



# Art and Design Policy

Written / reviewed by	Mrs F Cookson
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Chair of Governors	<i>J Goodwin</i>

## **Curriculum Intent Statement:**

### ***'A Family Committed to Making a Difference'***

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

Our Art and Design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own work of art. Throughout their time at Friezland, pupils are given every opportunity to develop their ability, nurture their talents, express their ideas and thoughts about the world, as well as learning about arts, artists and designers across cultures and through history.

Pupils are supported to meet the national curriculum end of key stage attainment targets and has been written to fully cover the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Throughout their primary Art education, pupils are encouraged to create, experience and participate in great arts and culture.

## **Aims**

The aims of Art and Design are:

- To enable children to record from first-hand experiences and from imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a range of activities.
- To improve children's ability to control materials, media, tools, and techniques.
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.

- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers and apply to their own work.
- To show a development of ideas and their own skills through use of a sketch book.
- To use and explore a range of materials, resources and equipment.
- Through art, extend and enrich other curriculum areas.

## **Implementation**

At Friezland we have adopted the Kapow Art and Design scheme of work which is designed with five strands that run throughout. These are:

- Generating ideas
- Using Sketchbooks
- Making skills including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Due to the nature of each class (EYFS aside) being a mixture of two year groups, all of the units within those year groups have been mapped out across a two year cycle, and each core area is taught sequentially, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout the units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed- media
- Sculptures and 3D
- Craft and design

Our Long-Term plans detail when the units are taught over the two-year cycle and the outcomes that will be achieved. Our Progression of Knowledge of Skills documents specify the knowledge and skills that pupils will be taught in order to achieve the Unit Outcomes and how these skills develop to achieve the end of Key Stage objectives.

The Art and Design units fully scaffold and support age-appropriate sequenced learning and where appropriate, form cross curricular links to other areas of the curriculum. Creativity and independence outcomes are embedded into the units, supporting pupils in learning with how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge rich, are unique to them.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is offered within every lesson to ensure that lessons can be accessed and enjoyed by all pupils and there are also opportunities to stretch pupils' learning too.

The unit lessons offer support to teachers by providing pupil videos, created by subject specialists, to help pupils see art techniques modelled by experts. This ensures the delivery of Art is of the highest quality across school. Each unit also includes teacher videos to develop subject knowledge and support ongoing CPD.

Art and Design is timetabled on a weekly basis across school. Completed pieces of work are displayed in our Art Gallery and also on classroom displays and washing lines and are regularly rotated in order to celebrate the work of lots of pupils, across the year. Children then have the opportunity to take their completed pieces home, allowing them to share their work with others. We believe this is important as it facilitates conversations around the knowledge and skills developed in the creative process, as well as participation in collaborative discussions around their thoughts and ideas.

### **Impact**

Friezland's Art Curriculum is designed in such a way that the children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of our scheme can be consistently monitored through both formative and summative assessment opportunities. Each lesson contains guidance to support teachers in assessing pupils against the learning outcomes listed on the

Long-Term Plans and the specific knowledge and skills that children will gain throughout each unit in order to achieve the unit outcomes, are evidenced on the Progression of Knowledge and Skills document (See Appendices).

After the implementation of the scheme, pupils will leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.

The expected impact is that children will:

- 1) Produce creative work, exploring and recording their ideas and experiences.
- 2) Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- 3) Evaluate and analyse creative works using subject specific language.
- 4) Know about the great artists and the historical and cultural developments of their art.
- 5) Meet the end of Key Stage expectations outlined in the National Curriculum for Art and Design.

### **Assessment**

It is the responsibility of the class teacher to assess pupils within the class.

Information for assessment will be gathered in various forms:

- Observations of pupils
- Questioning and discussions with pupils
- Sketchbook Looks
- Looking at final piece work samples for application of knowledge and skills

At the end of each unit, teachers will use the unit outcomes to assess pupils and make a judgement on whether they are working Below, Average or Above. Teachers then complete the Non-Core Assessment Grid for children working 'below' and 'above'. They then calculate the percentages for each group of children. This assessment process is completed once a term, although formative assessments are ongoing.

Staff meetings enable teachers to share and review good practice. 'Sketchbook Looks' also ensure that standards across all year groups can be moderated.

