



Lindow Community Primary School

Progression and Inclusion in Art

By the time they leave, pupils will:

- Produce creative art and design work through: recording first-hand observations and experiences; exploring the work of others and selecting and combining a wide range of ideas and approaches/methods
- Be proficient in drawing, painting, printing and other art, craft and design techniques
- Look closely and methodically when analysing a range of creative works
- Be able to analyse creative works using knowledge and the language of the seven elements of art: line, shape, value, colour, texture, space and form
- Compare and contrast methods, approaches and techniques in their own and others' work
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Talk about art and design and be able to give reasons for their views about artists and their work
- Evaluate creative works using the language of art, craft and design

EYFS Links:

Physical Development

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Fine Motor Skills

- Use a range of small tools i.e. paintbrushes
- Begin to show accuracy and care when drawing Expressive Arts and Design In Reception
- 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

Creating with Materials

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 use

EYFS Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	Drawing	Skill & Control	Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.
		Techniques	Pupils learn to draw in different ways to create different effects
		Purpose	Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.
	Painting & Mixed Media	Skill & Control	Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.
		Techniques	Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.
		Formal Elements	<p>Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc.</p> <p>Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p> <p>Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt.</p> <p>Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.</p>
	Design	Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.	
	Craft	Use simple wax resist using crayons and ink is used to make pictures. Art is made by cutting, sewing, gluing and forming fabrics. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.	
3D Sculpture, Printmaking, Digital, Clay etc.	<p>Printing Pupils make simple printing blocks from soft materials they have cut, shaped or moulded.</p> <p>Digital: Children take photographs with digital cameras, learning to focus & position what they see then apply filters to the results.</p> <p>3D sculpture Pupils learn to create Form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p>		
<p>Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences</p>	Develop & share ideas	Learn how ideas change, grow and develop as work is produced	
	Experiences, Imagination	Create art from personal experiences and imagination.	
<p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Artists, Craftspeople, Designers	Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them	
	Formal Elements	Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern.	
<p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	Identify similarities and differences to others' work	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work.	
	Make choices & decisions	Compare their art to significant works of art recognising what is the same and what is different.	

EYFS Art, Craft & Design Knowledge & Skills Progression

Term & Theme	Autumn 1 – Run, Run, as fast as you can!	Autumn 2 – Anteater Antics	Spring 1 - Naughty Bus	Spring 2 - The Journey Home	Summer 1 - Silly Doggy & Naughty Kitty	Summer 2 - Superheroes to the rescue!
Big Question/ Key Concept	Big Question: What happens when we use different objects to print? Key Concept: Printing	Big Question: What happens when our paints mix together? Key Concept: Painting	Big Question: How can different lines create different shapes? Key Concept: Drawing and Mark Making	Big Question: How can I show different textures on a piece of paper? Key Concept: Collage	Big Question: Who is Andy Goldsworthy? Key Concept: Form/ Environmental art Artist Studied: Andy Goldsworthy	Big Question: How can I build to show my thoughts and imagination? Key Concept: Sculpture
Key Vocabulary	Printing, Pattern, repeated pattern, stamp, negative and positive printing	Painting, Colour, mixing, bright, dull	Drawing, mark making, shape, line, straight, wavy, thick, thin, smudged	Collage, texture, rough, smooth,	Artist, Andy Goldsworthy, Environment, Sculpture	Sculpture, shape, 3D, round, curved, straight
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. · Share their creations, explaining the process they have used. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. · Share their creations, explaining the process they have used. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function. · Share their creations, explaining the process they have used. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function. · Share their creations, explaining the process they have used. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function. · Share their creations, explaining the process they have used. 	<p>Pupils should be taught to:</p> <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 Covered	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p> <p>Use negative and positive printing, cause and effect, colour choices, paper choice.</p>	<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p> <p>Using a range of paint, effects of other media e.g., Wax & brusho, colour mixing</p>	<p>Begin to use a variety of drawing tools – e.g., finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (Head, hands, fingers, where are they?)</p> <p>Using a range of media to draw observations and representations</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>How to explain what they are doing</p>	<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination. Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc.</p> <p>Using materials to reflect imaginations, thoughts and feelings</p>
End Point	<ul style="list-style-type: none"> · I can make simple printing blocks from soft materials they have cut, shaped or moulded. I can learn how ideas change, grow and develop as my printing is produced · I can explore colour mixing using primary colours. I can print patterns I can describe my work using the words colour, line, tone, shape, texture and pattern. 	<ul style="list-style-type: none"> I can hold and control a paintbrush. I can blend colours in a palette or on the painting surface. I can look after brushes and equipment. I can use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. I can paint patterns & add things to paint to make textures such as sand, grit, salt. I can paint shapes, lines and edges neatly. I know that colours can be made darker or lighter by adding black or white or by adding more water/pigment I can use simple wax resist using crayons and ink is used to make pictures. 	<ul style="list-style-type: none"> I can have control and confidence when drawing using a range of materials. I can draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. I can learn to tonally shade areas and shapes as neatly and carefully as I can. I can draw in different ways to create different effects. I can draw from imagination and observation. I can record ideas, thoughts, feelings and draw for narrative reasons. I can describe my work using the words colour, line, tone, shape, texture and pattern. 	<ul style="list-style-type: none"> I can select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. I can make art by cutting, sewing, gluing and forming fabrics and decorate with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials I can describe my work using the words colour, line, tone, shape, texture and pattern. 	<ul style="list-style-type: none"> I can compare my art to the work of Andy Goldsworthy, recognising what is the same and what is different. I can take photographs of my art with digital cameras, learning to focus & position what I see then apply filters to the results. I can investigate works of art and try to explain how the artwork makes me feel. 	<ul style="list-style-type: none"> I can create form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. I know that simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example. I can create art from personal experiences and imagination. I can make something I have imagined or invented I can describe my work using the words colour, line, tone, shape, texture and pattern.

