
- To confidently mix tints, tones and shades.
- To begin to use masking techniques effectively.
- To explain some of the features of art from historical periods.
- To experiment with the styles used by other artists.
- To understand why art can be very abstract and what message the artist is trying to convey.
- To begin to know which media to use to create maximum impact.
- To research the work of an artist and use their work to replicate a style.
- To explain the style of art used and how it has been influenced by a famous artist.
- To know how different artists developed their specific techniques.

A Year 5 Artist

- To confidently and effectively use mark making techniques and lines to produce texture.
- To use shape, colour and shading to create mood and feeling.
- To experiment with media to create emotion in art.
- To use my sketchbook as a reference for techniques, ideas and skills.
- To know how to use images created, scanned and found; altering them where necessary to create art.
- To know how to organise line, tone, shape and colour i.e to represent figures and forms in art.
- To manipulate and sculpt wire purposefully.
- To understand the proportions in a body.
- To know how to express emotion in art.
- To use a variety of stitches to create marks.
- To research the work of an artist and confidently use their work to replicate a style.

A Year 6 Artist

- To confidently explain why different tools have been used to create art.
- To confidently join and sculpt clay to create the desired effect.
- To explain why chosen specific techniques have been used.
- To know how to use feedback to make amendments and improvement to art.
- To use masking techniques purposefully to create effect and space.
- To use vanishing points within my perspective drawing.
- To choose the appropriate media to capture movement in figures.
- To research the work of an artist and confidently use their work to replicate a style.
- To know which media to use to create maximum impact
- To use a full range of pencils, charcoal, paints or pastels when creating a piece of observational art.
- To confidently explain the style of art used and how it has been influenced by a famous artist.
- To understand what a specific artist is trying to achieve in any given situation.