

Art

Why do we teach Art?

At St Mary's Catholic Primary School, we teach Art to provide a rich and varied curriculum, which fulfils all requirements of the National Curriculum, whilst teaching a diverse range of high-quality lessons that support and challenge every pupil. Our curriculum is designed to show a clear progression of skills. All staff understand the expectation for the required time spent on artwork and link this learning to topics taught within other areas of their learning. The art curriculum encompasses our school values and encourages pupils to be respectful and considerate of one another. We believe that children's enjoyment in art can act as a vehicle for building self-esteem and wellbeing and can provide support for all pupils, including those with SEND.

How do we teach Art?

Staff follow a cohesive scheme of work with clear learning objectives (WALTS), as set by the subject leader. Activities are carefully designed by teachers with a secure subject knowledge in order to confidently deliver lessons that meet these learning objectives. The children's creativity is enriched by visiting artists and workshops, which allows children to learn about art and artists across cultures through history. We explore a wide range of media and materials, both 2D and 3D. Our curriculum is designed to show a clear progression of skills. Art journals are used to record, review and revisit ideas.

What do we want our children to achieve through their Art lessons?

We aim to inspire pupils and develop their confidence in art so that all pupils make good progress and achieve well – pupils are well prepared for Secondary School. Our curriculum is well resourced and pupils gain independence with a variety of tools and techniques.

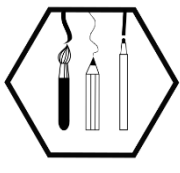



Where it all begins - laying the foundations for Art in EYFS

Autumn	Spring	Summer
<p><i>Marvellous Marks (Drawing)</i></p> <p>Exploring mark making using the language of texture. Using wax crayons to make rubbings and chalk to draw on different surfaces.</p> <p><i>Continuous Provision Art Seasonal Art</i> Autumn leaf wreaths</p>	<p><i>Paint My World (Painting and Mixed Media)</i></p> <p>Child-led painting using fingers and natural items as tools.</p> <p>Colour mixing</p>	<p><i>Creation Station (Sculpture and 3D)</i></p> <p>Manipulating clay and playdough to make animal sculptures.</p> <p>Create natural landscapes using items found outdoors.</p> <p><i>Let's Get Crafty</i></p> <p>Children develop process skills: threading, cutting, manipulation & joining.</p>

Vocabulary
<p>Autumn - observational drawing, portrait, pencils, self-portrait, colour, mixing, wreath</p> <p>Spring - colour, texture, abstract, collage, paint, pattern, landscape, rip, stick, cut,</p> <p>Summer – sculpture, 3D, model, plan, evaluate, design, rolling, pinching, smoothing, joining</p>

Art Curriculum – Big Ideas:

The Big Ideas are the key concepts

Techniques	Process, Design and Composition	Artists and Craft makers	Evaluate and Analyse
			
<p>To know that colour, pattern, texture, line, shape, form and space are a range of art techniques.</p> <p>These can be used when drawing, painting and sculpting.</p>	<p>Produce creative work, exploring their ideas and recording their experiences.</p>	<p>To know there are a range of famous artists, craft makers and designers.</p> <p>To understand the historical and cultural influences within specific art forms.</p> <p>To understand the link between our own work and that of professional artists.</p>	<p>Using the visual language of art, craft and design to evaluate and analyse creative works.</p>

Year 1 Autumn: Drawing – Make your mark

Duration: ½ term

Big Idea: Evaluate and Analyse



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(EYFS AUT Marvellous Marks) about mark making, line and using a variety of media. (EYFS AUT Marvellous Marks) Looking closely to draw still life.	As an Artist, I know that a line is described as a moving dot. As an Artist, I know that string and chalk can be used to draw lines. As an Artist, I know techniques to colour within lines using a range of media.	To illustrate characters (Y2 AUT Tell a Story)
Disciplinary Knowledge	(EYFS AUT Marvellous Marks) Still life - fruit	As an Artist, I experiment with a range of mark making techniques in response to music. As an Artist, I can produce a drawing as a result of observational skills.	Recognise shape in an object and add detail. (Y2 AUT Tell a Story)
Vocabulary	Horizontal, vertical, shadow, texture, diagonal, cross-hatching, texture, narrative, form, shade, line		

**Mission
Advocate
SJA**

Do we look carefully at the world around us? What do we see?