Year 1 Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	Drawing	Skill & Control	Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.
		Techniques	Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms.
		Purpose	Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination & observation.
	Painting & Mixed Media	Skill & Control	They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.
		Techniques	They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task.
		Formal Elements	Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. Tone/Form: Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. Shape/Line: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.
	Design	Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.	
Craft	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.		
Other Materials	Printing Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc. Digital: They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos. 3D sculpture Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen.		
<p>Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences</p>	Develop & share ideas	This may be coming up with an idea linked to a theme or topic they are studying.	
	Experiences, Imagination	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places	
<p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Artists, Craftspeople, Designers	Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.	
	Formal Elements	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.	
<p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	Identify similarities and differences to others' work	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.	
	Make choices & decisions	Compare their art to appropriate works of art recognising what is the same and what is different.	

Year 1 Art, Craft & Design Knowledge & Skills

Term & Theme	Autumn – All Around Us	Spring - What would you put in your own museum?	Summer - Plants
Big Question / Key Concept	Big Question: How can we mix colours to represent the colours in nature? Key Concept: Painting Artist Studied: Nerys Levy	Big Question: What facial features and expressions makes me, me? Key Concept: Drawing and Mark Making - Self Portraits Artist Studied: Other artists famous for self-portraits – Vincent Van Gogh, Rembrandt, Andy Warhol, Frida Kahlo, Pablo Picasso	Big Question: How can we create life like environmental textures on paper? Key Concept: Collage Artist Studied: Romare Bearden
Prior Knowledge	The children will know what colour is. They will be able to identify and name different colours around them.	What a drawing is and how to draw a self –portrait. What facial features people have - Individual skin, hair, eye colour. How to use a pencil in different ways to create textures.	That objects and recycling materials can be used to make pictures or new creations. Experimenting with attaching and arranging materials. Exploring natural objects.
Prior Skills	Using a range of paint, effects of other media eg. Wax & brush, colour mixing (EYFS 40-60) Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. (EYFS 40-60)	Experimenting with various forms of media to create drawings, art work, creations. (EYFS 40-60) Focus on correct pencil control, moving from fist grip to pincer grip. Handles tools, objects, construction and malleable materials safely and with increasing control. Determining a dominant hand. (EYFS 40- 60) Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (EYFS 30-50)	Using the creative area independently to select appropriate shape/size objects for their picture, cutting, shaping and sticking in a way that holds together. (EYFS 40-60) Arranging, building creations in the block area according to a design.(EYFS 40-60)
Key Vocabulary	Colour, Shape, Tone, Shading, Warm Colours, Cool, Colours	Horizontal, vertical, shade, proportion abstract	Horizontal, vertical, warm and cool colours
Statutory Requirements	Pupils should be taught to: · use a range of materials creatively to design and make products · use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Pupils should be taught to: · use a range of materials creatively to design and make products · use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Pupils should be taught to: · use a range of materials creatively to design and make products · use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Skills Covered	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings Colours Begin to recognise and name primary and secondary colours Attempt to mix primary colours to make secondary colours Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour	Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings	Collage Begin to develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage – Using textures through rubbings and textured paper Investigate a range of textures through rubbings Printing Begin to experiment with amounts of paint applied and develop control Attempt to print using fingers, sponges, print blocks and experimenting with the amount of paint used.
End Point	I know different types of paint and the effects of each such as poster paint, powdered paint, block paint. I can blend colours in palettes and on the paper and develop ability in applying paint skilfully. I can paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish. I can paint on different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task. I can use colours imaginatively learning that colour can be used to express my thoughts and feelings. I can make colours darker and lighter. I can paint patterns & add things to paint to make textures such as sand, grit, salt. I can paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours. I can study the work of Nerys Levy and describe the content and the feelings & emotions conveyed by the work, comparing our work of art using the words colour, line, tone, shapes, textures and patterns. I can make creative decisions about my work, select appropriate media to work with and make choices about the outcomes. I can describe my thoughts, ideas and intentions about my work, explaining the process and saying what went well & how I might improve it.	I can use and apply the formal elements by having control of line & using simple 2D geometric shapes when drawing. I can explore the concept of light & dark. I can practice shading tones neatly & accurately by controlling the pressure of their drawing materials. I can explore a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils to try out new ways of making lines/marks to describe a range of surfaces, textures and forms. I can draw for pleasure, developing an interest in things in the world around me and draw from imagination & observation. I can take photos with digital cameras taking care to frame the shot to capture the detail I want. I can use simple software to edit and manipulate photos. I can make creative decisions about my work, select appropriate media to work with and make choices about the outcomes. I can describe my thoughts, ideas and intentions about my work, explaining the process and saying what went well & how I might improve it.	I can design & make something I have imagined or invented. I can select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. I can create images with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used. I can use different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. I can print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc. I can cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things I have designed, invented or seen. I can come up with an idea linked to a theme or topic I am studying. I can make creative decisions about my work, select appropriate media to work with and make choices about the outcomes. I can describe my thoughts, ideas and intentions about my work, explaining the process and saying what went well & how I might improve it.

