



Art and Design Curriculum

Art and Design

Intent, Implementation and Impact

Our community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit.

INTENT

All areas of our curriculum are underpinned by our Gospel Values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills, which form a subject learning journey. This journey is built from EYFS through to Year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National Curriculum and it is through this knowledge that children apply their skills.

Children at St. Giles' and St. George's leave with both secure academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives. They will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St. Giles' and St. George's Art and Design learning journey is first and foremost to help develop children's artistic knowledge and creative competencies. It is our intention that Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually, and socially. We intend to create, in the child, a sense of enjoyment and purpose and provide pupils with a unique way of perceiving themselves which is essential to their learning. We intend Art and Design to be inspiring and want our children to use creativity and imagination to create art in a variety of contexts, considering their own and others interpretation. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They will also know how Art and Design reflect and shape our history and contribute to the culture, creativity, and wealth of our nation. We want Art and Design to prepare our children, give them opportunities, responsibilities and experiences they need, to be successful later in life.



IMPLEMENTATION

The Art and Design units are organised into four key areas: **Drawing, Painting and mixed-media, Craft and design, Sculpture and 3D**. All units focus on:

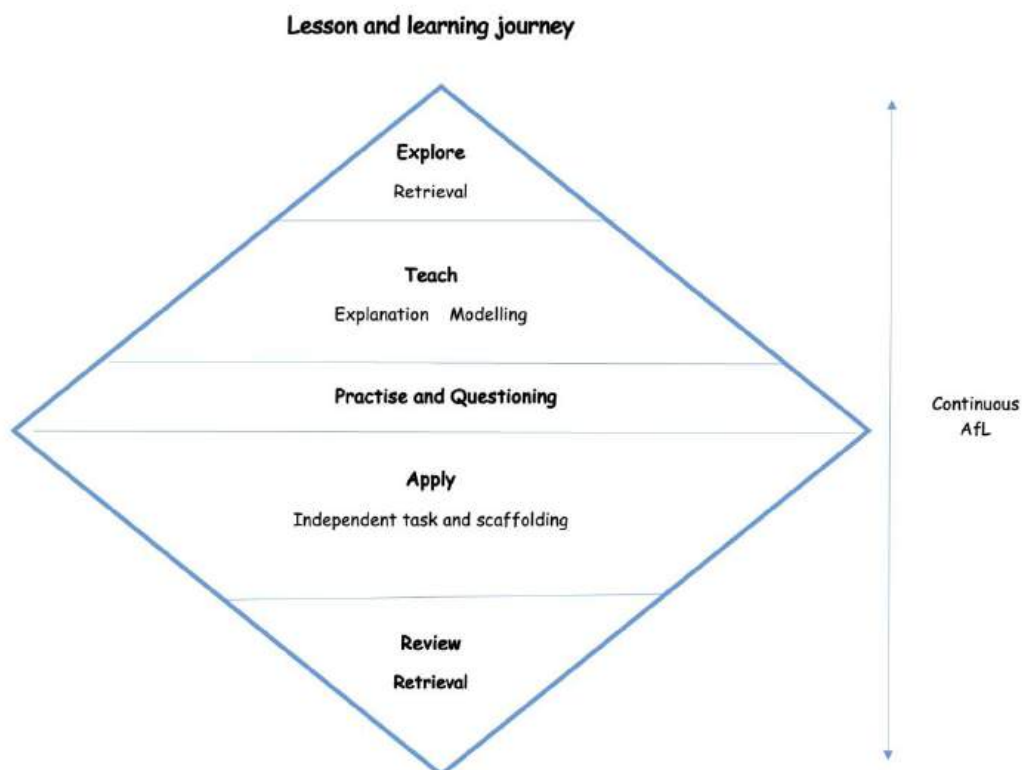
- Generating ideas
- Sketchbooks
- Knowledge of artists
- Evaluating and analysing
- Making skills (including formal elements)
- Knowledge (line, shape, form, texture, tone, pattern and colour)

Units of lessons are sequential, allowing children to build skills and knowledge which are revisited again and again in increasing complexity using a spiral curriculum model.

Art and Design is taught for 1 hour each week or 2 hours every two weeks, depending on the unit and year group being taught. Each new unit of learning is introduced by exploring previous skills and knowledge. Children are then introduced to the key knowledge of the unit in the form of a knowledge organiser. Key vocabulary for that lesson is shared. During the lesson, a lesson journey is followed consisting of 'Explore-Teach/Practise-Active Learning (Apply) – Review'. Where appropriate, assessment and feedback will focus on misconceptions and next steps for learning.

In KS1, Art and Design is recorded in 'ideas books.

In KS2, Art and Design is recorded in sketchbooks.



EYFS

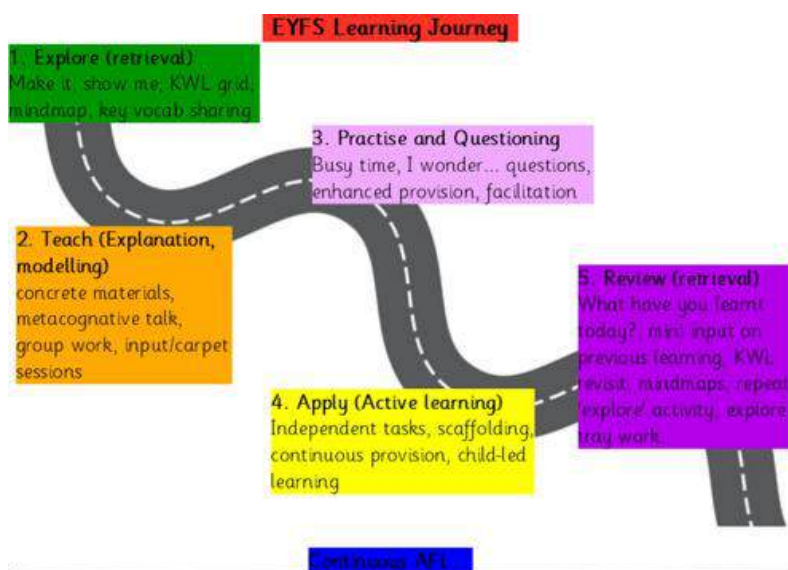
The most relevant Development Matters (2021) statements for Art and Design are taken from the following areas of learning:

Expressive Art and Design

EYFS have three art projects throughout the year, one per half term. Children will have adult-led input sessions focusing on an aspect of Art and Design.

Activities may be initiated after adult input sessions in an afternoon. Activities relating to the half-termly project may be planned for as an enhanced provision activity in the Creative Corner for that week.

Children also have free access to a range of tools and resources as part of the child-initiated provision, enabling them to follow their own interests in designing, making and creating. Resources include paint, brushes, junk modelling, string, hole punches, staplers, lolly sticks and papers.





















IMPACT

In addition to the outcomes shown on our curriculum tree, the specific impact of the St. Giles' and St. George's Art and Design learning journey is that children will be able to:

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

Formative assessment takes part in each lesson, leading to misconceptions and next steps being the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching, using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.

Art and Design Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Art and Design Painting and mixed media: Our first painting: Incy Wincy Spider</p>  <p>(Bedtime stories)</p>	<p>Art and Design Painting and mixed media: Collage - Gruffalo</p>  <p>(Bedtime stories)</p>		<p>Art and design Sculpture and 3D: Out of this world</p>  <p>(Out of this world)</p>		
Reception	<p>Art and Design Drawing: Marvellous Me (Marvellous me)</p>   <p>What is your favourite colour and why?</p>		<p>Art and Design Painting and mixed media: Bear Hunt (The farm)</p>   <p>What makes you afraid?</p>			<p>Art and Design Painting and mixed media: Commotion in the Ocean (Pirates)</p> 
Year 1	<p>Art and Design Drawing: Making your mark</p>   <p>What makes me, me?</p>	<p>Art and Design Painting and mixed media: Colour splash</p>  <p>(History: Local Area Study - link with Clarice Cliff)</p>  <p>Do different colours have different moods?</p>			<p>Art and Design Craft and design Woven wonders</p>   <p>What is the most beautiful thing in the world?</p>	
Year 2		<p>Art and Design Painting and mixed media: Life in colour</p>   <p>How does the weather affect our mood?</p>			<p>Art and Design Sculpture and 3D: Clay houses</p>  <p>(History: GFOL – make Tudor style house tiles)</p>  <p>How can I demonstrate compassion?</p>	

Art and Design Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Art and Design Painting and mixed media: Prehistoric paintings (History: Stone Age)</p>  <p>What does it mean that beauty is in the eye of the beholder?</p> 					
Year 4	<p>Art and Design Drawing: Power Prints</p> 		<p>Art and Design Craft and design: Fabric of nature (Geography: Rainforests)</p>  <p>What is the purpose of the earth?</p> 			
Year 5	<p>Art and Design Drawing: I need space (Science: Space)</p>  <p>What else is there to discover?</p> 		<p>Art and design Sculpture and 3D: Mega Materials (Science: Materials)</p>  <p>What is a perfect world? How can we make the world perfect?</p> 			
Year 6	<p>Art and Design Painting and mixed media: Artist study</p>  <p>What do you feel when you look at different types of art?</p> 					

SEN Adjustments

In our Art and Design Lessons, we cater for our SEN children using the following strategies.

