



Success in Art and Design



Intent – What do we want to achieve?

At Hardy Mill Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum **to be the best that we can be**. Our intent is to ensure all pupils express their creativity and be the best artists they can be. Art and Design provides the children with the opportunities to develop and extend skills and express their individual interests, thoughts and ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, collage and printing that is taught through the 'Plan Bee' scheme of work. Each child will learn the art techniques throughout their two years in each phase of school so some of the techniques are taught together ensuring each technique is revisited. We aim to equip children with the knowledge and skills to experiment, invent and create their own pieces of art, fostering a lasting enjoyment of learning. The children are encouraged to express their ideas and opinions in their individual sketchbooks promoting independence and pride. Each child creates a final piece using the techniques they have learnt in each half term. They create art work with a real purpose, linked to artists they have studied, where they can display and share the skills and progress they have made. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to answer questions and demonstrate the skills they have learnt.

Implementation – How do we organise learning?

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught once every term in each year group, focusing on knowledge and skills stated in the National Curriculum.

To support teaching, staff have access to a range of resources and planning clearly setting out the techniques that need to be taught. A focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, collage and sculpture. Children's knowledge and skills are built upon over a sequence of lessons which lead to a final piece. Skills are revisited which progresses in terms of depth and challenge, to build on the children's previous learning.

Each child has a cover sheet at the start of each new art topic to ensure that children understand the context of the art work, as well as the artists, architects and designers that they are learning about and being inspired by. Each child has a sketchbook and we give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. Utilising a sketchbook approach is important to us at Hardy Mill so that children feel safe to experiment and take risks, without the fear of doing something "wrong" thus building courage.

Children in KS1 and KS2 have the opportunity to reflect and develop and chances for self and peer-assessment are planned in each unit of study. In EYFS, through Expressive Arts and Design and Physical Development, children are encouraged; to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

National Curriculum – Art and Design	
	Purpose of study
	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
	Aims
	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques

	<ul style="list-style-type: none"> ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	
EYFS	KS1	KS2
<p>Expressive Arts and Design ELG:</p> <p>Creating with Materials</p> <p>Children at the expected level of development will:</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; - Make use of props and materials when role playing characters in narratives and stories. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to 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. 	<p>Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

Hardy Mill Long Term Plan – Art							
		Autumn		Spring 1	Spring 2	Summer 1	Summer 2
EYFS		All about me/ People who help us All About Me, My Family, Friends and Pets My Emotions People Who Help Us Art focus - Mark making – self-portrait and draw their families	Into the woods/ Celebrate good times Autumn Into the Woods Diwali Christmas Christmas around the world Art focus – Painting - Colour mixing	Our world and beyond Winter Where we live Chinese New Year Different Countries Our Planet/Space	Food glorious food Healthy Eating What our bodies need Food Around the World Where does food come from?	Can we explore it? Life Cycles Growing Mini Beasts Habitats	In and around the Sea Under the Sea Hot and Cold Places Art focus - define colour, shape, texture and smells in their own words.
KS1	Cycle A	Autumn 1 Mark Making		Spring 1 Henri Rousseau		Summer 1 Self-portrait	
	Cycle B	Autumn 1 Colour Creations			Spring 2 Yayoi Kusama	Summer 1 Land Art	

LKS2	Cycle A	Autumn 1 Plant Art		Spring 1 Famous Buildings		Summer 1 William Morris	
	Cycle B	Autumn 1 Seurat and Pointillism		Spring 1 Sonia Delaunay		Summer 1 Recycled Art	
UKS2	Cycle A	Autumn 1 Express Yourself		Spring 1 Landscape Art		Summer 1 Sculpting Vases	
	Cycle B	Autumn 1 In Flanders Field		Spring 1 Street Art		Summer 1 Frida Khalo	

Impact

To evaluate how well our children are learning and check that they are remembering more and applying more in art, we use a combination of formative and summative assessments, pupil interviews, sketchpad scrutinies and lesson observations.

At Hardy Mill, we want our children to make outstanding progress; show positive attitudes to their learning; understand their role and impact they can have on the wider world; appreciate our differences and beliefs; participate in the community and respect others.

The outcomes of assessments and observations of our pupils demonstrate that they are very well prepared for the next stage in their art education when they leave Hardy Mill and make good progress from their starting points.

How do we know our children have made progress? What are their end points?