Year 2 Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	Drawing	Skill & Control	Greater skill & control is evident when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.
		Techniques	Learn to use pencils hard and soft, crayons, felt tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.
		Purpose	Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.
	Painting & Mixed Media	Skill & Control	Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.
		Techniques	Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. Learn to use different techniques to create effects such as splattering, stippling, dripping, pouring etc. to paint expressively.
		Formal Elements	Colour: Develop colour mixing to make finer variations in secondary colours. Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Pattern & Texture: Create original patterns & make textures. Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.
	Design	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	
Craft	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.		
Other Materials	Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Digital: Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images. 3D sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.		
<p>Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences</p>	Develop & share ideas	Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.	
	Experiences, Imagination	Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.	
<p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Artists, Craftspeople, Designers	Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.	
	Formal Elements	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.	
<p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	Identify similarities and differences to others' work	Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.	
	Make choices & decisions	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	

Year 2 Art, Craft & Design Knowledge & Skills

Term & Theme	Autumn - This is Me!	Spring - Incredible Inventions	Summer - We are a Community Hero!
Big Question/ Key Concept	Big Question: How can line and colour represent our dreams and imaginations? Key Concept: Colour/Drawing/ Painting Artist Studied: Joan Miro	Big Question: How can we use a pencil to create something so realistic? Key Concept: Drawing and sculpture Clay Dragon's eyes Artist Studied: Christine Mitzuk	Big Question: Why does superhero art 'pop' out of the page? Key Concept: Colour/Printing/Collage Artist Studied: Roy Lichtenstein
Prior Knowledge	During Year 1 children will have experimented with pastels. Colour mixing has been covered in year 1. Children should be able to name primary colours (Year 1)	Work on Dragons will have been produced in other subjects. Children will have used sketching pencils throughout Year 1 and experimented with shades.	During Year 1 children will have experimented with pastels. Colour mixing has been covered in year 1. Children should be able to name primary colours (Year 1) Children will have experimented with printing in year 1.
Prior Skills	Colours Begin to recognise and name primary and secondary colours (Year 1) Attempt to mix primary colours to make secondary colours (Year 1) Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours (Year 1) Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour (Year 1) Drawing and Mark Making Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools (Year 1) Colour within the line Begin to draw on smaller and larger scales (Year 1) Creating Ideas Recognise that ideas can be expressed in art work (EYFS ELG) Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) (Year 1) Exploring and Evaluating ideas Show interest in and describe what they think about the work of others (Year 1) Knowledge and Understanding How to recognise and describe some simple characteristics of different kinds of art, craft and design (Year 1) Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Year 1)	Drawing and Mark Making Begin to control lines to create simple drawings from observations (Year 1) Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel (Year 1) Make marks using a variety of tools (Year 1) Colour within the line (Year 1) Begin to draw on smaller and larger scales (Year 1) Begin to add detail to line drawings (Year 1) Sculpture Experiment with clay & dough to make sculptures (EYFS 40-60) Creating Ideas Recognise that ideas can be expressed in art work (Year 1) Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) (Year 1) Exploring and Evaluating ideas Show interest in and describe what they think about the work of others (Year 1) Knowledge and Understanding How to recognise and describe some simple characteristics of different kinds of art, craft and design (Year 1) Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Year 1)	Printing Begin to experiment with amounts of paint applied and develop control (Year 1) Attempt to print using fruit/ plants (EYFS 40-60) Colours Begin to recognise and name primary and secondary colours (Year 1) Attempt to mix primary colours to make secondary colours (Year 1) Begin to experiment with shades of colour and name some of these (Year 1) Begin to recognise warm and cold colours (Year 1) Attempt to create washes to form backgrounds (Year 1) Begin to explore the relationship between mood and colour (Year 1) Creating Ideas Recognise that ideas can be expressed in art work (Year 1) Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) (Year 1) Exploring and Evaluating ideas Show interest in and describe what they think about the work of others (Year 1) Knowledge and Understanding How to recognise and describe some simple characteristics of different kinds of art, craft and design (Year 1) Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Year 1)
Key Vocabulary	Line Thick Thin Dark Light Shade Sketch Colour Abstract Shape	Line Thick Thin Dark Light Shade Sketch	Line Thick Thin Dark Light Shade Sketch Colour Abstract Shape Collage Layers
Statutory Requirements	Pupils should be taught to Use a range of materials creatively to design and make products · Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · 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	Pupils should be taught to: · Use a range of materials creatively to design and make products · Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · 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	Pupils should be taught to: Use a range of materials creatively to design and make products · Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · 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
Skills Covered	Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Draw on smaller and larger scales Colour Recognise and name primary and secondary colours . Mix primary colours to make secondary colours . Share colour charts to compare variations of the same colour Creating Ideas Try out different activities and make sensible choices about what to do next . Use drawing to record ideas and experiences Exploring and Evaluating ideas When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)	Drawing Develop controlling lines to create simple drawings from observations . Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel . Draw on smaller and larger scales. Add detail to line drawings Sculpture Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures . Investigate a range of different materials and experiment with how they can be connected together to form simple structures Begin to form own 3D pieces Investigate clay - pinching, rolling, twisting,scratching and coiling and add details and textures using tools Creating Ideas Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences Exploring and Evaluating ideas When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)	Drawing Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel . Draw on smaller and larger scales Colour Recognise and name primary and secondary colour . Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour Printing Begin to experiment with amounts of paint applied and develop control . Attempt to print using fruit/ plants Creating Ideas Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences Exploring and Evaluating ideas When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)
End Point	I can control my paintbrush & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. I can paint neatly and carefully, without leaving gaps or messy edges, applying paint sensitively with control. I can experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. I can use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. I can mix colours to make finer variations in secondary colours. I can create original patterns & make textures. I understand the importance of outlines & paint more sophisticated shapes. I can study the work of Joan Miro and use elements of it to influence my own work. I can work from imagination, such as inventing or creating imaginary things and places.	I can have control when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. I can control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. I can shade areas neatly without spaces & gaps. I can identify & draw detail, texture, pattern. I can use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings. I can improve my drawing style from a range of sources including observation and secondary sources.	I can select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. I can control my paintbrush & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. I can paint neatly and carefully, without leaving gaps or messy edges, applying paint sensitively with control. I can experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. I can use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. I can mix colours to make finer variations in secondary colours. I can use printing to create artwork that might be related to bigger topics and themes or to explore patterns. I can use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice. I can study the work of Roy Lichtenstein and use elements of it to influence my own work. I can work from imagination, such as inventing or creating imaginary things and places.