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> Alternative methods of recording (talking tins, laptops, creative tasks) Differentiated tasks Visual supports Pre-teaching of vocabulary Teaching of key skills Timers and chunked activities 	<ul style="list-style-type: none"> Talking tins Pre-teaching language Visuals to support Now/Next Increased focus on Oracy and developing talk opportunities Thinking time Explicit instructions Makaton signs Steps to success (one task at a time) 	<ul style="list-style-type: none"> Brain and movement breaks Calm Brain Reward time Reflection areas (weighted blankets) Sensory/fidget toys Sit near to the teacher Steps to success (one task at a time) Peer buddies 	<ul style="list-style-type: none"> Own learning space (workstation) Brain breaks Appropriate seating Fidget toys Adapted resources (scissors, rulers etc.) Sloping board Alternative methods of recording Wobble cushions Use of a sensory areas (tent) Chew buddies Pencil grips/sloping boards

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Attendance	Pastoral	Healthy Mind and Body	Academic
<ul style="list-style-type: none"> Encouraging text messages Parenting drop-ins School to collect children Rewards for parents Reward charts for children Relationship building with families Attendance action plans Free additional hours in the Nursery Free access to before and after school club Meet and Greet at the Hive 	<ul style="list-style-type: none"> Additional transition Pastoral plans for children Pastoral coffee and catch-up sessions for parents ELSA therapy Providing uniform and school supplies Funding of trips, clubs and before and after school care Individual invites for parents to events Enrichment opportunities Referrals and signposting to external services Pastoral support unit access. Individual whole school roles to boost self esteem Reduced timetable if needed to support pastoral needs Sensory circuits and access to the sensory room 	<ul style="list-style-type: none"> School foodbank Food vouchers Parent workshops School nurse referral for healthy living programme Free school meals Breakfast provision After school sports clubs-personal invites Budgeting support for families Medical care plans Invites to sports camps in the school holidays 	<ul style="list-style-type: none"> Before and after school clubs with personal invites Teacher targeting in every lesson National Tutoring Programme In school interventions Aspirational targets Parenting workshops Individual daily reading Pre and post teaching Scaffolding for aspiration Access to technology Metacognitive learning Reward time with school dog Targeted clubs including homework club Home access to phonics subscription and magazine subscriptions School funded instrumental lessons Breakfast and books

Gospel Values

EYFS

Loving and Compassionate

In what different ways do we celebrate the people we love?

Grateful and Generous

How can we show that we are grateful to the people who help us?

Curious and Active

Which animals live by the seaside?

Intentional & Prophetic

Why is it important to make the right choices?

Learned and Wise

How can we make sure that we keep our minds and bodies healthy?

Faith-filled and Hopeful

Can having faith help us to grow?

KS1

Loving and Compassionate

Why do children love their toys?

Grateful and Generous

How can I help people less fortunate than me?

Curious and Active

Does eating healthily help us to be active?

Attentive and Discerning

What kind of world has God made for us?

Learned and Wise

Why do we need renewable energy in the form of windmills?

Faith-filled and Hopeful

What celebrations would you find in other religions?

LKS2

Loving and Compassionate

If you make a sculpture of someone does that show that you love them?

Grateful and Generous

What did the Stone Age teach us?

Curious and Active

How does Jesus shine a light in our lives?

Attentive and Discerning

What artistic talents has God given you?

Learned and Wise

Why were the Greeks good at building?

Faith-filled and Hopeful

What effect does religious art have on our faith?

UKS2

Loving and Compassionate

How could you use art to show someone you love them?

Grateful and Generous

Who could you donate your automata toy to?

Curious and Active

Is healthy eating a way to praise God?

Attentive and Discerning

How does your card/story give joy to others?

Learned and Wise

How does Art/DT celebrate God?

Faith-filled and Hopeful

What does the past teach us about the future?

Art and Design - EYFS

	Physical Development	Expressive Arts and Design
Three and Four Year- Olds	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
Reception	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG (fine motor skills)	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Skills and Knowledge Progression – Art and Design

Skills

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Generating ideas	<ul style="list-style-type: none"> Begin to generate ideas from a range of stimuli, exploring different media and techniques 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations.
Sketchbooks	<ul style="list-style-type: none"> To use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process 	<ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Evaluating and analysing	<ul style="list-style-type: none"> Describe and compare features of their own and other's artwork and begin to talk about how they can improve their own work 	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. 	<ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge of artists	<ul style="list-style-type: none"> Talk about art they have seen, using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe some historical and cultural influences

Making skills (including formal elements)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	<ul style="list-style-type: none"> ▪ Use a range of drawing materials to mark make with a range of media. ▪ Develop observational skills to look closely and reflect surface texture through mark-making. ▪ Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> ▪ Independently select a range of drawing materials. ▪ Developing drawing through further direct observation, using tonal shading. ▪ Show awareness of proportion and perspective. 	<ul style="list-style-type: none"> ▪ To use a broader range of stimulus to draw from, such as architecture, culture and photography. ▪ Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. ▪ Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
Painting and mixed media	<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. ▪ Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. ▪ Select materials based on their properties and experiment with overlapping and overlaying materials to create interesting effects in collage. 	<ul style="list-style-type: none"> ▪ Select and use a variety of painting techniques whilst developing greater skill and control. ▪ Mix colours with greater accuracy and begin to consider how colours can be used expressively. ▪ Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<ul style="list-style-type: none"> ▪ Manipulate paint and painting techniques to suit a purpose. ▪ Add collage to a painted, printed or drawn background for effect. ▪ Create collage in response to a stimulus and work collaboratively on a larger scale. ▪ Explore contrasting and complimentary colours.
Sculpture and 3D	<ul style="list-style-type: none"> ▪ Use their hands and tools to manipulate a range of modelling materials. ▪ Develop and create understanding of 3D forms to construct and model simple forms. ▪ Develop basic skills for shaping and joining clay, including exploring surface texture 	<ul style="list-style-type: none"> ▪ Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration ▪ Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). ▪ Experiment with combining found objects and recyclable material to create sculpture 	<ul style="list-style-type: none"> ▪ Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration ▪ Investigate scale when creating forms in three dimensions. ▪ Plan a sculpture, developing an idea in 2D into a three-dimensional piece.
Craft and design	<ul style="list-style-type: none"> ▪ Begin to develop skills such as measuring materials, cutting, and adding decoration. ▪ Follow a plan for a making process, modifying and correcting things and knowing when to seek advice 	<ul style="list-style-type: none"> ▪ Learn a new making technique (paper making) and apply it as part of their own project. ▪ Design and make creative work for different purposes, evaluating the success of the techniques used. 	<ul style="list-style-type: none"> ▪ Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. ▪ Extend ideas for designs through sketchbook use and research, justifying choices made during the design process

Knowledge (Art – formal elements)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Pattern	<ul style="list-style-type: none"> Know that a pattern is a design in which shapes, colours or lines are repeated. Know that surface rubbings and drawing techniques can be used to add make patterns 	<ul style="list-style-type: none"> Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). Know that the starting point for a repeating pattern is called a motif, and a motif. 	<ul style="list-style-type: none"> Know that pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition Know that artists create pattern to add expressive detail to art works.
Texture	<ul style="list-style-type: none"> Know that different marks and drawing techniques (hatching, scribbling, stippling, and blending can create surface texture) can be used to represent the textures of objects. Know that collage materials can be overlapped and overlaid to add texture. 	<ul style="list-style-type: none"> Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> Know how to create texture on different materials. Know that applying thick layers of paint to a surface is called impasto, and is used by artists describe texture
Tone	<ul style="list-style-type: none"> Know that ‘tone’ in art means ‘light and dark’ Know that we can add tone to a drawing by shading and filling a shape 	<ul style="list-style-type: none"> Know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> Know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images. Know that tone can help show the foreground and background in an artwork.
Colour	<ul style="list-style-type: none"> Know the primary colours and that they can be mixed to make secondary colours. Know that different amounts of paint and water can be used to mix hues of secondary colours order to match real life objects. 	<ul style="list-style-type: none"> Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or ‘clash’ is created. Know that adding black or white creates tint or shade. 	<ul style="list-style-type: none"> Know that artists use colour to create an atmosphere or to represent feelings in an artwork. To know that colours can be symbolic according to culture.
Form	<ul style="list-style-type: none"> Know that we can use wool in different ways, threading, plaiting, knotting and weaving. Know that three-dimensional art is called sculpture. Know that clay can be moulded, joined and pressed into. 	<ul style="list-style-type: none"> Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Know that organic forms can be abstract. Know that simple structures can be made stronger by adding layers, folding and rolling. 	<ul style="list-style-type: none"> Know that the surface textures created by different materials can help suggest form in two-dimensional artwork. Know that the size and scale of three-dimensional artwork changes the effect of the piece.
Shape	<ul style="list-style-type: none"> Know that paper can be shaped by cutting and folding it. Know that patterns can be made using shapes. 	<ul style="list-style-type: none"> Know that negative shapes show the space around and between objects. Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> Know how an understanding of shape and space can support creating effective composition. Know that a silhouette is a shape filled with a solid flat colour that represents an object.
Line	<ul style="list-style-type: none"> Know that drawing tools can be used in a variety of ways to create different lines, patterns and to add detail. Know that lines can represent movement in drawings. 	<ul style="list-style-type: none"> Know that different drawing tools can create different types of lines. 	<ul style="list-style-type: none"> Know how line is used beyond drawing and can be applied to other art forms. Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.

National Curriculum Coverage - Art and Design

EYFS						Key Stage 1					Key Stage 2					
Our first Painting	Collage Gruffalo	Out of this world	Marvellous Me	Bear Hunt	Commotion in the ocean	Making your mark	Colour splash	Woven wonders	Clay Houses	Life in colour	Prehistoric paintings	Fabric of nature	Power prints	I need space	Mega materials	Artist study
To use a range of small tools, including scissors, paint brushes and cutlery.						To use a range of materials creatively to design and make products					To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.					
To begin to show accuracy and care when drawing.						To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination					To create sketch books to record their observations and use them to review and revisit ideas.					
To safely explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.						To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space					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].					
To share their creations, explaining the process they have used.						To 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.					To learn about great artists, architects and designers in history.					

