



Subject Leader	Mrs S Jennings
INTENT	
<ol style="list-style-type: none">1. To use the programmes of study of the National Curriculum for art to underpin teaching and learning.2. To enable pupils to produce creative art work, exploring ideas and recording their experiences in sketchbooks.3. To help pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.4. To teach pupils how to engage in critical studies to evaluate and analyse creative works using the language of art, craft and design.5. To ensure that pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	

IMPLEMENTATION
<ul style="list-style-type: none">• Pupils will be taught to use a range of materials creatively to design and make products.• Children will learn how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• Pupils will be taught how to develop a wide range of art and design techniques in using the visual elements of colour, pattern, texture, line, shape, form and tone.• Pupils will be taught how 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 as documented in the Art Progression of Skills.

- Pupils will be enabled to create sketchbooks to record their observations and use them to review and revisit ideas.
- All children will be encouraged and shown how 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), in line with the Art Progression Skills.
- All will 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.
- The teaching and learning of art and design will take account of each year groups Theme for the term as well as opportunities for cross curricular links to ensure learning is meaningful.
- Lessons shall be tailored by the teacher to meet the needs of each pupil.

What is taught when?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half Term 1	Cold Portraits	Collage - creating underwater scene.	Printing - recreate a print from the environment.	Textiles - design and sew clothing for a mountaineer.	Use digital media to enhance narrative by editing sound, video and still images.	Collage based on the artwork of Peter Thorpe
Half Term 2	N/A	Painting - landscapes	Painting/drawing - to illustrate a saga.	Mosaics	Drawing - develop personal style by looking at illustrations.	Painting to recreate Egyptian art and hieroglyphs
Half Term 3	Textiles - join material	Pencil – sketching	Digital Media -	Drawing - range of	Drawing and Collage -	Drawing – develop



	using glue to create a leaflet.	human and physical features.	illustrations to complement a recipe.	pencils and techniques to design a product.	develop personal style.	personal style linked to new packaging
Half Term 4	Painting - thick and thin brushes - re-create picture of the fire.	Sculpture – a decorative ornament fit for the first-class cabin	Painting/Drawing - illuminated letters	Drawing and design sculpture - pottery to make Greek urn.	Print - printing blocks/patterns to create images that reflect an early non-European society.	Emulate cave art using drawing and painting
Half Term 5	Sculpture - create own superhero.	Textiles – stitch holiday clothes	Collage of chosen biome.	Explore the work of well known architects.	Sculpture - visual and tactile qualities to create sculpture	Enhance digital media – sound, video, animation.
Half Term 6	Print - repeat or overlap shapes.	Print & paint – repeat shapes to create wallpaper	Sculpture to commemorate local hero.	Use range of media to create portraits.	Drawing (personal style) and painting (water colours to suggest mood) to emulate illustrations.	Sculpture that captures 'this moment in time'

Knowledge and Skills Prior to KS1 - ART in EYFS

Before embarking on key stage 1 work, many children will have attended our nursery and reception classes where they will have had the opportunities to find out and learn about the world they live in. The foundation stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children’s learning includes art, designing and making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable.

By the end of EYFS, pupils are expected to have been able to experiment, explore and discuss different art forms, media and techniques as outlined in the Expressive Arts and Design area, specifically, ‘Creating with Materials’ and ‘Being Imaginative and Expressive’.

This will be achieved by facilitating students in their exploration, as well as:

- Asking and answering questions about the starting points for their work, and developing their ideas.
- Exploring the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
- Review what they and others have done and verbally share what they think and feel about it.