Year 3 Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Drawing</p>	<p>Skill & Control</p> <p>Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.</p>
		<p>Techniques</p> <p>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.</p>
		<p>Purpose</p> <p>Record experiences such as trips and experiences or to describe sequences of events. Describe, copy and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)</p>
	<p>Painting & Mixed Media</p>	<p>Skill & Control</p> <p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p>
		<p>Techniques</p> <p>Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p>
		<p>Formal Elements</p> <p>Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: 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. Line/Shape: Painting with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.</p>
	<p>Design</p> <p>Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</p>	
<p>Craft</p> <p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc</p>		
<p>Other Materials</p> <p>Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. 3D sculpture They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>		
<p>Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences</p>	<p>Sketchbooks</p> <p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.</p>	
	<p>Experiences, Imagination</p> <p>They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p>	
	<p>Develop Ideas</p> <p>Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.</p>	
<p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p>	<p>Learn about artists, craftspeople, architects, & designers</p> <p>Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).</p>	
<p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	<p>Increasing understanding of purpose & intention for art</p> <p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>	
	<p>Awareness of choices & decisions</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.</p>	

Year 3 Art, Craft & Design Knowledge & Skills

Term & Theme	Autumn - The Grand Tour	Spring – School of rock	Summer - Extraordinary Egyptians
Big Question/ Key Concept	Big Question: How can we create the many different colours that ripple through the water? Key Concept: Colour - Painting and Colour mixing Artist Studied: Hokusai	Big Question: How were stories told in the Stone Age? Key Concept: Mixed Media Collage and Drawing Stone Age scenes / Lascaux Cave paintings Artist Studied: Stone Age Art	Big Question: How were messages conveyed through Egyptian Art? Key Concept: Drawing and Printing Artist Studied: History of Egyptian Art
Prior Knowledge	Children in KS1 will have experimented with colour mixing using different paints, pastels or other media. They will be familiar with primary and secondary colours. (Year 1 & 2)	KS1 will have developed simple mark making into looking more carefully at shapes and lines. Children will have had the opportunity to draw with a variety of tools. (Year 1 & 2)	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
Prior Skills	<p>Colour I can recognise and name primary and secondary colours (Year 1 & 2) I can mix primary colours to make secondary colours (Year 1) I can recognise warm and cold colours (Year 1)</p> <p>Creating Ideas Try out different activities and make sensible choices about what to do next (Year 2) Use drawing to record ideas and experiences (Year 1 & 2)</p> <p>Exploring and Evaluating ideas (Year 2) When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) (Year 2)</p> <p>Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (Year 1 & 2) Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) (Year 2)</p>	<p>Drawing I can use a variety of materials for drawing. (Year 1 & 2) I am beginning to add detail to line drawings. (Year 2)</p> <p>Colour I can recognise and name primary and secondary colours (Year 1 & 2) I can mix primary colours to make secondary colours (Year 2)</p> <p>Creating Ideas Try out activities and make sensible choices about what to do next (Year 2) Use drawing to record ideas and experiences (Year 1 & 2)</p> <p>Exploring and Evaluating ideas (Year 2) When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) (Year 2)</p> <p>Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (Year 2) Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) (Year 2)</p>	<p>Drawing I can use a variety of materials for drawing. (Year 1 & 2) I am beginning to add detail to line drawings. (Year 2)</p> <p>Colour I can recognise and name primary and secondary colours (Year 1 & 2) I can mix primary colours to make secondary colours (Year 2)</p> <p>Creating Ideas Try out activities and make sensible choices about what to do next (Year 2) Use drawing to record ideas and experiences (Year 1 & 2)</p> <p>Exploring and Evaluating ideas (Year 2) When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) (Year 2)</p> <p>Knowledge and Understanding Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (Year 2) Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) (Year 2)</p>
Key Vocabulary	Tones, tints, colour – primary & Secondary, shades, wash, blend, pattern	Blend, observe, mix, tints & tones, replicate	ancient •audience •civilisation •colour •composition •convey •design •Egyptian •fold •imagery •inform •layout •material •painting •papyrus •pattern •process •scale •scroll •sculpture •shape •technique •zine
Statutory Requirements	· Create sketch books to record their observations and use them to review and revisit ideas · Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay · Learn about great artists, architects and designers in history	Create sketch books to record their observations and use them to review and revisit ideas · Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay · Learn about great artists, architects and designers in history	•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 create sketchbooks to record their observations and use them to review and revisit ideas •About great artists, architects and designers in history.
Skills Covered	<p>Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes Begin to experiment with watercolour, exploring intensity of colour to develop shades Begin to explore complementary and opposing colours in creating patterns</p> <p>Creating Ideas Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Exploring and Evaluating Ideas Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p> <p>Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>Drawing Use sketchbooks to record drawings from observation Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Colour Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white</p> <p>Creating Ideas Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Exploring and Evaluating Ideas Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p> <p>Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>Formal elements: •Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). Making skills: •Layering materials in opposite directions make the handmade paper stronger.</p> <p>•How to use a sketchbook to research a subject using different techniques and materials to present ideas. •How to construct a new paper material using paper, water and glue •How to use symbols to reflect both literal and figurative ideas. •How to produce and select an effective final design. •How to make a scroll. •How to make a zine. •How to use a zine to present information.</p> <p>Knowledge of artists: •Art from the past can give us clues about what it was like to live at that time. •The meanings we take from art made in the past are influenced by our own ideas. •Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium.</p> <p>Evaluating and analysing: •Art can be purely decorative or it can have a purpose. • People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People use art to help explain or teach things.</p>
End Point	<p>I can paint with increasing control, & precision when painting detail, lines and edges of shapes. I can use different types of paint and painting surfaces, using different paintbrushes and painting equipment.</p> <p>I can study how Hokusai uses paint and try the same techniques</p> <p>I can paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p> <p>I can mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p>I can create depth by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p> <p>I can paint with line for expression and to define detail. I can create more complex patterns and textures.</p>	<p>I can draw the 2D & 3D geometric shapes that I can see in the world around me. I can control drawing media to create dark and light tones.</p> <p>I can control my shading techniques with few gaps, that are neat to the edges. I can blend shading and can rub out rough edges or refine them.</p> <p>I can make marks & lines to describe a wide range of surfaces, textures & forms.</p> <p>I can use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels.</p> <p>I can describe, copy and imagine how things might have looked in the past or in another place or culture.</p>	<p>I can draw the 2D & 3D geometric shapes that I can see in the world around me. I can control drawing media to create dark and light tones.</p> <p>I can make marks & lines to describe a wide range of surfaces, textures & forms.</p> <p>I can use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels.</p> <p>I can describe, copy and imagine how things might have looked in the past or in another place or culture. I can Design and make art for different purposes, I can use collage as an art form.</p> <p>I can use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example.</p> <p>I can use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>

