



# ART

**Being the best we can be; committed to making a difference**  
**Communication and Creativity.**

**INTENT - Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity. Our Art curriculum is designed to engage, inspire, develop creativity, self-expression and set challenges. It equips children with the knowledge, understanding and skills to experiment, invent and create their own works of art, craft and design. Children develop a critical understanding of their own and others cultural heritages through studying a diverse range of artists. It aims to foster curiosity and enthusiasm while allowing the children to enjoy the artistic process and feel proud of their creative outcomes.

**Implementation**

Art is taught in a blocked timetable throughout the year. Basic skills are introduced and built upon. We follow the 'Generating ideas, Making, Knowledge, Evaluation' approach to teaching Art (which is supported by NSEAD).

In every year group, children will learn about a diverse variety of artists and the artist will underpin the style of art or skills/techniques the children will study. Children will experiment, plan and create a final piece of art reflecting the skills and knowledge they have developed throughout the unit. They experience working independently and collaboratively with others on projects. Opportunities to share their imaginative creations are present, including exhibiting in the federation art gallery. We provide a safe and nurturing environment where children are encouraged to take risks, explore their own creativity and learn from the journey.

The formal elements of Art are woven through the long term plan from the Early Years to Year

6. A spiral curriculum means skills are revisited and the use of sketchbooks enhances this process. In KS2, each lesson begins with the opportunity to talk about different pieces of art. We ensure this work reflects a full range of backgrounds and perspectives to be found in our society. Children are taught to think critically, be reflective, analyse and evaluate their own and others work. They have a bank of art specific vocabulary to refer to at the back of their sketchbooks. Children are also able to access and refer back to previous learning via the Google Classroom.

**Impact**

Teachers assess children's knowledge, understanding and skills in Art by making observations and through conversations with the children during lessons. Verbal feedback is given to children by teachers or their peers. Children are also encouraged to be critical of their own work, highlighting their own next steps. Subject assessment grids are completed by class teachers at the end of each unit, showing children's attainment in the following four areas: Generating ideas, Making, Knowledge, Evaluation.