Year 1 Spring: Craft and Design - Woven Wonders

Duration: ½ term

Big Idea: Process Design and Composition



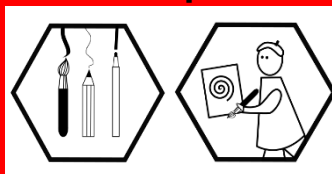
	Prior Knowledge	New Knowledge to be explicitly taught (Must Have)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	EYFS - Threading and junk modelling	<p>As an Artist, I know whether something is art or not.</p> <p>As an Artist, I know about other craft makers and their creations.</p> <p>As an Artist, I know the importance of selecting and preparing materials for weaving – considering colour, thickness and flexibility.</p> <p>As an Artist, I know how to measure lengths of wool and join wool sections together.</p> <p>As an Artist, I know the process for weaving and attaching elements securely to my box loom.</p>	Mixed media and refine colour choices (Y2 SUM – Life in Colour)

Disciplinary Knowledge	EYFS - Reflections on their own creations – junk modelling.	<p>As an Artist, I can identify when I have made something creative.</p> <p>As an Artist, I can compare my work to the craft maker Cecilia Vicuna. (knots, plaits, weaving...)</p> <p>As an Artist, I can select and prepare materials for weaving – considering colour, thickness and flexibility.</p> <p>As an Artist, I can evaluate my work.</p>	Sculptor – Rachel Whiteread (Y2 SPR Clay Houses)
Vocabulary	Artist, craft, knot, loom, plait, thread, warp, weft, weaving, Box Loom, thickness, flexibility.		
Mission Advocate SJA	<i>Are the materials we wear eco-friendly?</i>		

Year 1 Summer: Painting and Mixed Media – Colour Splash

Duration: ½ term

Big Idea: Techniques and Artists

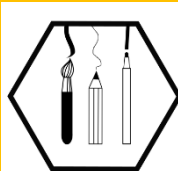


	Prior Knowledge	New Knowledge to be explicitly taught (Must Have)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(EYFS SPR Paint My World) I know that the 3 primary colours are red, blue and yellow.	<p>As an Artist, I know the primary colours are red, blue and yellow, and that these cannot be made.</p> <p>As an Artist, I know that mixing primary colours together creates secondary colours.</p> <p>As an Artist, I know how to create a range of secondary colours using the mixing of primary colours.</p>	<p>Name primary and secondary colours. (Y2 SUM Life in Colour)</p> <p>Mix secondary colours. (Y2 SUM Life in Colour)</p>
Disciplinary Knowledge	(EYFS SPR Paint My World) Independent colour mixing for finger painting.	<p>As an Artist, I can identify primary colours and explore how secondary colours can be mixed.</p> <p>As an Artist, I apply my knowledge of colour mixing when painting and printing.</p> <p>As an Artist, I experiment with paint mixing to make a range of secondary colours and work in the style of an artist – Clarice Cliff.</p>	<p>Apply knowledge of colour mixing to match colours. (Y2 SUM Life in Colour)</p>

Vocabulary	Blend, hue, kaleidoscope, pattern, mix, primary colour, secondary colour, print, shade, shape, space, texture, thick
Mission Advocate SJA	<i>Which of our values and virtues could you link to different colours? EG: Yellow? Blue? etc</i>

Year 2 Autumn: Drawing – Tell a story Duration:1/2 term

Big Idea: Techniques



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y1 AUT Make your Mark) Knowledge of language and literacy to describe lines.	<p>As an Artist, I know that texture is a change in the surface quality of art.</p> <p>As an Artist, I know that different textures can be created through drawn marks.</p> <p>As an Artist, I know that illustrations can retell a story.</p>	Creating tone by shading (Y3 AUT Growing Artists)
Disciplinary Knowledge	(Y1 AUT Make your Mark) Using observational skill, experimenting with a range of lines and mark making to create observational drawing.	<p>As an Artist, I can develop a range of mark making techniques using colour, pattern, texture, line, shape, form and space.</p> <p>As an Artist, I can draw a character, adding texture by applying mark-making skills.</p> <p>As an Artist, I can develop illustrations by applying expressions to a character.</p>	Exploring a range of materials and tools to demonstrate expressive marks. (Y3 AUT Growing Artists)
Vocabulary	Blending, charcoal, concertina, emotion, expression, hatching, illustrations, stippling, frame,		

**Mission
Advocate
SJA**

Can you tell a good story without words?