Year 4 Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	Drawing	Skill & Control	Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order. Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
		Techniques	Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
		Purpose	Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)
	Painting & Mixed Media	Skill & Control	Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties
		Techniques	Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting
		Formal Elements	Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. Line/Shape: Use line with greater confidence to highlight form and shape. Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	
Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.		
Other Materials	Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. 3D sculpture Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.		
<p>Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences</p>	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space.	
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials	
	Develop Ideas	Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.	
<p>Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Learn about artists, craftspeople, architects, & designers	Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	
<p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>	Increasing understanding of purpose & intention for art	Orally describe their work and the work of others, describing the formal elements of colour, line,	
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.	

Year 4 Art, Craft & Design Knowledge & Skills

Term & Theme	Autumn - Place in this World	Spring – What did the Romans ever do for us?	Summer - Save Our Environment
Big Question/ Key Concept	Big Question: How can lines on a paper show characteristics of an animal? Key Concept: Drawing Artist Studied: Anthony Browne	Big Question: Why did the Romans use tiles to create pattern and design? Key Concept: Roman inspired mosaic tiles Artist Studied: Roman Art	Big Question: How can we create rainforest layers and textures on paper? Key Concept: Collage Artist Studied: Henri Rousseau
Prior Knowledge	Portraits of facial features. (Year 1) Use of colour and tone. (Year 2 and 3)	What tiles are used for and where they are used. Printing with different shapes and objects (Year 1 and 2) Produce own patterns (EYFS and Year 1)	Children have developed drawing skills in every Year group. They have experimented with a range of different tones using graded pencils and media and have increased their use of detail in drawings. (Year 2 and 3)
Prior Skills	<p>Drawing Use sketchbooks to record drawings from observation (Year 1-3) Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)(EYFS-Y3)</p> <p>Colour Begin to mix and match colours (create palettes to match images) (Year 3) Begin to lighten and darken tones using black and white (Year 3)</p> <p>Creating Ideas Gather and review information, references and resources related to their ideas and intentions.(Year 3) Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Year 2 & 3)</p> <p>Exploring and Evaluating Ideas Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). (Year 2 & 3)</p> <p>Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers (Year 2 and 3) Be able to explain how to use some of the tools and techniques they have chosen to work with. (Year 2 & 3)</p>	<p style="text-align: center;">Printing Producing own patterns (EYFS – Y3)</p> <p>Digital Media Explore ideas using digital sources i.e., internet, iPad (Year 3) Record visual information digitally Use a simple graphics package to create images and effects with lines, shapes, colour and texture (Year 2 & 3)</p> <p>Creating Ideas Gather and review information, references and resources related to their ideas and intentions.(Year 3) Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Year 2 & 3)</p> <p>Exploring and Evaluating Ideas Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). (Year 2 & 3)</p> <p>Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers (Year 2 and 3) Be able to explain how to use some of the tools and techniques they have chosen to work with. (Year 2 & 3)</p>	<p>Collage Create a collage linked to topic work (Year 1 & 2) Develop individual and group collages, working on a range of scales (Year 1 & 2) Use a range of stimulus for collage work, trying to think of more abstract ways of showing views (Year 2) Develop collages, based on a simple drawing, using papers and materials (Year 1 & 2) Develop tearing, cutting and layering paper to create different effects EYFS – Y2)</p> <p>Drawing Use sketchbooks to record drawings from observation (Year 1 – 3) Experiment with different tones using graded pencils (Year 2 & 3) Include increased detail within work (Year 2 & 3) Draw on a range of scales (Year 2 & 3) Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) (EYFS-Y3) Use a variety of brushes and experiment with ways of marking with them (EYFS-Y3) Develop shadows (Year 3)</p> <p>Creating Ideas Gather and review information, references and resources related to their ideas and intentions.(Year 3) Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Yr 2/3)</p> <p>Exploring and Evaluating Ideas Reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). (Yr 2/3)</p> <p>Knowledge and Understanding Know about and describe the work of some artists, craftspeople, architects and designers (Yr 2/3) Explain how to use some of the tools and techniques they have chosen to work with. (Yr 2/3)</p>
Key Vocabulary	Sketch, tone, shade, graded pencil, detail, graphite, shadow	Mosaic, Printing, tile, tile grout, cement, pincer, decorative, scale	Impressionist Influence Technique Tone Shade Shape Palette Bright Bold Pattern
Statutory Requirements	· To create sketch books to record their observations and use them to review and revisit ideas · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] · Learn about great artists, architects and designers in history.	· To create sketch books to record their observations and use them to review and revisit ideas · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] · Learn about great artists, architects and designers in history.	· To create sketch books to record their observations and use them to review and revisit ideas · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] · Learn about great artists, architects and designers in history.
Skills Covered	<p>Drawing/Mark making Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Creating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>	<p>Digital Media Explore ideas using digital sources i.e., internet, iPads Record, collect and store visual information digitally</p> <p>Creating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>	<p>Artist Study Learn about artists in history Children to complete artist studies and focus on some of their work. To improve their mastery of art and design techniques, focusing on drawing using a range of different materials To use sketchbooks to record observations and use them to revisit and review ideas</p> <p>Collage Develop individual and group collages, working on a range of scales</p> <p>Drawing/ Mark making Use first hand observations using different viewpoints, developing more abstract representations Use perspective, fore/back and middle ground Confidently. Investigate proportions Use a range of mediums on a range of backgrounds</p> <p>Creating Ideas Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>
End Point	<p>I can accurately render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order.</p> <p>I can control line & shading with graphite, chalks and charcoal to describe shape, form and light and shade.</p> <p>I can draw quick, light lines (sketching) & more deliberate, measured lines.</p> <p>I can learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)</p> <p>I can experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</p> <p>I can draw things I can see and (from nature, their environment, still life or photos they have taken)</p>	<p>I can use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface.</p> <p>I can use different types of paint such as poster paint, powder, watercolour or acrylic for example.</p> <p>I can experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting</p> <p>I can use line with greater confidence to highlight form and shape.</p> <p>I can use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>I can use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns.</p> <p>I can use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>I can design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>I can use modelling materials safely and sensibly, persevering when the work is challenging.</p>	<p>I can use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface.</p> <p>I can use different types of paint such as poster paint, powder, watercolour or acrylic for example.</p> <p>I can experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting</p> <p>I can make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. I can use tone to make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>I can use line with greater confidence to highlight form and shape.</p> <p>I can use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>I can use collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p>I can use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns.</p> <p>I can use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>