<u><b>Year R</b></u>	<u><b>Year 1</b></u>	<u><b>Year 2</b></u>	<u><b>Year 3</b></u>	<u><b>Year 4</b></u>	<u><b>Year 5</b></u>	<u><b>Year 6</b></u>
<p><b>Drawing</b></p> <p>Begin to develop their control and confidence when drawing and experimenting with making <b>lines</b> using a range of materials. Draw lines of different thicknesses.</p> <p>To draw <b>forms</b> using the formal elements of lines &amp; simple shapes such as circles, squares and triangles.</p> <p>To learn to <b>tonally shade</b> areas and shapes as neatly and carefully as they can.</p> <p>To learn to draw for pleasure and relaxation.</p> <p>To draw things they like, for narrative purposes and from their imagination and observation.</p> <p>Record ideas, thoughts, feelings</p> <p><b>Painting</b></p> <p>To learn how to hold and control a <b>paintbrush</b>.</p> <p>To learn to blend colours in a palette. To learn how to look after brushes and equipment.</p> <p>Use a range of painting tools and surfaces to experiment with mark making (brushes, sponges, tissue, fabric, string etc.) Use simple wax resist using crayons and ink.</p> <p><b>Colour:</b> To recognise and name the primary colours being used.</p>	<p>Explore the similarities and differences between a range of drawing media (graphite sticks, charcoal, crayons, coloured pencils)</p> <p>To increase their control when drawing simple 2D <b>geometric shapes</b> and when trying out new ways of making <b>lines</b>/marks.</p> <p>Explore the concept of light and dark, learning how to create different <b>tones</b>.</p> <p>To learn how to control the pressure when using their drawing implements and practice <b>tones</b> neatly and accurately.</p> <p>To draw for pleasure, from the imagination and observation, developing an interest in the world around them.</p> <p>Experiment with paint media using a range of tools.</p> <p>Name the primary colours and use them to mix secondary colours.</p> <p>Develop skills in measuring and</p>	<p>Learn to use pencils (hard and soft), crayons, felt-tips, charcoal and chalk, digital means, inks and other materials (e.g. wire, wool, straws, cotton buds, feathers, sticky tape) to create expressive drawings.</p> <p>To develop greater skill &amp; control when using the formal elements to draw, e.g. using simple <b>lines</b> and <b>geometric shapes</b> to create <b>forms</b>.</p> <p>To control the pressure when using drawing implements to create lighter or darker <b>tones</b> and marks, e.g. when sketching. Understand tone through different grades of pencil (HB, 2B, 4B)</p> <p>To shade areas neatly without spaces &amp; gaps</p> <p>To identify and draw details, <b>textures, patterns</b>.</p> <p>To draw for pleasure, from the imagination and observation, and learn to improve their style from observation and secondary sources.</p>	<p>To know the similarities and differences between a range of drawing media (e.g. graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels). and select which one is most suitable for the task they need.</p> <p>Identify and draw the <b>2D &amp; 3D geometric shapes</b> in nature and the world around them.</p> <p>Effectively control drawing media to create dark and light <b>tones</b>. Further practice shading tones with few gaps that are neat to the edges.</p> <p>To show consideration in the choice of pencil grade they choose.</p> <p>Develop confidence making marks and <b>lines</b> to represent a wide range of surfaces, <b>textures &amp; forms</b>.</p> <p>Develop increasing control, and precision when painting detail, lines and edges of shapes.</p> <p>Use a range of brushes to demonstrate increasing control of marks made.</p> <p>Learn to measure and mix paint to form tertiary</p>	<p>Make drawings and experiment with pencils (HB 2B 4B), crayons, felt-tips, charcoal and chalk, digital means, inks to create variations in <b>tone</b>.</p> <p>Develop the ability to accurately identify and render <b>2D &amp; 3D geometric shapes</b> when drawing from observation or second-hand sources, becoming aware of proportion, scale and order.</p> <p>To include in their drawings a range of shading techniques.</p> <p>Show an awareness of representing <b>texture</b> through the choice of lines and marks made.</p> <p>Learn different styles of drawing e.g. <b>Graphic</b> (cartoon, graffiti, caricatures etc.) <b>Realistic</b> (portrait, still life etc.) <b>Abstract</b> (fine art, emotions).</p> <p>Use paint more accurately, applying appropriate amounts to the surface.</p> <p>Experiment with colour, texture, line, shape &amp; composition to create moods and feelings when painting.</p>	<p>Independently select appropriate media for purpose, taking risks and experimenting with different drawing media.</p> <p>Draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Draw <b>lines, shapes</b> and <b>forms</b> neatly and evenly with more confidence, blending <b>tones</b> from light to dark smoothly.</p> <p>To control the amount of force and pressure when drawing.</p> <p>Develop close observation skills using viewfinders. Develop an awareness of scale, proportion and composition.</p> <p>To work for a sustained period of time to create detailed drawings, using a range of sources.</p> <p>Learn how to control the amount of paint and water they need to use to preserve finer details; paint neatly and carefully. Know the different types of paint and when to use them,</p> <p>Mix and match colours to create</p>	<p>To draw and work with a range of media with increasing confidence, developing their own personal style (e.g. through the development of <b>line, tone, pattern, texture</b>).</p> <p>Use different techniques for different purposes, understanding which works well and why.</p> <p>Know and apply a basic one-point <b>perspective</b>.</p> <p>Learn more styles of drawing and learn how drawing is used in art e.g. <b>Graphic</b> (cartoon, graffiti, fashion design etc.) <b>Realistic</b> (portrait, still life etc.) <b>Technical</b> (architecture, product design, plans, diagrams, instructions) <b>Illustration</b> (books, magazines) <b>Abstract</b> (fine art) <b>Sculptural</b> (3D, wire, card, architectural models) <b>Digital</b> (using computers, tablets, film).</p> <p>To control paint to work in different ways;</p>