Year 2 Spring: Sculpture and 3D – Clay Houses

Duration: ½ term

Big Idea: Process, design and composition



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(EYFS SUM Creation Station) I know how clay can be used to create animal sculptures.	<p>As an Artist, I know appropriate subject vocabulary to talk about art.</p> <p>As an Artist, I know how to create a plan for my 3D design.</p> <p>As an Artist, I know that you can impress and join clay in order to decorate a tile</p>	To explain the differences between 2D and 3D art. (Y3 SPR Abstract Shape and Space)
Disciplinary Knowledge	(EYFS SUM Creation Station) To explore clay and its properties. I can mould and manipulate clay to sculpt animals.	<p>As an Artist, I can use my hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>As an Artist, I can apply impressing and joining techniques.</p> <p>As an Artist, I can follow instructions and design to create a 3D clay tile.</p>	Combine shapes to create a free-standing sculpture (Y3 SPR Abstract Shape and Space)
Vocabulary	Casting, ceramic, flatten, sculpture, three dimensional, negative space, impressing, sculptor, slip, shape, glaze, thumb pot, joining, design, scoring, slip,		

**Mission
Advocate
SJA**

Why might it be better to use natural materials rather than man-made?

Year 2 Summer: Painting in Mixed Media – Life in Colour

Duration: ½ term

Big Idea: Evaluate and analyse



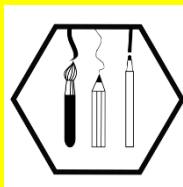
Year 2 Sum	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y1 SUM Colour Splash) To expand on knowledge of paint mixing to explore making secondary colours. Artist – Clarice Cliff	As an Artist, I know and can name primary and secondary colours, and can explain how to colour mix. As an Artist, I know vocabulary to describe colours and textures. As an Artist, I know how to talk about my ideas and evaluate my work.	Discuss the differences between prehistoric and modern painting. (Y3 SUM Prehistoric Painting)
Disciplinary Knowledge	(Y1 SUM Colour Splash) To apply printing and painting techniques whilst exploring colour	As an Artist, I can try different arrangements of materials including overlapping shapes to create art. As an Artist, I select collage -materials based on colour and shape. As an Artist, I can experiment with different tools to create texture.	Apply their knowledge of colour mixing to make natural colours. (Y3 SUM Prehistoric Painting)

Vocabulary	Collage, detail, mixing, overlap, primary colour, secondary colour, texture, surface
Mission Advocate SJA	<i>Do we always appreciate the beautiful colours that nature creates?</i>

Year 3 Autumn: Drawing – Growing artists

Duration: ½ term

Big Idea: Techniques

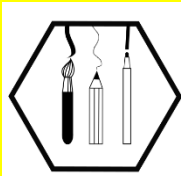


	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y2 AUT Tell a Story) To know how to talk about art they have seen using appropriate subject vocabulary.	<p>As an Artist, I know how some artists produced art in the past.</p> <p>As an Artist, I know the influence and impact of artists' methods and styles on art today, using my own experiences and historical evidence.</p> <p>As an Artist, I understand how artists can use art to communicate.</p> <p>As an Artist, I know the difference between organic and geometric shapes.</p>	(Y4 SPR Fabric of Nature) Confidently use subject vocabulary to describe and compare creative works.
Disciplinary Knowledge	(Y2 AUT Tell a Story) To explore and experiment with mark-making to create textures.	<p>As an Artist, I confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>As an Artist, I use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>As an Artist, I am developing direct observation, for example by using tonal shading and starting to apply an</p>	(Y4 SPR Fabric of Nature) Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an

		understanding of shape to communicate form and proportion.	awareness of proportion and being able to create 3D effects.
Vocabulary	Geometric, shading, tone, surface, magnified, light, rubbing, viewfinder, botanist, composition		
Mission Advocate SJA	<i>Is it important to create areas for wild flowers? How does this fit with the Pope's message of Laudato Si?</i>		