Year 1 Knowledge Organisers

Year 1 - Drawing



Geometric	Mathematical shapes with straight lines, angles and point
Horizontal	Flat or level with the ground and not at an angle to it
Irregular	When shapes or lines are not formed of the same sizes
Line	A mark on a surface can be different lengths, widths and create shapes
Mark-making	The creation of different lines, patterns and shapes
Observation	To look at something carefully
Regular	A consistent size or pattern
Texture	A surface quality that is not flat
Vertical	Pointing straight up at a 90 degree angle from a horizontal base

Artists

Bridget Riley


Zaria Forman


Renata Bernal

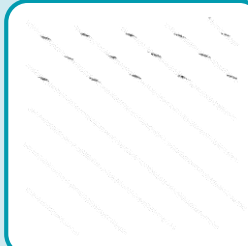
Wassily Kandinsky

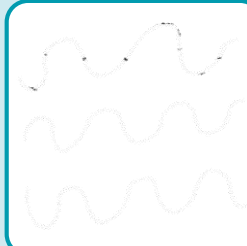
Ilya Bolotowsky

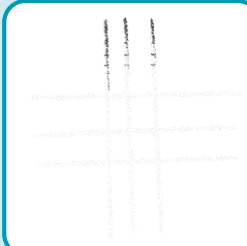
Different types of lines

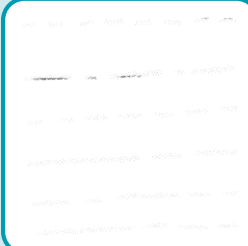












Horizontal

Vertical

Diagonal

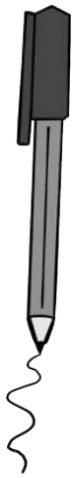
Wavy

Cross-hatched

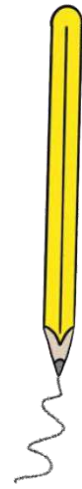
Broken

Different materials and their marks

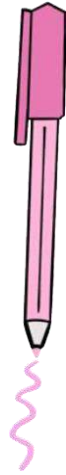
Biro



Pencil



Felt pen



Soft pastel



Oil pastel



Crayon

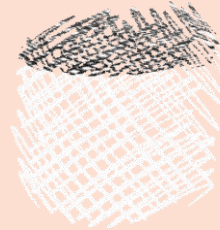
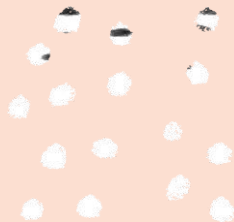


Charcoal



Mark-making

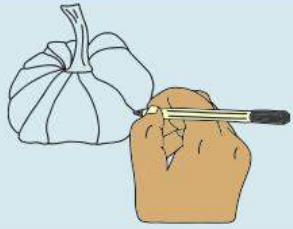
How would you make these marks?



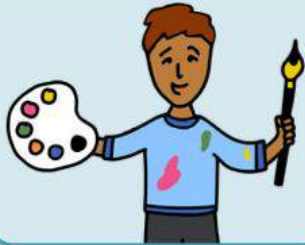
Year 1 - Craft and design



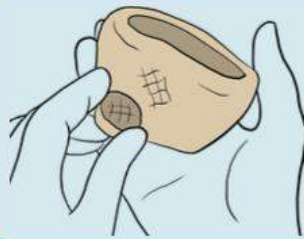
art



artist



craft

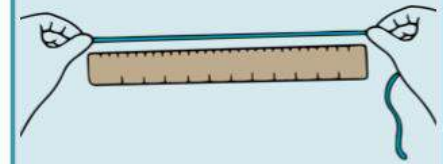


artists

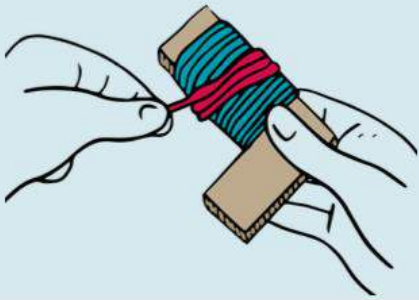
Judith Scott

Cecilia Vicuña

measure



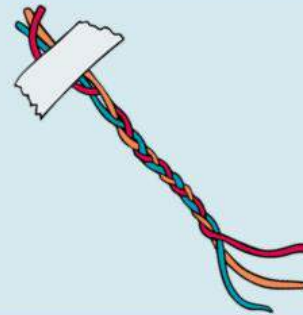
wrap wool



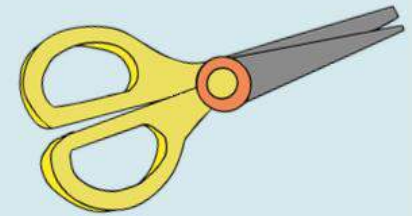
make a knot



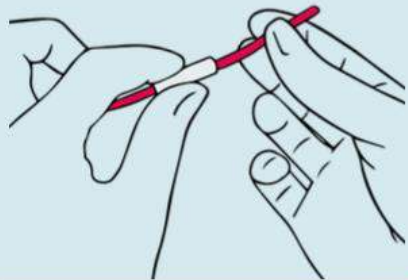
make a plait



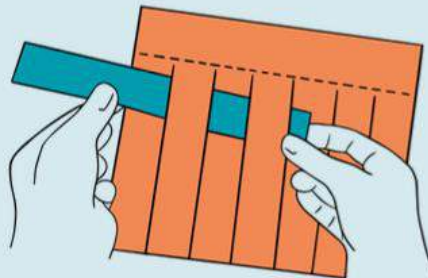
cut



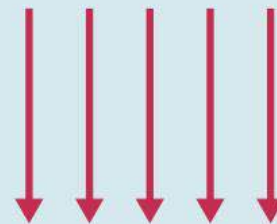
thread beads



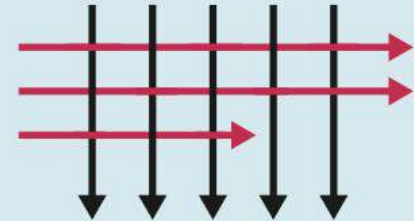
weave



warp



weft




Year 1 - Painting and mixed media

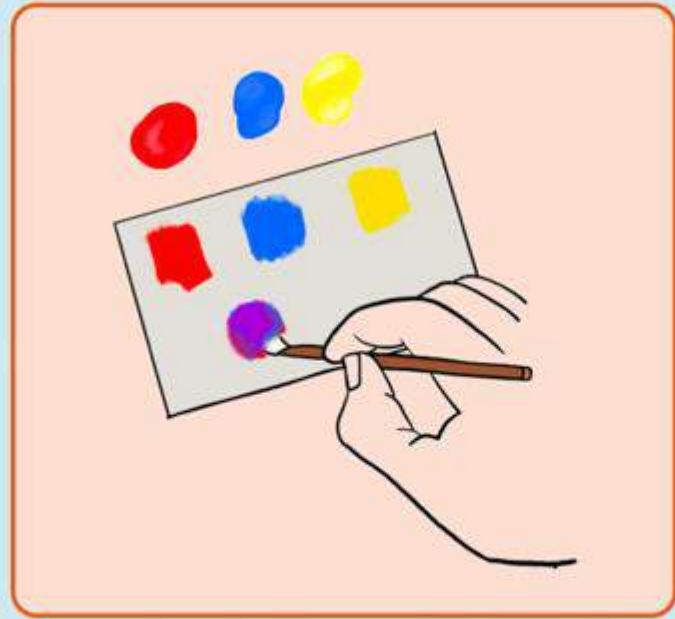
Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together