End of EYFS	<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.• Make use of props and materials when role playing characters in narratives and stories.
End of KS1	<p>Children can:</p> <ul style="list-style-type: none">• respond positively to ideas and starting points;• explore ideas and collect information;• describe differences and similarities and make links to their own work; try different materials and methods to improve• experiment with different kinds of pencils and drawing media to make lines, patterns and create texture• name the primary and secondary colours;• experiment with different brushes (including brushstrokes) and other painting tools;• mix primary colours to make secondary colours;• add white and black to alter tints and shades• use a combination of materials that have been cut, torn and glued;• sort and arrange materials;• add texture by mixing materials• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of

	<p>techniques, e.g. rolling, cutting, pinching;</p> <ul style="list-style-type: none"> • use a variety of shapes, including lines and texture • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare
End of LKS2	<p>Children can:</p> <ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas • experiment with showing line, tone and texture with different hardness of pencils; • begin to use a variety of techniques to add effect, e.g. hatching and cross-hatching; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felttips • show an awareness of space when drawing • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail • use more than one colour to layer in a print; replicate patterns from observations; • make printing blocks; • make repeated patterns with precision • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect

End of UKS2

Children can:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work
- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and materials and select the most appropriate
- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a sculpture;
- use tools and materials to carve, add shape, add texture and pattern;
- develop cutting and joining skills, e.g. using wire, coils, slabs and slips;
- use materials other than clay to create a 3D sculpture
- plan and design a collage
- design and create printing blocks/tiles;
- develop techniques in mono, block and relief printing;
- create and arrange accurate patterns
- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives

Progression of theoretical and disciplinary knowledge in art at Hardy Mill

	EYFS	KS1	LKS2	UKS2
Exploring and developing ideas	<p>Can share creations and talk about the process.</p> <p>Begins to share their creations.</p> <p>To learn about the artist Gaudi and use knowledge of cutting, sticking and colour to create a mosaic.</p> <p>To learn about the artist Andy Goldsworthy and compare with Gaudi.</p> <p>Can use natural objects to make a piece of art in response to Andy Goldsworthy work, returning to and adapt their design as necessary.</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work;