Year 3 Spring: Sculpture and 3D – Abstract shape and space Duration: ½ term

Big Idea: Techniques and Process, Design, Composition



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y2 SPR Clay houses) Create and critique both figurative and abstract art, recognising some of the techniques used.	As an Artist, I know how artists make decisions about displaying their work. As an Artist, I know how people use art to tell stories and communicate. As an Artist, I have ideas and opinions about my own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.	To take inspiration from artists Magdalene Oduato, Barbara Hepworth and Jaume Plensu. (Y4 AUT Mega Materials)
Disciplinary Knowledge	(Y2 SPR Clay houses) Join clay shapes and make marks in the tile surface to create a pattern.	As an Artist, I can use of a range of materials and tools, selecting and using these appropriately with more independence. As an Artist, I use hands and tools confidently to cut, shape and join materials for a purpose. As an Artist, I can shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.	To have a deeper understanding of joining materials (Y4 AUT Mega Materials)

Vocabulary	Abstract, three dimensional, structure, sculpture, negative space, positive space, found objects
Mission Advocate SJA	Why do we have sculptures of influential people from the past? What sustainable materials do you think could be used to make them?

Year 3 Summer: Painting and Mixed Media – Prehistoric Painting

Duration: ½ term

Big Idea: Evaluate and Analyse and Techniques



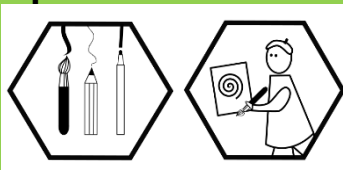
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y2 SUM Life in colour) Apply their knowledge of colour mixing to match colours effectively.	<p>As an Artist, I know that artists have different materials available to them depending on when they live in history.</p> <p>As an Artist, I know that artists experiment with different tools and materials to create texture.</p> <p>As an Artist, I know how artists can make their own tools and create natural paints using natural materials.</p>	(Y4 SUM Light and Dark) Understand how artists can use their art to convey messages.
Disciplinary Knowledge	(Y2 SUM Life in colour) To select collage materials based on colour and shape, creating textures.	<p>As an Artist, I can create a textured background using charcoal and chalk.</p> <p>As an Artist, I know how to make a negative and positive image.</p> <p>As an Artist, I can create a textured background using charcoal and chalk.</p>	(Y4 SUM Light and Dark) Demonstrate greater skill with drawing, such as an awareness of proportion and being able to create 3D effects.

Vocabulary	Charcoal, composition, negative image, pigment, positive image, proportion, scaled up, sketch, smudging, texture, tone
Mission Advocate SJA	Can symbols be an effective way to communicate? Can you think of any important examples where symbols are used to communicate today?

Year 4 Autumn: Sculpture and 3D – Mega Materials

Duration: ½ term

Big Idea: Techniques and Artists and Craft Makers



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y3 SPR Abstract shape and space) Understanding that there are many ways to make art and it can be used to communicate.	As an Artist, I know about sculptor Barbara Hepworth and Jaume Plensa. As an Artist, I know and consider different ways to join materials to create 3D art. As an Artist, I know about the ceramicist, Magdalene Oduato.	To understand that historical and cultural context can impact their creative works. (Y5 SUM Interactive Installation)
Disciplinary Knowledge	(Y3 SPR Abstract shape and space) Using a range of hand tools to cut shape and join.	As an Artist, I can translate a simple drawing into a carving (soap). As an Artist, I can draw and visualise in 2D in order to create 3D work As an Artist, I can use complex tools and techniques to shape and join materials	To work with a range of media with control in different ways to achieve different effects. (Y5 SUM Interactive Installation)
Vocabulary	Hollow, join, quarry, texture, typography, template, visualisation, two dimensional, figurative, welding, tone, mesh, form, organic shape,		

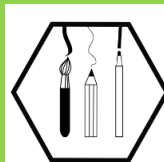
**Mission
Advocate
SJA**

What sustainable materials could you use for carving?

Year 4 Spring: Craft and Design - Fabric of Nature

Duration: ½ term

Big Idea: Techniques



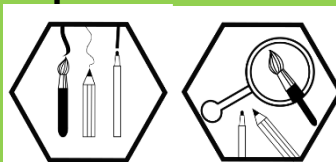
	<p>Prior Knowledge</p>	<p>New Knowledge to be explicitly taught (Including 3 Keys)</p>	<p>Future Knowledge How knowledge will be built upon</p>
<p>Substantive Knowledge</p>	<p>(Y1 SPR Woven Wonders) Understanding that some artists are influenced by things happening around them. Artists choose materials that suit what they want to make.</p>	<p>As an Artist, I confidently use subject vocabulary to describe and compare creative works.</p> <p>As an Artist, I know how to work as a designer does by collating ideas to generate a theme.</p> <p>As an Artist, I evaluate my work more regularly and independently during the planning and making process.</p>	<p>(Y5 AUT Drawing – I need space) Discuss the ideas and approaches of artists across a range of disciplines, being able to discuss how the cultural and historical context may have influenced their creative work.</p>