Artists
Jasper Johns
Clarice Cliff

Primary colours

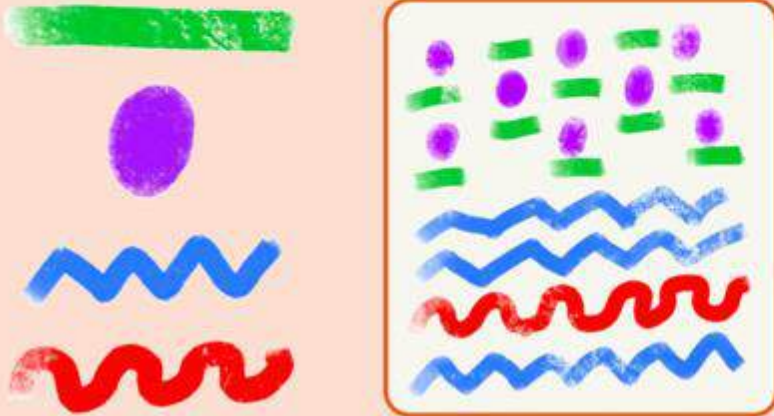


Mix secondary colours

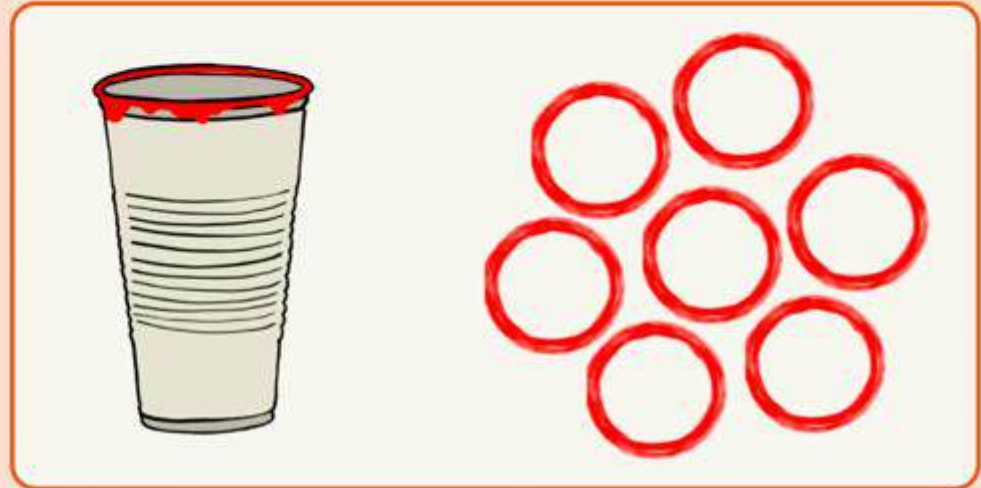


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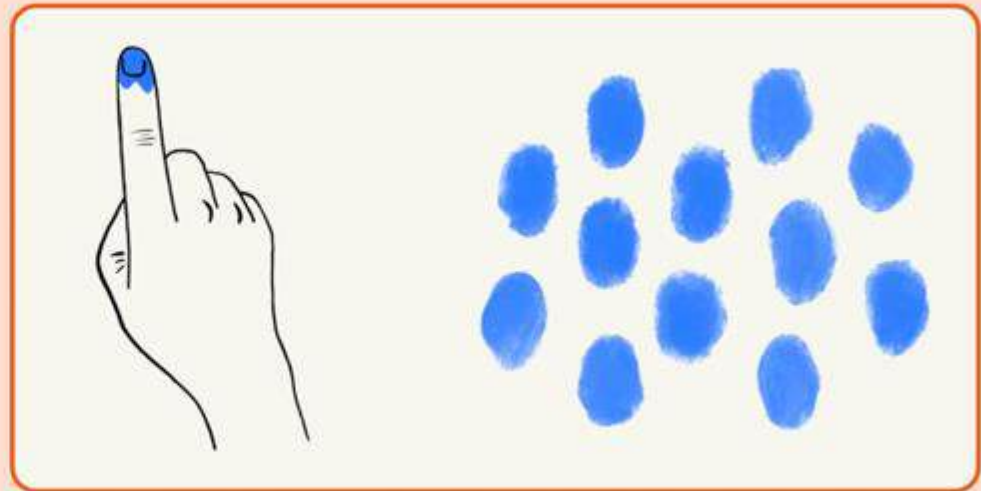
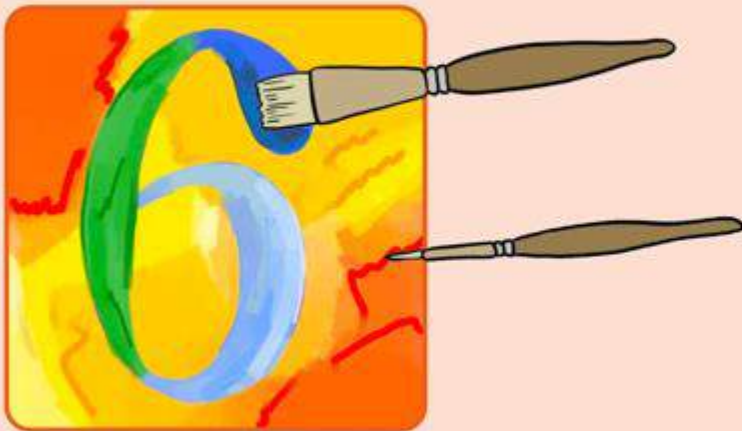
Create patterns by repeating shapes, colours, lines



Create patterns by printing



Different brushes make different marks



Year 2 Knowledge Organisers

Year 2 - Sculpture



Clay slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions; walk all around it to look at it
Surface	The top layer of something

Artists

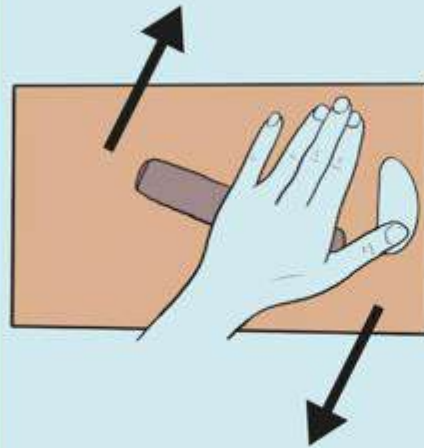
Ranti Bam

Rachel Whiteread

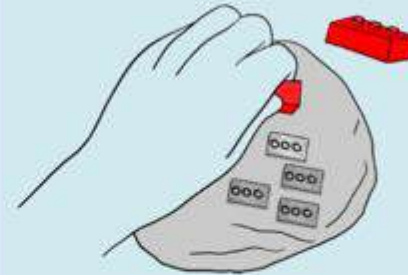
Roll a ball of clay



Roll a clay sausage shape



Press objects into the clay surface to make patterns



Make changes when working in clay

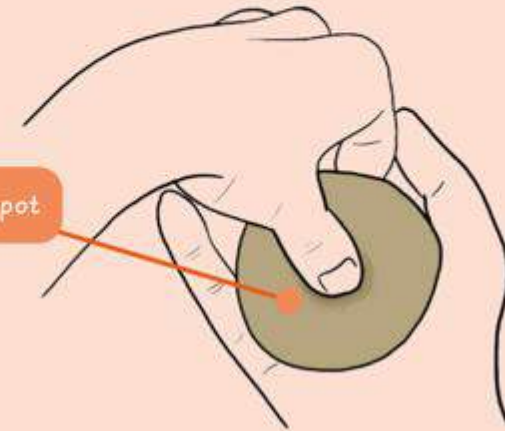


Mix clay slip



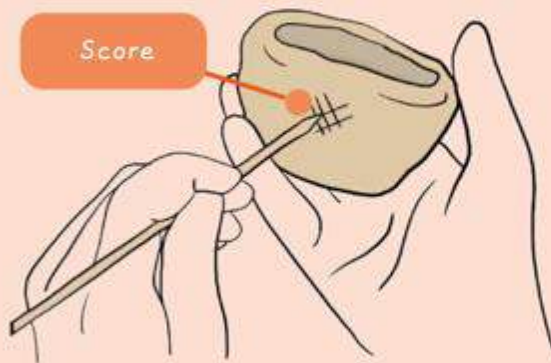
Mix water with clay using a brush to make a liquid

Push thumb in, smooth clay up and out

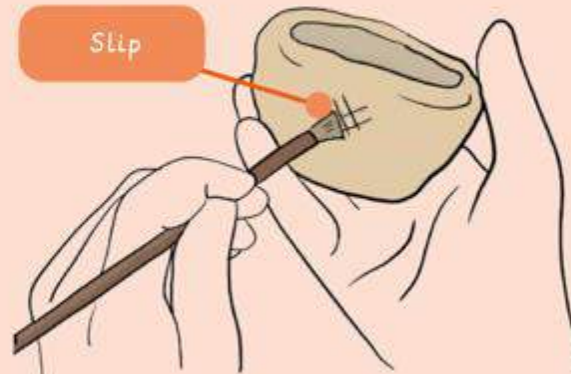


Pinch pot

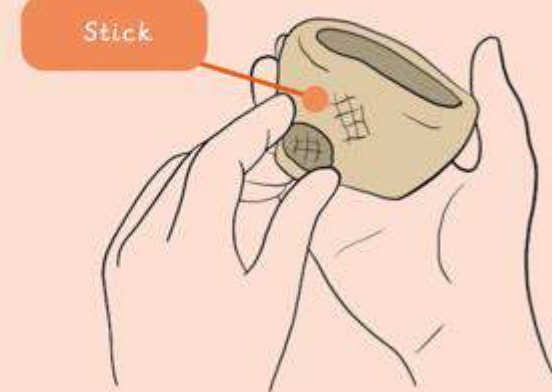
Join clay using the 'score and slip' method



Score

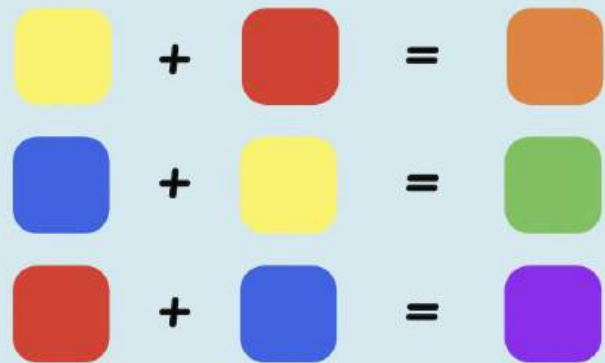
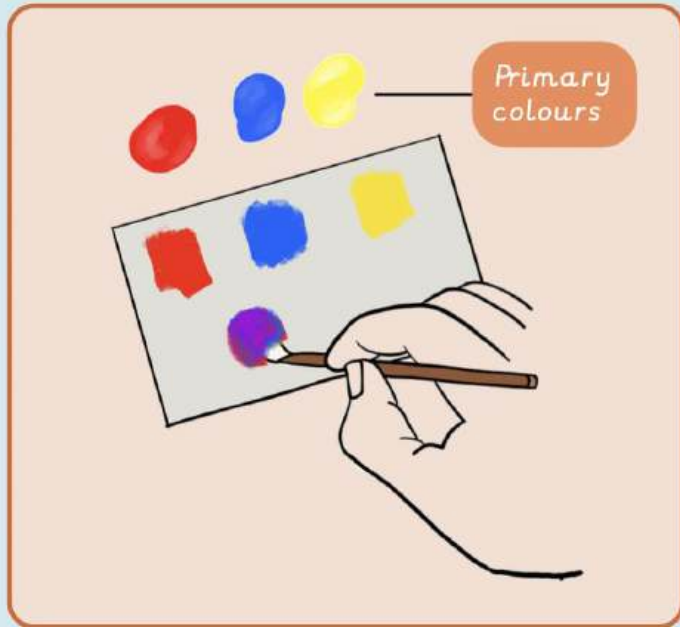