	<p>Can share creations, talk about process and evaluate their work.</p> <p>Can explore, use and refine a variety of artistic effects to express their ideas and feeling.</p>	<p>design, improve.</p> <p><u>Mark Making - Cycle A</u></p> <ul style="list-style-type: none"> I can attempt to recreate some of the mark making in Klee's artwork <p><u>Henri Rousseau - Cycle A</u></p> <ul style="list-style-type: none"> I can create a 'portrait-landscape' inspired by Rousseau <p><u>Self Portrait - Cycle A</u></p> <ul style="list-style-type: none"> I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more I can comment on how portraits by different artists make me feel I understand that portraits can tell you about the person in them I can make decisions about what I want my self-portrait to say about me I can say what I like and dislike about different portraits <p><u>Colour Creations - Cycle B</u></p> <ul style="list-style-type: none"> I can create a piece of art 	<p>respond positively to suggestions;</p> <ul style="list-style-type: none"> adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. <p><u>Plant Art - Cycle A</u></p> <ul style="list-style-type: none"> I can identify an artwork that is visually pleasing to me I can give my personal opinion of different artwork I can listen to others' opinions of artworks, and try to see their point of view I can describe what a botanical illustration is and why they were first created I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork I understand how artists create the illusion of depth in their artwork I can design my artwork and give reasons for my 	<ul style="list-style-type: none"> use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. <p><u>Express Yourself - Cycle A</u></p> <ul style="list-style-type: none"> I can respond and comment on different pieces of artwork I can discuss and comment on Kandinsky's colour theory I can discuss and give my opinions on Chuck Close's painting techniques <p><u>Landscape Art - Cycle A</u></p> <ul style="list-style-type: none"> I can identify vanishing points and horizon lines in landscape paintings I can explain how artists use linear and atmospheric perspective in their artwork I can discuss landscape artwork by famous artists, saying what I think and feel about them I can identify which
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		<p>inspired by Mondrian</p> <ul style="list-style-type: none"> • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky • I can say if I like or dislike Piet Mondrian's art <p><u>Yayoi Kusama – Cycle B</u></p> <ul style="list-style-type: none"> • I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork <p><u>Land Art - Cycle B</u></p> <ul style="list-style-type: none"> • I can name ways that rocks were used in ancient artworks • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry 	<p>choices</p> <ul style="list-style-type: none"> • I can use my previous experience of different mediums to make decisions about my artwork <p><u>Famous Buildings – Cycle A</u></p> <ul style="list-style-type: none"> • I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building <p><u>William Morris – Cycle A</u></p> <ul style="list-style-type: none"> • I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design 	<p>medium has been used to create a piece of art</p> <ul style="list-style-type: none"> • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with <p><u>Sculpting Vases – Cycle A</u></p> <ul style="list-style-type: none"> • I can identify different features of a vase's design • I can describe and assess vases made by designers • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs <p><u>In Flanders Field – Cycle B</u></p> <ul style="list-style-type: none"> • I can compare the work of different WW1 artists and explain how they depicted war through their art • I can discuss and explain who John Nash was and give my opinions about his artwork
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		<ul style="list-style-type: none"> • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala 	<ul style="list-style-type: none"> • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design <p><u>Seurat and Pointillism – Cycle B</u></p> <ul style="list-style-type: none"> • I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork 	<ul style="list-style-type: none"> • I can comment on the power of propaganda art and why it was used <p>Apply skills in sketching and other media to create own artwork from the poem In Flanders Field</p> <p><u>Street Art – Cycle B</u></p> <ul style="list-style-type: none"> • I can take part in a discussion about graffiti and if it is an art form or not • I can design my own tag reflecting what I have seen in existing artwork • I can experiment with the size, value and shape of my designs in my sketchbook • I can use my sketchbook to create designs for street art in a specific area • I can discuss the messages that are portrayed in some pieces of art • I can create my own piece of satirical artwork • I can explore the work of Banksy <p><u>Frida Kahlo – Cycle B</u></p>
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			<p>I can evaluate my finished artwork and compare it to that of my peers</p> <p><u>Sonia Delaunay – Cycle B</u></p> <ul style="list-style-type: none"> • I can remember facts about Sonia Delaunay • I can express my opinion about an artist or artwork • I can discuss and answer questions about an artist and their artwork • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs • I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art <p><u>Recycled Art – Cycle B</u></p> <ul style="list-style-type: none"> • I can explore different pieces of recycled art • I can comment on the 	<ul style="list-style-type: none"> • I can describe who Frida Kahlo is and give a brief summary of her work • I can give my opinion of a painting or artist, giving reasons for my ideas • I can describe the differences between a portrait and a self-portrait • I can describe aspects of Mexican folk art • I can identify aspects of the Mexican culture in Kahlo's artwork • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings I can apply aspects of surrealism to my own artwork
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			<p>message that a piece of art might be portraying</p> <ul style="list-style-type: none"> I can say if I like or dislike a piece of art and why 	
Work of other artists, craft makers and designers	<p>Gaudi</p> <p>Andy Goldsworthy</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p>To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives <p><u>Artists, craft makers and designers studied:</u></p> <p>Express Yourself – Cycle A:</p>

		<p>famous, notable artists to create their own work and compare</p> <p><u>Artists, craft makers and designers studied:</u></p> <p>Mark Making - Cycle A: Paul Klee</p> <p>Henri Rousseau - Cycle A: Henri Rousseau</p> <p>Colour Creations – Cycle B: Piet Mondrian and Wassily Kandinsky</p> <p>Yayoi Kusama – Cycle B: Yayoi Kusama</p> <p>Land Art - Cycle B: Andy Goldsworthy</p>	<p>artists and refer to techniques and effect</p> <p><u>Artists, craft makers and designers studied:</u></p> <p>Plant Art – Cycle A: Orla Kiely and Georgia O'Keefe</p> <p>Famous Buildings – Cycle A: Sir Christopher Wren Stephen Wiltshire</p> <p>William Morris – Cycle A: William Morris</p> <p>Seurat and Pointillism – Cycle B: Georges Seurat and Yayoi Kusama</p> <p>Sonia Delaunay – Cycle B: Sonia Delaunay</p>	<p>Keith Haring and Chuck Close</p> <p>Landscape Art – Cycle A: Vincent van Gogh L.S.Lowry James Naughton</p> <p>In Flanders Field – Cycle B Paul Nash</p> <p>Street Art – Cycle B Jean-Michel Basquiat</p> <p>Frida Kahlo – Cycle B Frida Kahlo</p>
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Progression of practical knowledge in art at Hardy Mill