Skills and Knowledge Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media and Materials					
In pencil, draw lines of different length and thickness	Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines	Create sketchbooks to record and revisit observations	Create sketchbooks to record and revisit observations	Capture artistic process in sketch book	Capture artistic process in sketch book
In painting, mix colours to make secondary colours	In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns	In painting, use white to make tints and black to make tones and create a colour wheel	In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection	In drawing, use a range of pencils to begin to develop personal style, drawing on the work of other artists for inspiration	In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration
In painting, use thick and thin brushes to produce lines and shapes	In painting, mix colours to make secondary colours and add white to make tints/black to make tones	In collage, consider the effect of chosen materials and technique	In painting, use watercolours to produce washes for backgrounds	In painting, use watercolours to suggest mood	In painting, combine colours, tones and tints to enhance mood
In collage, sort and use a range of materials that are cut, torn and glued	In collage, mix materials to create texture eg coiling, overlapping and montage	In sculpture, include texture that conveys feelings, expression or movement and refine use of tools	In collage, use mosaic and montage	In collage, with increasing confidence, combine visual and tactile qualities	In collage, combine visual and tactile qualities
In sculpture, use techniques such as rolling, cutting, moulding and carving	In sculpture, create and combine shapes to make recognisable shapes	In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc	In textiles, use basic cross and back stitch	In sculpture, combine visual and tactile qualities	Enhance digital media by editing including sound, video, animation, still images and installations
In textiles, join materials	In textiles, weave and join	In digital media, use a	In print, use layers of two or	In print, make printing	



<p>using glue</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>materials using glue or stitch</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>range of tools to create different lines, colours, shapes, tones and textures</p>	<p>more colours</p> <p>In digital media, use a range of tools to create images, video and sound recordings</p>	<p>blocks eg from coiled string on card to create repeating pattern</p> <p>Enhance digital media by editing including sound, video, animation, still images and installations</p>	
Significant Artists					
<p>Talk about the work of an artist, craft maker or designer</p> <p>Discuss their own and others' work</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Describe differences and similarities and make links to own work</p>	<p>Evaluate work of some artists and analyse creative works</p> <p>Know about great artists, architects and designers and how their art / design reflected and shaped our history</p>	<p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</p>	<p>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p>	<p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p>
Vocabulary					
<p>Begin to develop artistic vocabulary eg primary/secondary colour, line, light, dark</p>	<p>Use correct artistic vocabulary eg tone, tint, pattern, texture</p>	<p>Use artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette</p>	<p>Use artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette</p>	<p>Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate</p>	<p>Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative</p>



					Master art/design techniques with wide range of materials
Skills					
Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials	Use and apply art and design techniques and improve their control and use of materials	Apply art and design techniques with creativity, experimentation and increasing awareness	Improve mastery of art/design techniques with wide range of materials	Continue to improve mastery of art/design techniques with wide range of materials

Key Vocabulary Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
colour paint mix materials art pencil portrait chalk oil paint artist tissue paper scrunch roll collage splat thick thin	textiles create effect stitch weave record stitch needle combine layers pattern material illustration tone tint shade dots lines	material natural technique shade stamp digital media atmosphere illustration texture organic geometric contrast variety layers combine inspire abstract artistic	emulate product capture process technique mould repeating imagery representation mosaic mortar decorate tesserae inspiration fresco media audience convey	enhance atmosphere evaluate montage communicate unique audience mastery individuality variation evaluation significant media manipulate	composition perspective aesthetics abstract distorted impressionistic tactile recreate dimensional derivative significance atmospheric digitalise animation depiction



<p>line join roll pencil cut draw shape primary mix secondary painting collage tear draw material print repeat press colour sculpture</p>	<p>sketch portrait landscape</p>	<p>expression sculptor</p>	<p>architect architecture influence contemporary portrait orientation depiction proportion</p>		
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IMPACT

During their time at The Willows, children will benefit from a rich broad and balanced programme of art and design. They will experience and experiment with a wide range of materials as they explore art and design, in order to grow and flourish as artists and designers. They will build a growing awareness of the art and design which runs through their own history, culture and other cultures as they are introduced to the world of artists and works of art. They will learn about sculptors, designers and architects and they will be taken to galleries, exhibitions and places rich in architectural heritage to broaden their horizons and to appreciate great works of art.