## **The Role of the Art and Design Leader**

The Art and Design lead will work collaboratively alongside the headteacher, governors and whole staff:

- to help monitor and evaluate pupil learning and the implementation of the policy and National Curriculum objectives, giving feedback and discussing next steps as appropriate
- to keep up-to-date with current views in terms of Art and Design practice via training, disseminating this to colleagues via INSET/discussion
- to demonstrate good practice within own class teaching
- to be responsible for the purchase and organisation of resources within budgetary constraints
- to report to Governors about what Art and Design 'looks like' at Friezland and current standards within the subject.

## **Equal Opportunities**

Provision is made for all pupils regardless of ability, disability, SEND, medical condition, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos. We aim to set goals which are challenging but realistic, with an aim to provide opportunities for pupils to work at greater depth in order to embed their knowledge skills and understanding.

## **Monitoring & Evaluating**

Policy and practice is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision will be monitored by the subject co-coordinator in conjunction with the Headteacher and Governing Board. Monitoring may take the form of learning walks, lesson observations, data analysis, planning or book looks. Feedback will be given to all staff along with recommendations to inform future policy, planning and practice. Professional development of the coordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

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<b>Data Audit for the Art &amp; Design Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data  Pupil end of term reports	Name  D.O.B.  Teacher Assessment data	Monitor a child's progress and identify next steps	All Staff  (as necessary)	Staff electronic records  Data is deleted / shredded as necessary	Held on File throughout a child's time at school  Key data is passed onto a new School when moving on  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

# Appendices

- 1) Long – Term Overview
- 2) Long – Term Plans (EYFS – Year 6)
- 3) Progression of Knowledge and Skills (EYFS – Year 6)
- 4) Vocabulary Progression Document – Available [here](#)
- 5) List of Artists – Available [here](#)



# Art & Design - Whole School Progression

# Friezland Primary School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Reception	<b>Drawing:</b> Marvellous Marks	<b>Painting and Mixed Media:</b> Paint my World	<b>Craft &amp; Design:</b> Let's get Crafty	<b>Easter Craft:</b> Egg Threading	<b>Sculpture &amp; 3D:</b> Creation Station	<b>Summer Craft:</b> Salt Painting
	Alongside ongoing provision there are also the following discrete topics:						
KS1	Year A	<b>Drawing:</b> Make your Mark	<b>Drawing:</b> Tell a Story	<b>Sculpture &amp; 3D:</b> Paper Play		<b>Sculpture &amp; 3D:</b> Clay Houses	
	Year B	<b>Painting and Mixed Media:</b> Colour Splash	<b>Painting and Mixed Media:</b> Life in Colour	<b>Craft &amp; Design:</b> Woven Wonders		<b>Craft &amp; Design:</b> Map it Out	
LKS2	Year A	<b>Painting and Mixed Media:</b> Prehistoric Painting	<b>Painting and Mixed Media:</b> Light and Dark		<b>Sculpture &amp; 3D:</b> Abstract Shapes		<b>Sculpture &amp; 3D:</b> Mega Materials
	Year B	<b>Drawing:</b> Growing Artists	<b>Drawing:</b> Power Prints		<b>Craft &amp; Design:</b> Ancient Egyptian Scrolls		<b>Craft &amp; Design:</b> Fabric of Nature
UKS2	Year A	<b>Drawing:</b> I Need Space		<b>Craft &amp; Design:</b> Photo Opportunity		<b>Sculpture &amp; 3D:</b> Making Memories	
	Year B	<b>Drawing:</b> Making My Voice Heard		<b>Sculpture &amp; 3D:</b> Interactive Installation		<b>Painting &amp; Mixed Media:</b> Portraits	