Year 5 Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge)</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	Drawing	Skill & Control	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.
		Techniques	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.
		Purpose	Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.
	Painting & Mixed Media	Skill & Control	Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.
		Techniques	They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc
		Formal Elements	Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. Line/Shape: Uses line or shape to create original compositions. Pattern Texture: Uses pattern & texture for purposeful effect.
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design and see clear links to how this works in the creative industries.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	Other Materials	Printing Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. 3D Sculpture: Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Digital: Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.	
<p>Generating Ideas (Conceptual)</p> <p>Explore ideas Record Feelings & Experiences</p>	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.	
	Experiences, Imagination	Take risks when trying out materials, investigate and explore the properties of materials	
	Develop Ideas	Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	
<p>Knowledge (Factual)</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Learn about artists, craftspeople, architects, & designers	Study significant works of art using the following method: Content – Describe the art. Social, historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.	
<p>Evaluation (Metacognition)</p> <p>Evaluate and Analyse own & others work</p>	Increasing understanding of purpose & intention for art	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.	
	Awareness of choices & decisions	Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	

Year 5 Art, Craft & Design Knowledge & Skills

Term & Theme	Autumn - Vikings	Spring - Space	Summer - The Journey
Big Question/ Key Concept	Big Question: What was the purpose of Viking Shields and what did the colours and patterns represent? Key Concept: Collage Artist Studied: Viking shield designs	Big Question: Key Concept: Painting/ Printing/ Mixed Media Artist Studied:	Big Question: Why is African art so detailed? Why do you find a lot of African on fabrics? Key Concept: Painting/Pattern/Textiles Artist Studied: The history of African Art
Prior Knowledge	Vikings will be covered in topic lessons. Children will be able to research and find digital images. (Year 2- 4 Computing) Collage will have been covered on a range of scales using some media. (Year 1 & Y4) Some experimentation with shades of pencils including more detail. (Year 1-Y4)	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Know textiles are made from different materials (Year 1 & 2 DT) African Patterns are explored through other areas of the curriculum
Prior Skills	<p>Drawing/Mark making Use sketchbooks to record drawings from observation (Year 1 – 4) Experiment with different tones using graded pencils (Year 2 – 4) Include increased detail within work (Year 3 & 4) Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) (Year 1 – 4) Develop shadows (Year 3) Use of tracing (Year 3 & 4) Digital Media Explore ideas using digital sources i.e., internet, iPads (Year 2 – 4 Computing) Record, collect and store visual information digitally (Year 2 – 4 Computing)</p> <p>Collage Create a collage using fabric as a base (Year 1 & 2 DT) Develop individual and group collages, working on a range of scales (Year 1,3 & 4) Use a range of stimulus for collage work, trying to think of more abstract ways of showing views (Year 4)</p> <p>Creating Ideas Select and use relevant resources and references to develop their ideas. (Year 3 & 4) Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 3 & 4)</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 2,3 & 4) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 3 & 4)</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Textiles Produce own piece of felt for Mother's Day gifts (EYFS) . Layer materials to produce a collage (Year 1 & 2 DT)</p> <p>Patterns Begin to show awareness and discussion of patterns Repeating patterns (EYFS – Y4) Symmetry (Year 2 – 4)</p> <p>Creating Ideas Select and use relevant resources and references to develop their ideas. (Year 3 & 4) Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4)</p> <p>Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 3 & 4)</p> <p>Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 2,3 & 4) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 3 & 4)</p>
Key Vocabulary	Delicate Simple Bold Thick Subtle Contrasting Rough Evaluate Analyse Composition Scale Fine Smooth Abstract Perspective Observations Shading Blending Proportion Sketching Tone Cross hatching Layers Media	•cold war •collagraph •collagraphy •composition •culture •decision •develop •evaluate •futuristic •imagery •printing plate •printmaking •process •propaganda •purpose •repetition •Retrofuturism •revisit •space race •stimulus •technique	Stiches, fabric, material, sew, tie- dye, collage, scale, embroidery, wool, thread Batik, Ink, Brusho, Bleeding
Statutory Requirements	to create sketch books to record their observations and use them to review and revisit ideas. · to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay]. · about great artists, architects and designers in history.	<ul style="list-style-type: none"> •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 create sketch books to record their observations and use them to review and revisit ideas. •To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [f or example, pencil, charcoal, paint, clay]. •About great artists, architects and designers in history. 	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas. • to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay]. • about great artists, architects and designers in history.