Slip

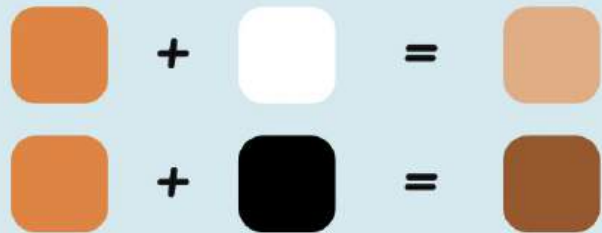
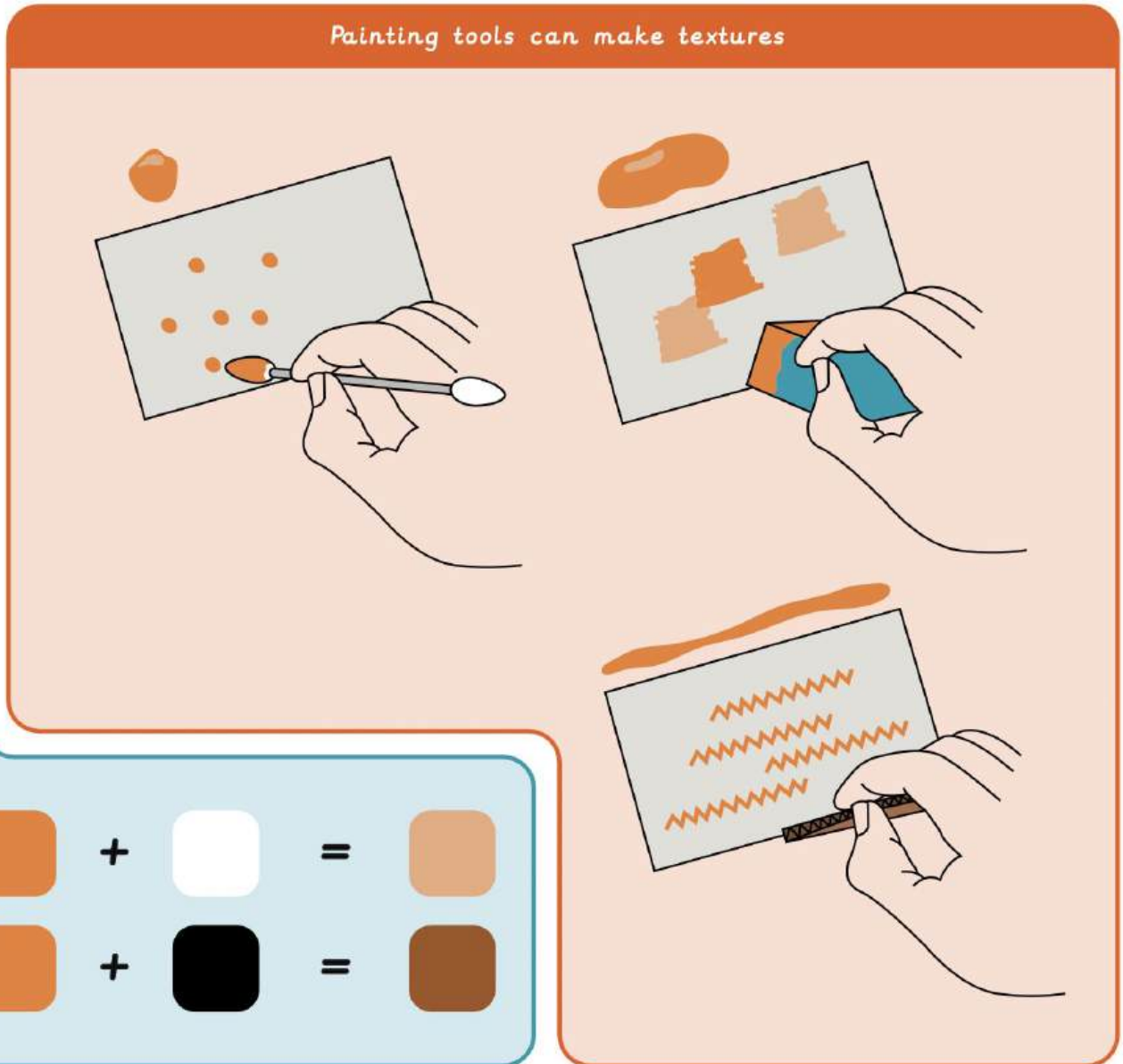


Stick

Mixing secondary colours



Painting tools can make textures



Collage



Arranging materials and sticking them to a surface.

Romare Bearden

1911-1988

- ▶ His work explored memories, everyday life and the idea that people should be treated equally.
- ▶ He used patterned paper in his collages.
- ▶ He layered other materials on top of the collage paper.

Overlap materials



Year 3 Knowledge Organisers



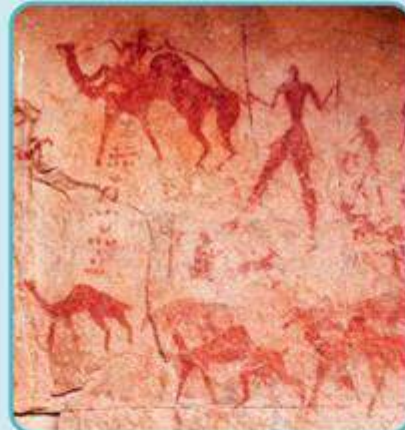
Year 3 - Painting and mixed media

Charcoal	Burnt wood that can be used to draw with.
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

Prehistoric people painted in dark conditions



People living in the Stone Age drew and painted animals because animals were an important food source



People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.

Year 3 - Painting and mixed media

Mix natural paint using a flour and water base with strong pigments like spices mixed in.



Some Stone age art contains bold black outlines, patterns and dots

Scaling up drawings



Look for the big shapes



Positive print



Negative print

Year 4 Knowledge Organisers

Year 4 - Craft and design



batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.

Mood board

A collection of images and colours showing a project theme.

- Artists**
- Ruth Daniels
 - Senaka Senanayake
 - William Morris
 - Megan Carter

Glue batik

Step 1

Paint the design onto fabric with PVA glue. Then allow it to dry completely.

Step 2


Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

Step 3


Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.

Collaborate	Work in a group to create a shared artwork
Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Composition	Putting different elements together in a pleasing way
Engraving	Lines cut into a hard surface which is covered in ink and printed
Printing technique	Creating prints in different ways e.g. monoprint, block print
Proportion	How big one element of an artwork appears compared to the whole thing
Shading	Drawn marks to illustrate degrees of light and dark
Tone	How light or dark something is
Wax-resist	Using wax to stop another material, like paint, from sticking permanently to a surface

Mark making with a pencil




Hatching



Cross-hatching


Mark making with charcoal

- Use the tip of the charcoal for sharp lines
- Blend light and dark areas to create tone.
- Use a rubber to draw light tones.

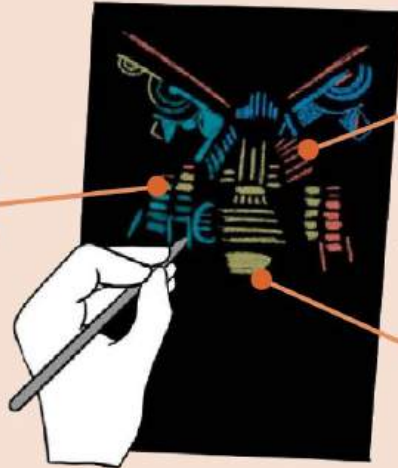


Proportion

- Use the relative size and shape of objects to help draw them in proportion.
- Artists use proportion to help make drawings look realistic.
- Artists can exaggerate proportion to draw attention to one aspect of an artwork.



Creating contrast



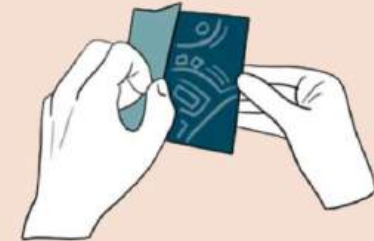
Patterns

Textures

Light and dark

Block printing

- Draw your design on the polystyrene block, pressing in with the pencil
- Don't press too hard!
- Apply ink or paint to the block
- Press the block ink-side down to print it



Henri Matisse

- Painted with bold shapes and colours in the 'Fauvist' style.
- Made paper cut-outs when he could no longer stand up to paint.
- He called his collage style 'Painting with scissors'.