Disciplinary Knowledge	(Y1 SPR Woven Wonders) Selecting fabrics based on colour, design and flexibility and accurately weaving patterns.	<p>As an Artist, I 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.</p> <p>As an Artist, I apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>As an Artist, I use my knowledge of different materials, combining media for effect.</p>	(Y5 AUT Drawing – I need space) Use observation skills to look at artwork over time and apply their understanding of tone, texture, line, colour and form.
Vocabulary	Batik, craft, colour palette, craftsman, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme,		
Mission Advocate SJA	<p><i>Why is the rainforest important?</i></p> <p><i>What can we do to protect it?</i></p>		

Year 4 Summer: Painting and Mixed Media – Light and Dark

Duration: ½ term

Big Idea: Techniques and Evaluate and Analyse



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y3 SUM Prehistoric Painting) Discuss how artists created art in the past.	As an Artist, I use my knowledge of subject vocabulary confidently to describe and compare creative works. As an Artist, I know and understand how artists use art to convey messages through the choices they make.	(Y5 SPR Portraits) Research and discuss artists' approaches across a range of disciplines.
Disciplinary Knowledge	(Y3 SUM Prehistoric Painting) Use tonal shading for direct observational drawing.	As an Artist, I can 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. As an Artist, I apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. As an Artist, I can mix a tint and a shade by adding black or white and using this skill to create a 3D effect.	(Y5 SPR Portraits) Combine a wider range of media.
Vocabulary	Composition, pointalism, texture, stippling paint, portrait, contrasting, landscape, grid, shade, formal, tint, vivid, abstract, detailed, muted		

**Mission
Advocate
SJA**

***Where in the world are there periods of time where there is very little daylight?
How does this impact the natural environment?***

Year 5 Autumn: Drawing – I need space Duration: ½ term

Big Idea: Artists and Craft Makers

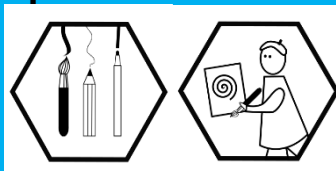


	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y4 SPR Fabric of Nature) As an Artist, I confidently use subject vocabulary to describe and compare creative works.	As an Artist, I know about artists across a variety of disciplines, describing how the cultural and historical context may have influenced their creative work. As an Artist, I know how artists create work with the intent to create an impact on the viewer. As an Artist, I know about the choices that can be made in their own work to impact the viewer.	(Y6 AUT Make my voice heard) To know how to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.
Disciplinary Knowledge	(Y4 SPR Fabric of Nature) Applying observational skills, showing a greater awareness of composition and demonstrating the	As an Artist, I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. As an Artist, I create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	(Y6 AUT Make my voice heard) Create expressively in their own personal style and in response to their choice of stimulus,

	beginnings of an individual style.	As an Artist, I can combine a wider range of media, e.g. photography and digital art effects.	showing the ability to develop artwork independently.
Vocabulary	Collagraph, composition, decision, futuristic, retrofuturism, stimulus, repetition, propaganda, evaluate, culture, Space race,		
Mission Advocate SJA	Is it justifiable to spend billions of pounds and impact the environment to explore Space?		

Year 5 Spring: Painting and Mixed Media – Portraits Duration: 5 weeks

Big Idea: Techniques and Artists and Craft makers



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y4 SUM Light and Dark) To use knowledge of subject vocabulary confidently to describe and compare creative works.	As an Artist, I know how to research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. As an Artist, I know how artists create work with the intent to create an impact on the viewer. As an Artist, I know the importance of considering what choices can be made in their own work to impact their viewer.	(Y6 SPR Artist study) Describe, interpret and evaluate processes used by artists across a variety of disciplines, describing how the cultural and historical context may have influenced their creative work.
Disciplinary Knowledge	(Y4 SUM Light and Dark) Demonstrate greater skill and control when drawing, showing an awareness of proportion and being able to create 3D effects.	As an Artist, I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. As an Artist, I can create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	(Y6 SPR Artist study) Create expressively in their own personal style, showing the ability to develop artwork independently.