Skills Covered	<p>Drawing Use first hand observations using different viewpoints</p> <p>Digital Media Explore ideas using digital sources i.e., internet, iPad Record, collect and store visual information digitally</p> <p>Collage Build a collage element into the sculptural process Plan a sculpture through drawing and other preparatory work. Use a range of media to create collage.</p> <p>Creating ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Evaluating & Exploring Ideas Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Knowledge and Understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop th eir ideas towards an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the tech niques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cult ural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: 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.</p>	<p>Textiles Research embroidery designs from around the world, create own designs based on these. Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base. Develop individual and group collages, working on a range of scales. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p>Creating ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Evaluating & Exploring Ideas Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Knowledge and Understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>
End Point	<p>I can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>I can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>I can control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.\</p> <p>I can draw for a range of purposes, thinking, designing, creating, realising, imagining.</p> <p>I can produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.</p>	<p>I can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>I can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>I paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.</p> <p>I can control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>I can experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc</p> <p>I can use pattern & texture for purposeful effect.</p> <p>I can use mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns, using more complex printing blocks with mathematical and visual precision.</p>	<p>I paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.</p> <p>I can control the amount of paint they need to use and/or use water to preserve finer details.</p> <p>I can use collage as an art form, exploring crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p>I can use mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns, using more complex printing blocks with mathematical and visual precision.</p> <p>I can control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel).</p> <p>I can mix secondary and tertiary colours, being able to control the amounts for purpose.</p>

Year 6 Art, Craft & Design Knowledge & Skills Progression

Main Progression targets that sequence year on year

<p>Making Skills (Procedural Knowledge)</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	Drawing	Skill & Control	Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.
		Techniques	Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.
		Purpose	Learn more styles of drawing and learn how drawing is used in art; 1. graphic (cartoon, graffiti, fashion design etc.) 2. realistic (portrait, still life etc.) 3. technical (architecture, product design, plans, diagrams, instructions) 4. Illustration (books, magazines) 5. Abstract (fine art) 6. Sculptural (3D, wire, card, architectural models) 7. Digital (using computers, tablets, film) other materials.
	Painting & Mixed Media	Skill & Control	Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.
		Techniques	Paints from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.
		Formal Elements	Colour: Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. Tone/Form: They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. Line/Shape: Uses line with confidence to represent own ideas and compositions. Pattern/Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.
	Design	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.	
Craft	Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.		
Other Materials	Printing Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. 3D sculpture Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Digital: Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.		
<p>Generating Ideas (Conceptual)</p> <p>Explore ideas Record Feelings & Experiences</p>	Sketchbooks	Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.	
	Experiences, Imagination	Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media	
	Develop Ideas	Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.	
<p>Knowledge (Factual)</p> <p>Learn great Artists, Craft & Design Learn how artists use formal elements</p>	Learn about artists, craftspeople, architects, & designers	Study significant works of art using the following method: Content – Describe the art. What social, historical factors affect the work? Process – When & how was the work made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.	
<p>Evaluation (Metacognition)</p> <p>Evaluate and Analyse own & others work</p>	Increasing understanding of purpose & intention for art	They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.	
	Awareness of choices & decisions	Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.	