Skill	EYFS	KS1	LKS2	UKS2
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<p>Drawing</p>	<p>Draws and colours with pencils and crayons.</p> <p>Experiments with different mark making tools such as art pencils, pastels, chalk.</p> <p>Can create detailed observational drawings with an art pencil and pastels of people and objects, plants and flowers.</p> <p>Can create simple representations of people and objects</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><u>KS1 Art National Curriculum</u></p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge 	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this
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		<p>and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p><u>Mark Making - Cycle A</u></p> <ul style="list-style-type: none"> • I can explore ways of drawing lines between two points • I can experiment with how I hold a pencil when sketching • I can experiment with pressure when drawing pencil lines • I can experiment with different kinds of pencils and observe the different marks they make • I can create different repeated line patterns • I can use rubbing to recreate texture <p><u>Henri Rousseau - Cycle A</u></p> <ul style="list-style-type: none"> • I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p><u>Plant Art - Cycle A</u></p> <ul style="list-style-type: none"> • I can use my observational skills to create a detailed sketch of part of a plant • I understand that constant observation is important when creating a detailed sketch of a plant • I understand that attention to detail is important when creating a detailed sketch of a plant • I understand that patience is important when creating a detailed sketch of a plant I can discuss how to represent a plant as a piece of art • I can follow simple instructions to create a more realistic sketch of a tree I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences <p><u>Famous Buildings - Cycle A</u></p> <ul style="list-style-type: none"> • I can create areas of light 	<p>strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p><u>In Flanders Field - Cycle A</u></p> <ul style="list-style-type: none"> • I can experiment with lines to create 'dazzle' camouflage. • I can sketch my own triptych artwork based on a poem. <p><u>Landscape Art - Cycle A</u></p> <ul style="list-style-type: none"> • I can use vanishing points, horizon lines and construction lines to create perspective in my artwork • I can sketch a landscape using linear perspective. • I can use lines and patterns to create abstract artwork <p><u>Sculpting Vases - Cycle A</u></p> <ul style="list-style-type: none"> • I can sketch designs to build up a portfolio of ideas • I can take the light sources into account when sketching vases • I can use my preferred shading technique to include dark areas in my sketches • I can include the patterns and shapes in my sketches of vases • I can make detailed observations to sketch vases
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		<p><u>Self Portrait - Cycle A</u></p> <ul style="list-style-type: none"> • I can investigate how to make different marks using sketching pencils • I can comment on how different grades of sketching pencil make different marks • I can make a choice about which pencil I need to use for a purpose • I can use a variety of media to create different effects • I can apply a variety of techniques when drawing <p><u>Yayoi Kusama – Cycle B</u></p> <ul style="list-style-type: none"> • I can experiment with different materials to make marks • I can make attempts to mimic the art of a famous artist • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can follow instructions to create the basis for my sketching • I can make visual observations to inform my sketches 	<p>and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling</p> <ul style="list-style-type: none"> • I can vary my shading further through my use of pressure • I can comment on the patterns created in the architecture of St Basil's Cathedral • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings <p><u>William Morris – Cycle A</u></p> <ul style="list-style-type: none"> • I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is • I can use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch 	<p>from different viewpoints</p> <p><u>Street Art – Cycle B</u></p> <ul style="list-style-type: none"> • I can use sketching and shading to add details to my designs <p><u>Express Yourself – Cycle A</u></p> <ul style="list-style-type: none"> • I can use sketching to represent different illustrated facial expressions • I can make careful and precise observations to inform my sketching • I can describe how lines and fonts can express an idea • I can make choices based on different lines and fonts to create a desired effect • I can use different pressures and thicknesses to create a desired effect • I can use grids to help me achieve the correct proportions in my sketches based on photographs <p><u>Frida Kahlo – Cycle B</u></p> <ul style="list-style-type: none"> • I can describe the general proportions of a face • I can use my knowledge of proportions to complete a self-portrait • I understand that I can use light guidelines for my sketches to help structure my sketches
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		<p><u>Land Art - Cycle B</u></p> <ul style="list-style-type: none"> • I can identify repeating patterns in mandala patterns • I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing • I can identify repeating patterns in wallpaper designs <p><u>Seurat and Pointillism – Cycle B</u></p> <ul style="list-style-type: none"> • I can give a good description of what pointillism is • I can experiment with a range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer <p><u>Recycled Art – Cycle B</u></p> <ul style="list-style-type: none"> • I can be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> • I can use light sketching lines to create my portrait
Painting	<p>Can name colours. .Experiments with mixing colours using ready mixed paints.</p> <p>Can use colours</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><u>KS1 Art and Design National Curriculum</u></p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><u>KS2 Art and Design National</u></p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours</p>