		As an Artist, I can combine a wider range of media, e.g. photography and digital art effects.	
Vocabulary	Atmosphere, background, carbon paper, evaluate, justify, monoprint, continuous line drawing, represent, transfer,		
Mission Advocate SJA	<i>Would you prefer to see a self-portrait as a painting or as a photograph? Why?</i>		

Year 5 Summer: Sculpture and 3D – Interactive installation

Duration: ½ term

Big Idea: Evaluate and Analyse



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y4 AUT Mega Materials) Understand how artists use art to convey messages through the choices they make.	<p>As an Artist, I know the importance of research to discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>As an Artist, I know the importance of considering what choices can be made in their own work to impact their viewer.</p> <p>As an Artist, I know how artists create work with the intent to create an impact on the viewer.</p>	(Y6 SUM Making memories) Describe, interpret and evaluate the processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their work.
Disciplinary Knowledge	(Y4 AUT Mega Materials) To use complex tools and techniques to shape and join materials	<p>As an Artist, I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>As an Artist, I use my art journals to record observations and research, testing materials and working towards an outcome more independently.</p>	(Y6 SUM Making memories) Create expressively in their own personal style and in response to their choice of stimulus, showing independence.

		As an Artist, I explore and record my plans, ideas and evaluations to develop my ideas towards an outcome.	
Vocabulary	Analyse, concept, atmosphere, culture, display, features, mixed media, revolution, special effects, interactive, performance art, scale, stencil, experience, installation art, location, props, scaled down, three dimensional		
Mission Advocate SJA	<p style="text-align: center;"><i>Do you think installation art can effectively communicate a message? Can an installation be interpreted in the same way by everyone?</i></p>		

Year 6 Autumn: Drawing – Make My Voice Heard Duration: ½ term

Big Idea: Process, Design and Composition



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y5 AUT I need space) To know about artists across a variety of disciplines, describing how the cultural and historical context may have influenced their creative work.	<p>As an Artist, I know how to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</p> <p>As an Artist, I know how the cultural and historical context may have influenced an artist’s creative work.</p> <p>As an Artist, I know how art is sometimes used to communicate social, political, or environmental views.</p>	KS3 Art curriculum
Disciplinary Knowledge	(Y5 AUT I need space) Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	<p>As an Artist, I can expressively create in my own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>As an Artist, I combine materials and techniques appropriate to fit with ideas.</p> <p>As an Artist, I can work in a sustained way to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	KS3 Art curriculum

Vocabulary	Chiaroscuro, aesthetic, expressive, imagery, mark making, mural, symbol, tonal, audience, commissioned, graffiti, impact, representative, symbolic, tone, composition, guerilla, interpretation, Mayan, street art, technique,
Mission Advocate SJA	<i>What other art forms can be used to voice political messages?</i>

Year 6 Spring: Painting and Mixed Media – Artist Study

Duration: ½ term

Big Idea: Artists and Craft Makers



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>(Y5 SPR Portraits) To understand how artists create work with the intent to create an impact on the viewer.</p>	<p>As an Artist, I know how to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>As an Artist, I know that artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>As an Artist, I know that art is sometimes used to communicate social, political, or environmental views.</p>	<p>KS3 Art curriculum</p>
<p>Disciplinary Knowledge</p>	<p>(Y5 SPR Portraits) Working with and combining a range of media with control in different ways to achieve different effects, including</p>	<p>As an Artist, I expressively create in my own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>As an Artist, I can combine materials and techniques appropriately to fit with ideas.</p>	<p>KS3 Art curriculum</p>

	experimenting with the techniques used by other artists.	As an Artist, I can work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	
Vocabulary	Abstract, compose, evaluation, justify, mixed media, tableau, translate, analyse, compositions, inference, meaning, narrative, technique, artist, convey, interpret, respond, thought provoking		
Mission Advocate SJA	<i>Can anyone be an artist?</i>		