Artists

Georges Seurat

Ed Ruscha

Fernando Botero

Alberto
Giacometti

Henry Moore

Year 5 Knowledge Organisers



Year 5 - Drawing

collagraphy	A printmaking process that uses textures to create interesting surfaces within a print.
decision	After taking different things into account you come to a conclusion.
futuristic	An object or image that looks like it is from the future.
imagery	A collection of visual images.
propaganda	Information, that may be misleading, to promote an often political cause.
purpose	The reason for something being created.
retrofuturism	A vision of what the future might look like created in the pre-1960s.
technique	Applying a particular method of making something.

Retrofuturism



Art produced between 1950-1960 that depicted what people imagined the future would look like.

Credit: Look and Learn / Bridgeman Images

Impact of the Space Race on art and design



What was the space race?



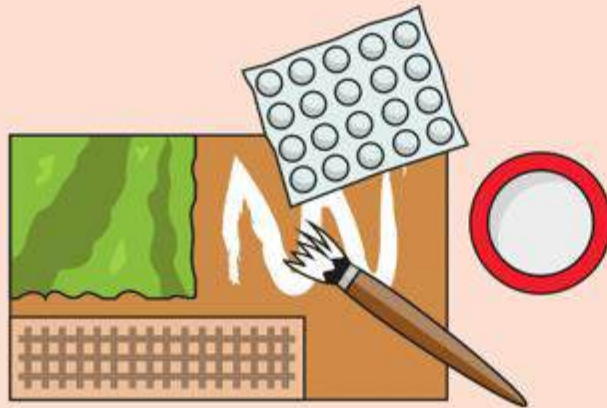
During the 1950s and 1960s, the United States of America and the Soviet Union were competing for supremacy in many areas, including competing to explore space.

Making a collagraph printing plate

Step 1

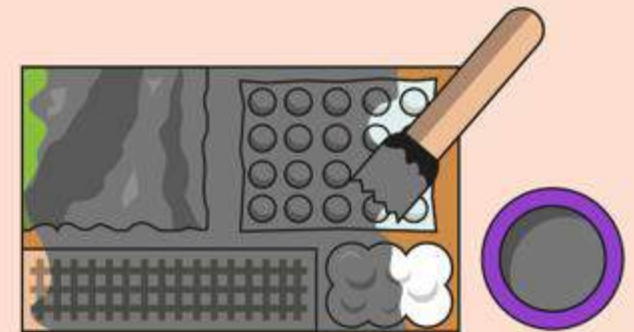
Glue the different textures to your flat cardboard plate.

Top tip!
It must be allowed to dry completely before you use it.



Step 2

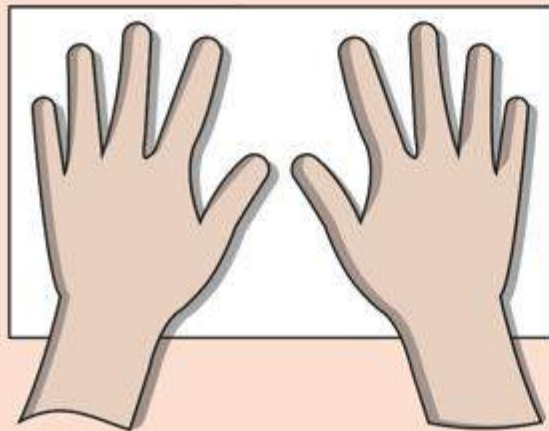
Completely cover your plate with printing ink. Use a thick brush to get into all the gaps. Make sure the ink is evenly applied.



Step 3

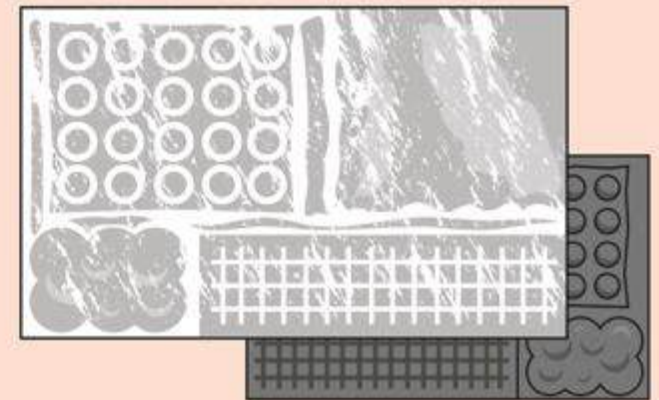
Place your inked plate onto your paper and press firmly all over. You can use a dry roller to do this.

Top tip!
Work from top to bottom to smooth over the entire plate.



Step 4

Peel the paper away from the printing plate to reveal your print!



Ceramics	Things made from clay which are hardened using heat
Form	Three dimensional shapes in art
Found objects	Objects not considered art materials being used to make art
Organic shape	Irregular natural shapes
Scale	The size of an artwork
Sculpture	Three dimensional art made by carving, modelling, casting or constructing
Typography	The art of designing and arranging letters to make them look appealing

Constructing

Using techniques like folding, stitching, tying, weaving and balancing to join materials together and make art.

Carving



Hard materials such as wood or stone can be carved to change their shape. Cut or scrape away pieces of the material to make a sculpture

Modelling



Soft materials such as clay or wire can be shaped by hand to make sculptures.

Found objects



Materials not usually thought of as art materials can be used to make sculptures, e.g. scrap metal, old toys, pieces of furniture.

Artists

Magdelene Odundo

Barbara Hepworth

Jaume Plensa

Sokari Douglas Camp

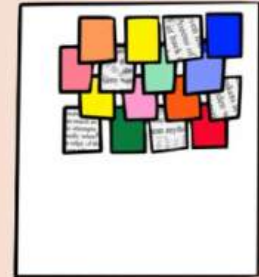
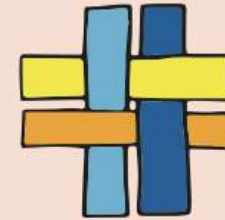
El Anatsui

Carving soap



- Draw the outline
- Remove large unwanted areas of soap
- Use a smaller tool to get close to the outline
- Add detail like surface texture

Constructing



- Layering recycled materials to look like a weaving
- Cutting, tearing and overlapping shapes
- Creating pattern and contrast

Modelling with wire



Bend to form shapes



Twist or fold over to join



Make loops to add details

Planning sculpture



- Sculptors sometimes draw to help them visualise the finished sculpture.
- Use your whole arm to draw on a big scale.

Year 6 Knowledge Organisers

Year 6 - Painting and mixed media



abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists

David Hockney

Paula Rego

John Singer
Sargent

Fiona Rae

Lubaina Himid



'The Dance', 1988
(acrylic on paper
laid on canvas) by
Paula Rego

© Bridgeman images 2022



Untitled, 1991 (oil
on canvas) by
Fiona Rae.

© Bridgeman images 2022

Describe

What can you see?
What words would use to describe it?
How would you describe the colours, shapes, and people?
How would you describe it to someone who can't see it?

Relate

Does it remind you of anything?
What things do you recognise?
How is this similar to other art you have seen?
How does it make you feel?
What do you find interesting about it?

Analyse

How did the artist create this?
What questions would you ask the artist?
What do you think is the most important part of it?
What does it tell you about the subject, artist or time in history?

Interpret

What would you name the piece and why?
What do you think is happening?
If you could step inside the piece what would you hear, see, smell or feel?
Does it have a message?
What do you think this might be?



Looking at art

Evaluate

What do you think is successful or unsuccessful about it?
What is most memorable about this piece?
What do you think others will think about it?
What might other people say about it?

Respond

What would you write about this art?
What does this piece make you want to say?
What style of art work does this make you want to produce?
What does this inspire you to do?

Art and Design Assessment Grids

Year 1	Working Towards (WTS)	Working Within (WW)	Greater Depth (GD)
Drawing: Make your mark	Creating a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines	Knowledge of the language and literacy to describe lines. Control in their use of the string and chalk lines	More precise use of materials and control when drawing lines on the A4 sheet with pencil and on black card using chalk
	Drawing lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect	Experimenting with a range of mark making techniques.	Linking their marks to others and responding to the music and the work of the artist
	Developing an understanding of different drawing materials and how to use them.	Drawing shapes in an interesting composition that overlap, experimenting with a range of different media and colour.	Discussing and explaining their choices of material, including differences between materials used.
	Developing an understanding of mark-making	Successfully applying a range of marks to a drawing, making considered choices.	Showing a more developed approach to observation, and using marks that reflect a deeper understanding of appropriate mark making for a specific effect.
	Applying an understanding of drawing materials and mark-making to draw from observation	Producing a drawing that displays observational skill, experimenting with a range of lines and mark making.	Experimenting further with lines and marks to represent texture, dark and light.
Painting and mixed media: Colour splash	Investigating how to mix secondary colours	Naming the primary colours and exploring coloured materials to mix secondary colours.	Knowing how the secondary colours are made, and making them using different materials.
	Applying knowledge of colour mixing when painting	Remembering the primary/secondary colours and how to mix primary colours to make secondary colours.	Applying paint using the impasto style successfully and achieving a balance of colour on their paintings.
	Exploring colour when printing	Using a range of colours when printing, being able to apply paint consistently to achieve a print.	Creating designs that indicate deliberate pattern and/or colour choices.
	Experimenting with paint mixing to make a range of secondary colours	Being able to mix five different shades of their chosen secondary colour. Using a variety of patterns to decorate their hands.	Being able to reflect on their work and talk about how they might mix a lighter or darker shade of a secondary colour. Painting patterns with some control.
	Applying painting skills when working in the style of an artist	Mixing secondary colours with confidence and describing and comparing their finished plates.	Being able to make considered decisions about their choice of colours; mixing secondary colours confidently and showing some independence in their organisation and choice of painting equipment.
Sculpture and 3D: Paper play	Rolling paper to make 3D structures	Persevering to roll paper tubes and attaching them to the base securely. Making choices about their sculpture, eg colour and arrangement of tubes.	Describing their ideas and decisions as they work. Adding detail to or adapting the tube shapes as they work.
	Shaping paper to make a 3D drawing	Shaping, overlapping and arranging the paper strips in interesting ways to make their 3D drawings.	Shaping the paper strips confidently and using original ideas. Making considered choices about the way they arrange the shapes on the base.
	Applying paper-shaping skills to make an imaginative sculpture.	Showing they can apply a variety of skills in shaping paper (learned in lesson 1 and 2) to their sculpture.	Solving problems as the work and creating a tree sculpture that uses a variety of paper shapes and includes details that add interest.
	Working collaboratively to plan and create a sculpture.	Working successfully with others; sustaining effort over a time.	An awareness of how the sections they are making contribute to the whole piece.
	Applying painting skills when working in 3D.	Painting with good technique, ensuring good coverage	Giving reasons for their evaluation of the success of the project. Suggesting changes that could be made next time