Year 6 Art, Craft & Design Knowledge & Skills

Term & Theme	Autumn - Conflict and Resolution	Spring - Man Vs. Giant Still Life	Summer - Landscapes
Big Question/ Key Concept	Big Question: How can we represent the sadness and aggression during WW2? Key Concept: Colour and Mixed Media Artist Studied: Henry Moore/ L.S. Lowry	Big Question: Why do objects change shape when you look from different angles? Key Concept: Drawing Still Life Artist Studied: Paul Cezanne	Big Question: How can we use scale and proportion to create a realistic landscape? Key Concept: Drawing and Painting Artist Studied: David Hockney
Prior Knowledge	WW2 has been covered in topic work. Children will have experimented with shades and tones of colour. (Year 3 – 5)	Children will have experimented with shades and tones of colour. (Year 3 – 5)	-Know what composition, scale and proportion are and can give examples of these in paintings. Children have developed drawing skills in every key stage. They have experimented with a range of different tones using graded pencils and media and have increased their use of detail in drawings.
Prior Skills	Colour Mix and match colours (create palettes to match images) (Year 3 – 5). Lighten and darken tones using black and white (Year 3 – 5). Begin to experiment with colour to create more abstract colour palettes (e.g., blues for leaves) (Year 3 – 5) Experiment with inks, exploring intensity of colour to develop shades (Year 4 & 5). Explore complementary and opposing colours in creating patterns (Year 5) Creating Ideas Select and use relevant resources and references to develop their ideas. (Year 4 & 5). Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4 & 5) Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 4 & 5) Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 4 & 5). Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 4 & 5)	Drawing/ Mark making Develop first hand observations using different viewpoints, (Year 5). Introduce perspective, fore/back and middle ground (Year 5). Begin to investigate proportions. Experiment using a range of mediums on a range of backgrounds (Year 5) Creating Ideas Select and use relevant resources and references to develop their ideas. (Year 4 & 5). Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4 & 5) Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 4 & 5) Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 4 & 5). Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 4 & 5)	Colour Mix and match colours (create palettes to match images). Lighten and darken tones using black and white. Begin to experiment with colour to create more abstract colour palettes. Experiment with watercolour, exploring intensity of colour to develop shade. Explore complementary and opposing colours in creating patterns Drawing Use sketchbooks to record drawings from observation. Experiment with different tones using graded pencils. Include increased detail within work. Draw on a range of scales. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). Use a variety of brushes and experiment with ways of marking with them. Develop shadows Exploring and Evaluating Ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 4 & 5) Knowledge and Understanding Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 4 & 5) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 4 & 5)
Key Vocabulary	Delicate Simple Bold Thick Subtle Contrasting Rough Henry Moore Evaluate Analyse Composition Scale Blending Fine Smooth Vibrant Dull Mixed media Abstract Perspective Observations Shading Blending Proportion Sketching Brush strokes	Delicate Simple Bold Thick Subtle Contrasting Rough Henry Moore Evaluate Analyse Composition Scale Blending Fine Smooth Vibrant Dull Mixed media Abstract Perspective Observations Shading Blending Proportion Sketching Still Life Shadows	Technique Bright Sharp Vibrant Fine Rough Texture Complementary Portrait Hue Landscape Primary Colours Evaluate Analyse Gradual Atmosphere Light effects Shadows Composition Scale Proportion Perspective
Statutory Requirements	To create sketch books to record their observations and use them to review and revisit ideas · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] · To Learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] · To Learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials –painting- acrylic and watercolour To learn about great artists, architects and designers in history
Skills Covered	Drawing/ Mark making Develop first hand observations using different viewpoints, developing more abstract representations. Introduce perspective, fore/back and middle ground. Begin to investigate proportions. Experiment using a range of mediums on a range of backgrounds Colour Develop watercolour techniques. Explore using limited colour palettes. Experiment with colour in creating an effect. Mark make with paint (dashes, blocks of colour, strokes, points) Creating ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Evaluating & Exploring Ideas Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Knowledge and Understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes	Drawing/ Mark making Develop first hand observations using different viewpoints, developing more abstract representations. Introduce perspective, fore/back and middle ground. Begin to investigate proportions. Experiment using a range of mediums on a range of backgrounds Creating ideas Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Evaluating & Exploring Ideas Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Knowledge and Understanding Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes	-Know why specific drawing techniques are used to create perspective -Know what composition, scale and proportion are. -Know what works well and needs improving in their own work Drawing: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionist). -Work in a sustained and independent way to develop their own style of drawing. Formal Elements: -Use a range of varying marks whilst experimenting with depth, detail, density and space e.g. creating stippling marks closer together will represent a denser object. -Explore the impact of stippling marks using different thickness of media. -Vary pressure to create a desired effect. -Draw for a sustained period of time over a number of sessions working on one piece. -Use tone skills learnt to create the illusion of space in an image e.g. applying light tones of colour to create the sense of space in an area. -Create balance in a picture by creating tonal contrast. Painting : Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Colour: -Create a colour palette based upon colours observed in the natural or built world. -Use colour-mixing skills to create depth. -Colour match colours to create specific atmosphere/mood/emotions. -Explore the use of pattern and texture in colour e.g. by applying colour using different techniques. -Mix colour shades and tones with confidence, whilst building on prior knowledge.
End Point	I can work with a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). I can paint from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. I can explore a range of different artists' work and painting styles and can articulate which styles I prefer and why I like them. I can mix colours with care and sensitivity to show feeling and ideas. I can confidently mix secondary and tertiary colours, being able to control these to suit my purpose. I understand colour relationships such as complimentary & harmonious colours. I can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. I can use line with confidence to represent own ideas and compositions.	I can draw with increasing confidence developing my own personal style. I know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. I know and apply very basic one-point perspective. I can work with a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). I know how drawing is used in art; 1. graphic (cartoon, graffiti, fashion design etc.) 2. realistic (portrait, still life etc.) 3. technical (architecture, product design, plans, diagrams, instructions) 4. Illustration (books, magazines) 5. Abstract (fine art) 6. Sculptural (3D, wire, card, architectural models) 7. Digital (using computers, tablets, film) other materials. I can control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. I can use paint to create 3D form, depth and distance using colour and tone.	I can draw with increasing confidence developing my own personal style. I know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. I know and apply very basic one-point perspective. I can work with a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). I can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. I can produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.

Inclusion in Art and Design

At Lindow Community Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an equity of support where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children. We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010. Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our behaviour policy ensures that all teachers understand the fundamental importance of positive relationships and promotion of good learning behaviours, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs. We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within Art and Design. Examples of this, though not an exhaustive list, can be seen to the right.

**These are suggestions of what may be implemented, but teachers will amend according to learners needs.



Word banks and picture resources are supplied and present in class to assist learners with subject specific and conceptual language, which may be pre-taught in some cases



Include representation of learners and professionals from under-represented groups, including those with disabilities, to provide a role models



Encourage the searching of multiple solutions to a problem, focus on process rather than outcome encourage freedom of creativity to find preferred methods



Use small group teaching opportunities to support and provide additional learning opportunities for learners working towards a planned objective



Provide learners with targeted resources to support their learning and understanding such as magnifier aids, frames to hold work and voice recording tools



Teachers plan for rehearsal and recollection of learning in each session, to practise recalling what they have learnt.

Same Intent, Amended Implementation