Year 6 Summer: Sculpture and 3D – Making memories

Duration: ½ term

Big Idea: Evaluate and Analyse



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	(Y5 SUM Interactive Installation) Show that they understand what installation art means.	<p>As an artist, I can discuss, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>As an artist I can recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>As an artist, I can make work by collecting and combining ready-made objects to create 'assemblage'.</p>	KS3 Art curriculum
Disciplinary Knowledge	(Y5 SUM Interactive Installation) Make and explain their choices about materials used, arrangement of items in the space and the overall	<p>As an artist I can create expressively in my own personal style and in response to my choice of stimulus, showing the ability to develop artwork independently.</p> <p>As an artist I can produce a clear sketchbook idea for a sculpture, including written notes and drawings to show the methods and materials needed.</p>	KS3 Art curriculum

	display of the installation.	As an artist, I can work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	
Vocabulary	Assemblage, composition, identity, manipulate, relief, self, attribute, embedded, juxtaposition, originality, representation, symbolic, collection, expression, literal, pitfall, sculpture, tradition		
Mission Advocate SJA	<i>Artwork can be powerful in evoking emotions. Do you agree or disagree?</i>		

Drawing

EYFS	Year 1	Year 2	
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	
Year 3	Year 4	Year 5	Year 6
<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</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.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece.</p>

<i>Progression of knowledge and skills</i>		Making skills (including formal elements)	
Painting and mixed media			
EYFS: Reception	Year 1	Year 2	
Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	
Painting and mixed media			
Year 3	Year 4	Year 5	Year 6
<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</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.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>

Sculpture and 3D

EYFS: Reception	Year 1	Year 2
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

Sculpture and 3D

Year 3	Year 4	Year 5	Year 6
<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>

Craft and design

EYFS: Reception	Year 1	Year 2
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>

Craft and design

Year 3	Year 4	Year 5	Year 6
<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p>	<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p>

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Colour	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>).</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>
Form	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p>	<p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p>	<p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p>
Line	<p>Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p>	<p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Colour'</i>).

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Colour	<p>Using light and dark colours next to each other creates contrast.</p> <p>Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p>	<p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p>	<p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>Shapes can be used to place the key elements in a composition.</p>	<p>How an understanding of shape and space can support creating effective composition.</p>
Line	<p>Using different tools or using the same tool in different ways can create different types of lines.</p>	<p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>How line is used beyond drawing and can be applied to other art forms.</p>

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Pattern	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Surface rubbings can be used to add or make patterns.</p>	<p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p>	<p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

EYFS: Reception

Year 1

Year 2

Enjoy looking at and talking about art.
Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.

Understand how artists choose materials based on their properties in order to achieve certain effects.

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.

2022

Progression

1

Year 3

Year 4

Year 5

Year 6

Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.

Consider how to display art work, understanding how artists consider their viewer and the impact on them.

Use subject vocabulary confidently to describe and compare creative works.

Understand how artists use art to convey messages through the choices they make.

Work as a professional designer does, by collating ideas to generate a theme.

Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural 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.

Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

	EYFS: Reception	Year 1	Year 2
What is art?	Pupils know:		
	<p>Art is:</p> <p>Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful. 	
Why do people make art?			<ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.
How do people talk about art?	So that they can:		
	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>See skills progression here</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>

	Year 3	Year 4	Year 5	Year 6
What is art?	Pupils know:			
	<ul style="list-style-type: none"> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. 	<ul style="list-style-type: none"> Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artworks can fit more than one genre. 	<ul style="list-style-type: none"> Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. Art, craft and design can be functional and affect human environments and experiences. 	<ul style="list-style-type: none"> Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography.
Why do people make art?	<ul style="list-style-type: none"> People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Artists make work to explore right and wrong and to communicate their own beliefs. 	<ul style="list-style-type: none"> People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions. 	<ul style="list-style-type: none"> Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.

	Year 3	Year 4	Year 5	Year 6
How do people talk about art?	Pupils know:			
	<ul style="list-style-type: none"> • People can have their own opinions about art, and sometimes disagree. • One artwork can have several meanings. 	<ul style="list-style-type: none"> • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. • Artists evaluate what they make and talking about art is one way to do this. 	<ul style="list-style-type: none"> • People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	<ul style="list-style-type: none"> • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.
	So that they can:			
	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

See skills progression [here](#)

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	<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
Sketch-books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials <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. 	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	ELG: Expressive Arts and design: Creating with materials <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. ELG: Physical development: Fine motor skills: <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<ul style="list-style-type: none"> 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.
Evaluating and analysing	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>ELG: Expressive Arts and design: Creating with materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	

Overview: Progression of skills

Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their own starting points to develop their own outcomes.	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</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.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> 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 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.

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> About great artists, architects and designers in history.
Evaluating and analysing	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<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. About great artists, architects and designers in history.

<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>
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