Year 2	Working Towards (WTS)	Working Within (WW)	Greater Depth (GD)
Painting and mixed media: Life in colour	Developing knowledge of colour mixing.	Being able to name the primary and secondary colours. Talking about the colour changes they notice and making predictions about what will happen when two colours mix.	Naming primary and secondary colours. Describing and comparing the colours they mix using precise language, for example, 'The orange is lighter here because it has mixed with the yellow' and 'Wetter paper makes the colour lighter'.
	Understanding how texture can be created with paint.	Describing the colours and textures they see. Trying out different tools to recreate a texture and decide which tool works best.	Being able to talk about how they are adapting colours as they mix paint. Explaining why they have chosen a particular tool to create a texture, comparing the effects of each.
	Using paint to explore texture and pattern.	Showing they can identify different textures in a collaged artwork. Choosing what paper to paint on and which tool to try to create a specific texture. Applying their knowledge of colour mixing to match colours effectively.	Identifying different textures in a collaged artwork. Making considered choices about the paper they work on and the painting tool they use, describing the effect they aim for as they work. Colour mixing confidently and making changes to match colours more closely.
	Composing a collage, choosing and arranging materials for effect.	Choosing collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying out different arrangements of materials, including overlapping shapes.	choosing collage materials based on colour and texture and making choices about how to create the shapes they need, e.g. using scissors or tearing the paper. Children can confidently describe how their choices match their collage ideas. They try out different arrangements of materials, including overlapping shapes, showing that they consider the overall effect.
	Evaluating and improving artwork.	Sharing likes and dislikes about their work and others. Describing their ideas for developing their collages and choosing materials and tools once they have tried them out.	Discussing their own work and comparing it to others, expressing opinions. Confidently describing how they could improve or develop their work and independently choosing how to work on top of their collages.
Sculpture and 3D: Clay houses	Using hands as a tool to shape clay.	Flattening and smoothing their clay, rolling an even sausage shape and making a range of marks in their clay.	Applying clay work skills to improve their model. Being more adventurous in the range of surface marks they incorporate.
	Shaping a pinch pot and join clay shapes as decoration	Making a basic pinch pot and joining at least one clay shape onto the side using the scoring and slipping technique.	Making a pinch pot with quite even sides and with clay pieces attached to create a finished design.
	Using impressing and joining techniques to decorate a clay tile.	Rolling a smooth tile surface. Joining clay shapes and making marks in the tile surface to create a pattern.	A finished tile with a clear pattern made by both clay shapes being joined effectively and interesting use of marks in the tile surface.
	Using drawing to plan the features of a 3D model.	Drawing a house design and identifying how they plan to create the key features in clay.	Confidently drawing a house design that includes plans for using shapes in relief, features pressed in and surface patterning.
	Making a 3D clay tile from a drawn design	Creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	Adapting their drawn designs as they work to create a successful clay tile, and using the impressing and joining techniques learned effectively
Craft and design: Map it out	Investigating maps as a stimulus for drawing.	Being able to explain their choices when grouping map images. By drawing a map of their journey to school that includes some key landmarks and that uses different types of mark-making in their chosen medium.	Confidently justifying their choices when grouping map images, possibly using art vocabulary to explain similarities and differences. Drawing a map of their journey to school that includes the required detail but that also shows they have thought about shape, colour and texture to make it interesting.
	Learning and applying the steps of the felt-making process.	With support, following the instructions to make a piece of felt that holds together and has elements of similarity to their map square.	Following the felting instructions independently and making a felt piece that interprets elements of their map square in a creative way.
	Experimenting with a craft technique to develop an idea	Being able to make decisions about how to place the 'jigsaw' pieces to create an abstract composition. Being able to make choices about which shapes and details from their map to include in their stained glass. Cutting cellophane shapes with care and arranging them into a pleasing composition.	Making and justifying decisions about how to place the 'jigsaw' pieces to create an abstract composition. Being able to make independent choices about which shapes and details from their map to include in their stained glass. Problem solving as they work to simplify or replace shapes in their design. Cutting cellophane shapes accurately and arranging them into a pleasing composition.
	Developing ideas and apply craft skills when printmaking.	Following the process to make and print from a polystyrene tile; design a print with simple lines and shapes; make choices about what to turn their prints into and make improvements as they work.	Designing an effective printing tile; following the steps in the printing process mostly independently; making creative choices about how to turn their prints into a final piece; displaying some problem-solving skills as they work, possibly by making suggestions to their peers.
	Presenting artwork and evaluate it against a design brief.	Being able to justify their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points and taking an active part in decisions around how to display their artworks in the class gallery.	Confidently justifying their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points using some art vocabulary and trying out different options for how to display their artworks in the class gallery.

Year 3	Working Towards (WTS)	Working Within (WW)	Greater Depth (GD)
Painting and mixed media: Prehistoric painting	To understand how prehistoric man-made art, and to reflect this style in their work.	Recognising the processes involved in creating prehistoric art, explaining roughly when they were made as well as creating their own animal drawing in this style. Being able to use simple shapes to build initial sketches.	Working with a greater level of control and detail when drawing, confidently using shapes to sketch accurate proportions of the animals and being able to discuss similarities and differences to contemporary art using some art vocabulary.
	To scale up drawings and sketches in a different medium.	Creating a large-scale copy of a small sketch, using charcoal to recreate the style of cave artists.	Confidently working with the medium of charcoal, chalk and pastel, using different techniques and tools to create varied effects and textures and being able to describe how they have scaled up their drawing.
	To experiment with the pigments in natural products to make different colours.	Demonstrating a good understanding of colour mixing when using the natural pigments, evidenced by the record of mixed colours in sketchbooks. Being able to discuss the differences between prehistoric paint and modern paint.	Demonstrating a good understanding of colour mixing when using the natural pigments, evidenced by the record of mixed colours in sketchbooks. Being able to discuss the differences between prehistoric paint and modern paint.
	To select and apply a range of painting techniques.	Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style. Making choices about equipment or paint that enable them to recreate features like bold lines.	Using greater skill and control in their painting and creating a more complex and sophisticated composition, possibly involving more than one animal. Able to discuss the choices they are making as they work, adapting ideas if they don't work as expected on the textured surface.
	To apply painting skills when creating a collaborative artwork.	Successfully making positive and negative handprints in a range of colours; applying their knowledge of colour mixing to make natural colours suitable for the task	Creating more elaborate designs; manipulating colours, patterns and shapes to suit their own ideas and intentions.