	<p>for a particular purpose.</p> <p>Experiments with mixing colours using powder paints.</p> <p>Knows which prime colours you mix together to make secondary colours.</p>	<p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Mark Making - Cycle A</u></p> <ul style="list-style-type: none"> • I can hold a paintbrush correctly when painting • I know what 'loading' the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create 	<p><u>Curriculum</u></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. <p><u>Plant Art – Cycle A</u></p> <ul style="list-style-type: none"> • I understand the difference between tints, shades and tones • I can create tints, shades and tones to match a given colour 	<p>with moods.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. <p><u>Express Yourself – Cycle A</u></p> <ul style="list-style-type: none"> • I can explain how colour can help to express different aspects of someone's personality
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		<p>differently shaped lines</p> <ul style="list-style-type: none"> I can use my paintbrush to create lines of different thicknesses <p>I can experiment with different ways to make marks using a paintbrush</p> <p><u>Self Portrait - Cycle A</u></p> <ul style="list-style-type: none"> I can experiment with different kinds of paint and what effects I can create with them. I can comment on the effects different paints create I can say which kind of paint I prefer <p><u>Colour Creations – Cycle B</u></p> <ul style="list-style-type: none"> I can name a variety of colours I know what primary colours are I know what secondary colours are I can mix primary colours to make secondary colours I know how to create lighter shades of colour I know how to create darker shades of colour I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studied 	<p>I can use tints, shades and tones to create a piece of artwork</p> <ul style="list-style-type: none"> I can transfer a sketching method into the medium of painting effectively I understand what depth in an artwork is I can use colour and size to create the illusion of depth in my artwork <p><u>Famous Buildings – Cycle A</u></p> <ul style="list-style-type: none"> I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design I can change the value of a colour by creating tints and shades I can create colour blocks using oil pastels <p><u>William Morris – Cycle A</u></p> <ul style="list-style-type: none"> I can describe the process of block printing I can explain how different colours are achieved when using block printing to create a design I can design and create a relief printing tile to be used for block printing I can use a printing tile I have made to create a repeating pattern 	<ul style="list-style-type: none"> I can identify emotions they feel, linked to a colour I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory I can experiment with using my fingerprints to create a unique piece of artwork I can vary the pressure and amount of paint I use when printing using my fingers to create different effects I can use overlapping and layering to create shadow in my painting <p><u>Landscape Art – Cycle A</u></p> <ul style="list-style-type: none"> I can paint a landscape using different paints I can create a colour palette, demonstrating mixing techniques I can use a range of paints (acrylic, oil, poster and watercolour) to create a visually interesting piece I can create tints and shades using a variety of different mediums <p>I can use tints and shades to create atmospheric perspective</p> <p><u>Sculpting Vases – Cycle A</u></p> <ul style="list-style-type: none"> I can make appropriate choices when decorating
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		<p><u>Yayoi Kusama – Cycle B</u></p> <ul style="list-style-type: none"> • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can describe and make observations on a piece of artwork's colour and pattern • I can make choices about the tools I will use when painting <p><u>Land Art - Cycle B</u></p> <ul style="list-style-type: none"> • I know that natural materials can be used to make different mark making materials, including paints • I can experiment with different ways to paint a rock • I can comment on the colours of natural materials and how this can add to my artwork • I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing <p><u>Seurat and Pointillism – Cycle B</u></p> <ul style="list-style-type: none"> • I can use a variety of tools to create a pointillism painting • I can use a variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • I can identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my choices <p><u>Sonia Delaunay – Cycle B</u></p> <ul style="list-style-type: none"> • I can explain the difference between complementary and harmonious colours • I can experiment with the use and effect of colours in their own artwork 	<p>vases</p> <ul style="list-style-type: none"> • I understand how to create different effects using materials • I can make decorative colour and pattern choices to fit a given theme <p><u>In Flanders Field – Cycle B</u></p> <ul style="list-style-type: none"> • I can use a range of media to create my own artwork. I can explain how colour can help to express different emotions. <p><u>Street Art – Cycle B</u></p> <ul style="list-style-type: none"> • I can select contrasting colours using the colour wheel to help me • I can choose colours to create the biggest 'standout' effect • I can use use impression printing to create a piece of repeated printed artwork • I can create a stencil • I can use a stencil to create a piece of artwork • I can use more than one stencil to create a layered effect in my artwork <p><u>Frida Kahlo – Cycle B</u></p> <ul style="list-style-type: none"> • I can analyse aspects of a painting including mood and colour • I can add paint to a sketched
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			<ul style="list-style-type: none"> I can choose colours to use in my artwork based on if they are complementary or harmonious <p><u>Recycled Art – Cycle B</u></p> <ul style="list-style-type: none"> I can be inspired by a material's colours I can select a suitable type of paint to decorate and finish my artwork 	<p>portrait to add colour and detail</p> <ul style="list-style-type: none"> I can choose colours to express aspects of my personality
Printing		<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, 	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape,