<p>To learn fundamental colour mixing skills using primary colours. Play with colours, experimenting to 'discover' new colours. To try to mix colours to match images from paintings or books etc.</p> <p><b>Tone/Form:</b> to learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p> <p><b>Pattern &amp; Texture:</b> paint patterns &amp; add things to paint to make textures such as sand, grit, salt.</p> <p><b>Line/Shape:</b> practise painting shapes, lines and edges neatly.</p> <p><b>Crafts:</b> <b>Printing/Collage/Textiles/Weaving</b> To print from objects (natural and manmade) and develop simple patterns.</p> <p>To enjoy taking rubbings (e.g. leaf, brick, coin, bark).</p> <p>Select and cut shapes, colours, textures and images from a range of sources for collages.</p> <p><b>Digital</b> To take a photograph with a digital camera.</p> <p><b>3D Sculpture</b> Learn to create Form by cutting, forming and joining familiar 3D shapes using natural and manmade materials..</p> <p>To make simple shapes and forms from pliable materials</p>	<p>mixing paint.</p> <p>Experiment with lightening and darkening paint without using black and white.</p> <p>To experiment using different types of painting surfaces e.g. cartridge paper, card, brown paper, coloured papers, fabrics, 3D surfaces and textured surfaces.</p> <p><b>Colour:</b> use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p><b>Tone/Form:</b> further develop their ability to make colours darker and lighter and understand how this affects form.</p> <p><b>Pattern &amp; Texture:</b> paint patterns &amp; add things to paint to make textures e.g. sand, grit, salt.</p> <p><b>Line/Shape:</b> paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p> <p>Print using simple materials, (card, string, foam, textured</p>	<p>Develop brush control &amp; learn to use different types of paint and painting surfaces. Choose a suitable brush to make suitable marks appropriate to the work.</p> <p>Confidently use primary colours to mix secondary colours. Know and understand the colour wheel.</p> <p>Learn to measure &amp; mix the paint needed and apply paint with control. Learn to paint neatly and carefully.</p> <p>Understand how to make tints using white and tones using black.</p> <p>Learn to use different techniques to create effects such as spattering, stippling, dripping, layering, adding texture etc. to paint expressively.</p> <p><b>Colour:</b> develop colour mixing to make finer variations in secondary colours.</p> <p><b>Tone/Form:</b> learn why light colours appear to be closer to us and dark objects look further away,</p>	<p>colours.</p> <p>Use tints and tones in their work and begin to explore complementary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Become more confident in using different effects and textures with paint (e.g. blocking in colour, washes, thickened paint creating textural effects).</p> <p><b>Colour:</b> mix secondary and tertiary colours and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p><b>Tone/Form:</b> learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p> <p><b>Pattern/Texture:</b> create and describe more complex patterns and textures.</p> <p><b>Line/Shape:</b> paint with line for expression and to define detail.</p> <p>To use printing (monoprinting, block printing, relief printing etc.) to create artwork and explore patterns. Use simple motif printing blocks with confidence to</p>	<p>Mix colours (secondary and tertiary), shades and tones with increasing confidence.</p> <p>To begin to recognise different artists' work and painting styles expressing their opinions, using art vocabulary.</p> <p><b>Colour:</b> Mix secondary and tertiary colours, controlling the amounts for purpose.</p> <p><b>Tone/Form:</b> to be aware of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p><b>Pattern/Texture:</b> use pattern &amp; texture for desired effects, learning to manipulate light and shade for dramatic effect.</p> <p><b>Line/Shape:</b> use line with greater confidence to highlight form and shape.</p> <p>To use printing (monoprinting, block printing, relief printing etc.) to create both individual images and repeat patterns. Use over printing (motifs and colour).</p> <p>To gain more confidence in using different art</p>	<p>light effects and atmosphere.</p> <p>Mix colours (secondary and tertiary), shades and tones with increasing confidence, building on prior knowledge.</p> <p>To build on recognising different artists' work and painting styles, expressing their opinions, more confidently, using art vocabulary.</p> <p><b>Colour:</b> Know colour relationships.</p> <p><b>Tone/ Form:</b> know that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p><b>Pattern Texture:</b> Use pattern &amp; texture for purposeful effect.</p> <p><b>Line/Shape:</b> Use line or shape to create original compositions.</p> <p>To develop their printing skills to create artwork e.g. singular images or patterns. To experiment with and use more complex printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>To confidently use a range of</p>	<p>precise / loose..</p> <p>Know when to use different types of paint media.</p> <p>Paint using tone, line, texture and colour to express mood and feelings, 3D form, depth and distance.</p> <p>To be familiar with a range of different artists' work and painting styles. To confidently articulate which styles they prefer and why, using art vocabulary.</p> <p><b>Colour:</b> to mix secondary and tertiary colours confidently and with control. Understand colour relationships.</p> <p><b>Tone/Form:</b> control paint to make things appear lighter and further away or darker with more intense hues to bring them closer.</p> <p><b>Pattern/Texture:</b> Understand how to apply pattern and texture with confidence to decorate or embellish paintings.</p> <p><b>Line/Shape:</b> Use lines with confidence to represent their own ideas and</p>