Year 4	Working Towards (WTS)	Working Within (WW)	Greater Depth (GD)
Drawing: Power Prints	To draw using tone to create a 3D effect.	Being able to create several pencil tones when shading and use these to create a simple 3D effect. Showing that they have explored different ways to hold the pencil and different pressures of the pencil on the paper to create line and tone	Showing good observational skills through careful application of tone to create 3D effects.
	To explore proportion and tone when drawing.	Using the charcoal and rubber to show areas of light and dark in their drawings and by demonstrating an awareness of the relative size of the objects they draw.	Using the rubber and charcoal effectively to create tone when drawing a range of different shapes and textures. Their finished drawings should include objects drawn to relatively accurate proportions.
	To plan a composition for a mixed-media drawing.	Being able to use scissors with care and purpose to cut out the images they want to use; by trying out more than one arrangement of the cut images to decide on their composition and being able to create contrast by using pieces of different shapes and sizes in interesting ways.	Using scissors confidently to cut even intricate shapes out; by making choices with the position of the cut images that combine to create a strong composition; by being able to make changes to their composition to make it more interesting or to create stronger contrasts.
	To use shading techniques to create pattern and contrast.	Being able to use the tools provided to create different marks and patterns when scratching into the painted surface; showing some awareness of how to create contrast by including areas with more and less marks; creating an interesting, finished drawing based on their original composition.	Using the scratching tools in creative ways to generate a variety of marks on the painted surface; being able to create curved hatching marks; showing awareness of contrast within their compositions both in terms of the elements they choose to include and by having areas with more or less detail.
	To work collaboratively to develop drawings into prints.	Being able to work co-operatively to create a joint artwork, listening to others and compromising where necessary. Trying out something new in the way they work eg a new print technique, a new material, making something abstract when they would usually choose figurative etc. Including detail in their print such as contrast and pattern.	Being able to compromise and change ideas as they work to achieve a strong overall print effect. Trying out something new in the way they work eg a new print technique, a new material, making something abstract when they would usually choose figurative etc. Contributing confidently to the group, including detail such as contrast and pattern whilst working in a way that matches the style of the group as a whole.
Craft and Design: Fabric of Nature	To understand starting points in a design process.	Describing objects, images and sounds with relevant subject vocabulary. Creating drawings that replicate a selected image; making confident choices about what materials to use. Selecting imagery and colours that link to drawn starting points, creating a mood board where a theme and colour palette are defined.	Using relevant subject language with confidence to describe objects, images and sounds. Drawing from imagery; may include detailed studies of small sections rather than a complete object. Use of expressive drawing techniques to show textures and shapes. Selecting imagery and colours that link to drawn starting points. Creating a mood board that strongly depicts a clear theme and colour palette.
	To explore techniques to develop imagery.	Discussing the work and inspiration of artists using subject relevant language. Completing four drawings that are mostly different and fill the space, created with confident use of materials and tools to add colour.	Discussing the work and inspiration of artists using subject relevant language; may include the formal elements. Completing four drawings that show four distinctly different views, that fill the space. Confident use of materials and tools to add colour but to also illustrate texture and detail through mark making.
	To explore using a textile technique to develop patterns.	Understanding the work of William Morris and using subject vocabulary to describe his work and style. Creating a pattern using their drawing and taking inspiration from mood boards and initial research to develop it.	Describing and discussing the techniques of William Morris, using subject vocabulary and their own experience; making comparisons to the work of other artists; creating a pattern made from their drawing; making choices to translate in glue batik; developing from mood board inspiration and initial research.
	To learn how to create a repeating pattern.	Identifying where a pattern repeats and explain; following instructions to create a repeating pattern; adding extra details and patterns to improve their design.	Demonstrating an understanding of a repeating pattern through discussion using examples; identifying and explaining where a pattern repeats; following instructions to create a repeating pattern taking inspiration from William Morris and their own research to make considered enhancements to the design.
	To understand how art is made for different purposes.	Understanding different methods of creating printed fabric in creative industries. Using sketchbooks to evaluate patterns, recognising what has worked well and what could be improved. Producing ideas to illustrate products using their designs.	Understanding and discussing different methods of creating printed fabric using examples. Evaluating patterns in detail, recognising what worked well and what could be improved, possibly using sketches to illustrate. Illustrating and annotating detailed and carefully drawn designs to show a product.

Year 5	Working Towards (WTS)	Working Within (WW)	Greater Depth (GD)
Drawing: I Need Space	To explore the purpose and effect of imagery.	Understanding and explaining what retrofuturism is. Participating in discussions and offering ideas. Evaluating images using simple responses such as 'I like...I don't like..' but may use formal elements to extend ideas.	Understanding and explaining what retrofuturism is and referencing examples that they have seen before. Participating in discussions; offering and explaining ideas. May take the lead to direct discussion. Evaluating images with a varied range of responses, confidently using the formal elements to extend.
	To understand and explore decision making in creative processes.	Providing plausible suggestions for how a piece was created. Comfortable to use a different stimulus to draw from. Using past experiences to use a good range of drawing processes.	Providing suggestions for how a piece was created referring to personal experiences or process knowledge. Confidently using different stimuli to draw from. Confidently uses a diverse range of drawing techniques, which may extend to using simple printing.
	To develop drawn ideas through printmaking.	Participating in discussion; suggesting sensible ideas about how the image was produced. Can select and place textures to create a collagraph plate applying an understanding of the material, which may be supported by testing.	Participating in, and possibly leading, discussions about how the image was produced. Able to use knowledge and language of the formal elements to support their ideas. Confidently selects and places textures to create a collagraph plate applying an understanding of how they expect it to print.
	To test and develop ideas using sketchbooks.	Producing drawings and visual notes that demonstrate using sketchbooks to explore ideas. Generating a clear composition for a final piece ; including how it will be drawn. Applying confident skills to make an effective collagraph print.	Diverse drawings and visual notes with confident use of sketchbooks to test. A clear composition for a final piece annotated to shows how it will be drawn and includes what the drawing could be used for. Applying confident skills to make an effective collagraph print that may show some experimentation with colours.
	To apply an understanding of drawing processes to revisit and improve ideas.	Selecting tools and drawing techniques with some guidance. Demonstrating a growing independence; able to discuss ways to improve work; willing to seek support or guidance when needed.	Selecting tools and drawing techniques with little or no guidance. Working confidently and independently throughout most of the task. Recognising that seeking guidance allows them to develop; able to discuss and demonstrate ways to improve work .
Sculpture and 3D: Mega Materials	To develop ideas for 3D work through drawing and visualisation in 2D.	Trying out an unfamiliar way of drawing and taking some risks in their work. Being able to use familiar shapes to create simple 3D drawings and describe the shapes they have used.	Confidently working in an unfamiliar way and in an unusual space. By showing an understanding of why drawing is important in the ceramic process. Being able to challenge themselves to create more complex or enlarged drawings.
	To use more complex techniques to shape materials.	Drawing a simple design, showing they have thought about how the shape could be cut from soap. Transferring their drawn idea successfully to the soap carving. Being able to make informed choices about the tools they use and how they use them.	Confident use of materials in both the 2D and 3D tasks (drawing of their design and the sculpture) showing a clear link between them. Using a range of tools confidently to carve the soap. Problem-solving as necessary while they work. Producing an effective sculpture finished to a good standard.
	To explore how shapes can be formed and joined in wire.	Successfully bending the wire to follow a simple template. Adding additional details for stability and aesthetics.	Creating a strong, stable and decorative wire sculpture. Adding more decoration with either additional wire or tissue paper and PVA glue.
	To consider the effect of how sculpture is displayed.	Could select from pre-cut letters to assemble their word; Consider pairing children up to create their shadow sculptures so that the task of creating letters is shared; Could work as a group and take on a specific role eg designer, photographer.	Should try out different fonts for letters and identify which one works best, and why; Should be encouraged to try out a variety of different ways to display their sculpture before photographing it.
	To choose and join a variety of materials to make sculpture.	Exploring different ways to join materials to create a three dimensional outcome; showing they have made considered choices about the placement of materials, being able to describe how their work has been influenced by the work of El Anatsui.	Trying out unfamiliar techniques for joining materials and problem-solving as they work; being able to use art vocabulary to describe their finished piece and make confident links to the work of El Anatsui.

Year 6	Working Towards (WTS)	Working Within (WW)	Greater Depth (GD)
Painting and mixed media: Artist Study	To understand how to analyse a famous painting.	Can explain ideas for narrative using descriptive language. Able to suggest ideas for the meaning behind the picture. Can Identify different features within the painting describing using appropriate language.	Can explain the narrative of the painting using descriptive language that reflects empathy with the characters and the emotional content of the painting. Able to suggest ideas for the meaning behind the picture using confident inference. Can identify different features within the painting referring to formal elements to describe.
	To understand how to find meaning in a painting.	Understands and can describe the narrative with creativity and imagination to find their own meaning in the painting. Can use their own art or personal experiences to start to justify their ideas. Able to create a narrative of their own using the elements from the painting.	Able to include extra details in the description of the narrative behind the story as well as describing the next stage of the story as they imagine it. Use their own art or personal experiences to justify their ideas, possibly referring to other artwork they are familiar with. Can Create a detailed narrative of their own using the elements from the painting.
	To apply drama techniques to explore the meaning of a painting.	Able to read a picture well and see beyond the initial first glance. The ability to analyse and evaluate an image successfully.	Additionally displays a sense of empathy and understanding of the meaning of the painting. The ability to accurately play their own part and/or take on a leadership role in the tableau.
	To apply interpretation skills to analyse and respond to an abstract painting.	Can read into the picture, identifying different elements and meanings, understanding the narrative and using descriptive language to tell the story. Can reflect on their own experiences and feelings they want to convey through their own piece of abstract art.	Will use richer language in their discussions and justifying their opinion. Can create an inventive drawing with clear influences from the artist. Can reflect own experiences and feelings to convey through a piece of abstract art. Their piece will be interesting with considered composition and may use a combination of media.
	To understand how art can tell stories or portray messages.	Can contribute to discussions to either the class, group or talk partner. Can understand and choose a meaningful message to convey through imagery, creating some different composition ideas.	Contributing to discussions to either the class, group or talk partner explaining reasons for their ideas. Understanding what makes a message meaningful with strong ideas and choosing something that is important to them. Able to convey this through imagery, which may be more suggestive than literal, creating a range of different composition ideas
	To develop starting points for creative outcomes.	Able to select an appropriate artist. Information collected is varied and presented in an interesting and pleasing way in sketchbooks. Generating an idea for a final piece that should demonstrate some inspiration from their chosen artist.	Can select an appropriate artist that may be their own choice. Information gathered is relevant and covers a variety of aspects of the artist's life and work. Sketchbook pages include drawings, text and consideration for overall aesthetics with pattern and colour. Generating an idea for a final piece that clearly reflects the inspiration from their chosen artist.
	To demonstrate an understanding of painting techniques to make personal choices.	Produces a piece of work that demonstrates an ability to select appropriate tools and materials to create an intended effect. Able to effectively translate final composition from ideas and sketches. Continuing to experiment and revisiting ideas, drawing on creative experiences. Being able to work in a sustained way to complete a piece making evaluations at each stage.	Produces a confident piece of work selecting tools and materials drawing upon previous creative experiences to achieve specific effects. Effectively translating ideas and sketches from sketchbooks to a larger scale. Continuing to experiment which may include using mixed media and/or preparing different surfaces to work on. Working in a sustained way to complete a piece making and acting upon evaluations at each stage.