		block printing ink, polystyrene printing tiles, inking rollers.	collograph;	block printing ink, polystyrene printing tiles, inking rollers.
Sculpture	Can use natural objects to make a piece of art in response to Andy Goldsworthy work, returning to and adapt their design as necessary.	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture;

		<p>model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p><u>Henri Rousseau - Cycle A</u></p> <ul style="list-style-type: none"> I can use paper to create a shoebox model of one of Rousseau's paintings <p><u>Self Portrait - Cycle A</u></p> <ul style="list-style-type: none"> I can use clay to create a self-portrait I can show an understanding and use of some basic clay skills I can begin to use tools to help me manipulate clay <p><u>Yayoi Kusama – Cycle B</u></p> <ul style="list-style-type: none"> I can develop my scissor/cutting skills when cutting out circles I can use paper art to recreate an installation piece by Yayoi Kusama I can comment on the shape/form of 3-D objects and sculptures I can use the rolling technique effectively to manipulate clay I can recreate the form of a pumpkin, inspired by 	<ul style="list-style-type: none"> add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
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		<p>Kusama's sculptures</p> <p><u>Land Art - Cycle B</u></p> <ul style="list-style-type: none"> • I can describe what a sculpture is • I can comment on what different sculptures are made from • I can use natural materials such as twigs and sticks to create a sculpture • I can recreate rangoli patterns using natural materials such as leaves • I can use clay to create imprints of natural materials such as leaves • I can describe what weaving is • I can create a simple loom • I can weave using interesting natural materials • I can recreate a mandala using natural materials 		
Collage		<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping,</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas</p>

		<p>materials and refining their work.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Colour Creations – Cycle B</u></p> <ul style="list-style-type: none"> • I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by 	<p>tessellation, mosaic and montage.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>through planning.</p> <p><u>KS2 Art and Design National Curriculum</u></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
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		<p>Wassily Kandinsky</p> <p><u>Self Portrait - Cycle A</u></p> <ul style="list-style-type: none"> I can use coloured paper to create a collage self-portrait <p><u>Land Art - Cycle B</u></p> <ul style="list-style-type: none"> I can use natural materials to create a collage scene 		
Collage, sculpture			<p><u>Plant Art – Cycle A</u></p> <ul style="list-style-type: none"> I understand what a sculpture is and what different materials they can be made from I can define the differences between decorative and functional sculpture I understand how slip can be used to join two pieces of clay I can use tools to make marks in the clay for decorative purposes I can add or remove bits of clay to create detail I can make my own simple sculpture from clay I can use layers of different colour paper to create a collage with depth 	<p><u>Express Yourself – Cycle A</u></p> <ul style="list-style-type: none"> I can use wire to create a sculpture of a person I can convey an emotion or specific body language in my wire sculpture <p><u>Landscape Art – Cycle A</u></p> <ul style="list-style-type: none"> I can explain what collage is and how tearing paper can be used to create different effects I can create a torn paper collage of a landscape scene I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using <p><u>Sculpting Vases – Cycle A</u></p> <ul style="list-style-type: none"> I can practise techniques and

			<p><u>Famous Buildings – Cycle A</u></p> <ul style="list-style-type: none"> • I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building <p><u>Sonia Delaunay – Cycle B</u></p> <ul style="list-style-type: none"> • I can experiment with coloured paper to create a collage • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect <p><u>Recycled Art – Cycle B</u></p> <ul style="list-style-type: none"> • I can experiment with different ways I can join materials to make a 3-D piece of art • I can select a suitable joining method when working with different materials • I can look at different materials and make suggestions about how I could use them in my artwork • I can use a material's existing shape to inspire my 	<p>the effects they create before attempting my final design</p> <ul style="list-style-type: none"> • I can choose and use appropriate techniques in my clay work • I can choose appropriate tools to add details to my design • I can add clay to create details for my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design • I can use slabs of clay to create a container • I can use the pinching technique to create a container • I can work with control and accuracy • I can follow a design to create a vase
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