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<p>such as modelling clay, foam or wire.</p> <p><b>Sketchbooks (Developing Ideas)</b> To use sketchbooks to record thoughts, ideas, feelings, discoveries/observations and for pleasure.</p> <p><b>Responding to Art</b> Look at and talk about their own and others creations, describing simple techniques and materials used.</p>	<p>materials and clay... ) to produce <b>patterns</b>.</p> <p>Learn how to produce a clean printed image.</p> <p>Begin to identify forms of printing (books, posters, pictures, fabrics).</p> <p>Select and cut <b>shapes, colours, textures</b> and images from a range of sources for collages.</p> <p>Learn to take a self portrait/photo with digital cameras taking care to frame the shot to capture the detail they want.</p> <p>To cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, manmade and natural) to create <b>Forms</b> for a purpose. Use tools safely and correctly. Apply simple finishing techniques.</p> <p>To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts, feelings and ideas and to experiment with materials.</p>	<p>then explore this in their art.</p> <p><b>Pattern &amp; Texture:</b> create and describe original patterns &amp; make textures.</p> <p><b>Line/Shape:</b> understand the importance of outlines &amp; paint more sophisticated shapes.</p> <p>Use printing (monoprinting, block printing, relief printing etc.) to create artwork. Use simple motif printing blocks to create and print more complex <b>patterns</b> with increasing mathematical and visual precision.</p> <p>Make simple plans for making, deciding which tasks need to be done first. Select and cut <b>shapes, colours, textures</b> and images from a range of sources for collages.</p> <p>Explore weaving and sewing techniques. Learn to thread a needle and use basic stitches (running and over stitch).</p> <p>Learn how to use 'zoom' to focus in on an object in detail.</p>	<p>create and print complex patterns with more mathematical and visual precision.</p> <p>To gain experience and confidence in using different art forms e.g. collage, weaving, sewing, batik...</p> <p>Explore opportunities to make art using digital means; drawing &amp; painting programmes, photo manipulation.</p> <p>Design and make <b>Forms</b> in 3 dimensions, e.g. using card, wire, paper, found objects, clay or modelling materials. Use materials and tools with greater confidence. Understanding how to finish and present their work to a good standard.</p> <p>To use sketchbooks to generate ideas and record thoughts, feelings, observations and evaluations. Make records, and annotate visual experiments and artists' work.</p> <p>Explore further, the work of other artists', craft makers and designers, comparing ideas and methods; making links to their own</p>	<p>forms e.g. collage, weaving, sewing, batik... Start to make links with art and creative industries.</p> <p>To become more confident at making art using digital means; drawing &amp; painting programmes, photo manipulation.</p> <p>Design and make <b>Forms</b> in 3 dimensions, understanding how to finish and present their work to a good standard. To become more confident at using modelling materials, working safely and sensibly and persevering when the work is challenging.</p> <p>Use sketchbooks for planning and refining work; to collect and record information from a variety of sources and to develop skills and techniques. To know why artists/designers/architects/craftspeople use sketchbooks and why they are personal.</p> <p>Discuss and review their own and others' work (thoughts, feelings, identify modifications and how to develop further). Explore a range of great artists, architects and designers in</p>	<p>art forms and make links between art and creative industries.</p> <p>To have more control when producing digital art using computers, drawing &amp; painting programmes, photo manipulation. E.g scan an image/ take a digital photo and use software to manipulate the image. Compose a photo taking formal elements into consideration.</p> <p>Design and make more complex <b>Forms</b> in 3 dimensions, using a range of modelling materials, and finishing their work to a good standard. Adapt work when necessary and explain why. Work in a safe and organised way.</p> <p>To experiment with ideas and techniques in sketchbooks; to annotate them for their own learning and record keeping. To record observations, evaluations and research artists and themes.</p> <p>Discuss and review their own and others' work (thoughts, feelings, identify modifications and how to develop</p>	<p>compositions.</p> <p>To use monoprinting, block printing, relief printing etc. to create artwork, making and using more complex printing blocks with mathematical and visual precision.</p> <p>To confidently use a range of art forms for a purpose and to a high standard. Make links between art and creative industries.</p> <p>To produce more complex digital art (e.g. combining images) using computers, drawing &amp; painting programmes, photo manipulation.</p> <p>Work in a safe and organised way, caring for equipment. Secure work to be completed at a later date. Solve design and make problems as they occur. Design and make more complex <b>Forms</b> in 3 dimensions, finishing and presenting their work to a good standard.</p>
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	<p>Explore the work of other artists', craft makers and designers, describing similarities and differences and making links to their own work. Talk about their own work: techniques, likes and dislikes</p>	<p>Use a simple computer paint program to make a picture.</p> <p>To use materials and tools with increasing confidence to make 3D <b>Forms</b>. Continue experimenting with constructing and joining manmade and natural materials. Apply finishing techniques with greater accuracy and control.</p> <p>To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts, feelings and ideas and to experiment with materials.</p> <p>Continue to explore the work of other artists', craft makers and designers, making links to their own work, and expressing thoughts and feelings. Reflect on their artwork and suggest any changes they would make.</p>	<p>work. Reflect on their own/ others work. Respond to art from other cultures and periods of time.</p>	<p>history and from other cultures.</p>	<p>further). Recognise the work of key artists, comparing styles and approaches.</p>	<p>To experiment with ideas and techniques in sketchbooks; to annotate them for their own learning and record keeping. To record observations and research artists and themes. To use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; expression so their sketchbook becomes a very personal space.</p> <p>Provide reasoned evaluations of their own and others work (other cultures and times), taking into account starting points, intentions and purpose.</p>
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