## Appendix 2 - Overview: Long term

Class / Year groups: Class 1 – EYFS

*This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	<b>Drawing: Marvellous Marks</b>	<b>Painting and Mixed Media: Paint my World</b>	<b>Craft and Design: Let's get Crafty</b>	<b>Easter Craft: Egg Threading</b>	<b>Sculpture and 3D: Creation Station</b>	<b>Summer Craft: Salt Painting</b>
<b>Main Enquiry</b>	Which colours will you use for your self-portrait?		How many ways can you cut with scissors?	Can you make a pattern with the wool?	Which animal will you make?	How many colours can you create?
<b>Coverage</b>	Creating a self-portrait.	Exploring different techniques using paint.	Create a tissue paper flower.	Hole punching and threading wool.	Create a clay animal model.	Colour mixing using salt.
<b>Artist</b>	Hanoch Piven	Megan Coyle	-	-	Nick Bibby Beth Cavener	-
<b>Unit Outcomes</b>	<p>I can explore making marks with wax crayons.</p> <p>I can investigate the marks and patterns made by different textures.</p> <p>I can explore making marks with felt tips.</p> <p>I can use a felt tip to make patterns.</p> <p>I can explore making marks with chalk.</p> <p>I can make controlled large and small movements.</p> <p>I can compare different ways of making marks and drawing.</p> <p>To explore mark making using pencils.</p> <p>To create a simple observational drawing.</p> <p>To explore mark making using pencils.</p> <p>To create a simple observational drawing.</p> <p>To use a variety of colours and materials to create a self-portrait.</p> <p>To express their own self-image through art</p>	<p>I can explore paint through finger painting.</p> <p>I can describe the texture and colours as they paint.</p> <p>I can talk about their work and decide whether it is abstract or figurative.</p> <p>I can create natural paintbrushes using found objects.</p> <p>I can use natural paint brushes and mud paint to create artwork.</p> <p>I can talk about their work and decide whether it is abstract or figurative.</p> <p>To respond to music through the medium of paint.</p> <p>To use paint to express ideas and feelings.</p> <p>To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art.</p> <p>To create landscape collages inspired by the work of Megan Coyle.</p>	<p>I can develop my scissor skills.</p> <p>I can develop my threading skills.</p> <p>I can learn about the different ways in which we can join materials together and to practise these techniques.</p> <p>I can learn how to fold, curl and cut paper to achieve a desired effect.</p> <p>I can create a design for a tissue paper flower.</p> <p>I can create a tissue paper flower based upon last lesson's design.</p> <p>To refine small motor skills through the use of drawing, cutting and manipulating paper.</p>	<p>I can independently use fine motor skills to create threaded Easter egg decorations.</p>	<p>I can explore clay and its properties.</p> <p>I can explore playdough and its properties.</p> <p>I can use tools safely and with confidence.</p> <p>I can create natural 3D landscape pictures using found objects.</p> <p>I can generate inspiration and conversation about sculpture art and artists.</p> <p>I can create a design for a 3D animal sculpture.</p> <p>I can begin making a 3D clay sculpture using the designs created last lesson.</p> <p>To make a 3D clay sculpture using the designs created last lesson.</p> <p>To share their creation, explaining the processes they have used.</p>	<p>I can experiment with painting using salt and colour mixing.</p>

**Overview: Long term Year A**

**Class / Year groups: Class 2– Year 1 and 2**

*This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Drawing: Make Your Mark	Drawing: Tell a Story	Sculpture and 3D: Paper Play		Sculpture and 3D: Clay Houses	
<b>Main Enquiry</b>	How can I create a drawing that uses observational skills, a range of lines and mark making?	How can I develop illustrations to tell a story?	How can I shape paper to make imaginative 3D sculptures?		How can I create clay objects using different techniques and patterns?	
<b>Coverage</b>	Using a range of lines, mark making and observational skills to create a drawing.	Developing sketches of characters and scenes to illustrate a story.	Joining Materials in different ways to create abstract 3D sculptures.		Exploring techniques to shape, impress and join clay shapes to create a pinch pot and 3D clay tile.	
<b>Artist Foci</b>	Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley	Quentin Blake	Marco Balich Louise Bourgeois Samantha Stephenson		Ranti Bam Rachel Whiteread	
<b>Unit Outcomes</b>	<p>I can show knowledge of the language and literacy to describe lines.</p> <p>I can show control when using string and chalk to draw lines.</p> <p>I can experiment with a range of mark-making techniques, responding appropriately to music.</p> <p>I can colour neatly and carefully, featuring a range of different media and colours.</p> <p>I can apply a range of marks successfully to a drawing.</p> <p>I can produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	<p>I can suggest ways to draw a word through marks.</p> <p>I can use relevant language to describe how an object feels.</p> <p>I can suggest ways to create different textures through drawn marks.</p> <p>I can freely experiment with different tools, receiving encouragement when needed.</p> <p>I can describe and then draw shapes that make up an object.</p> <p>I can use good observational skills to add details to their drawing.</p> <p>I can use an interesting range of marks that show an understanding of how to draw different textures.</p> <p>I can make sketches, which may be of basic stick-like figures or may imply more shapes.</p> <p>I can develop sketches into a character, with some support, adding details to enhance their character.</p> <p>I can demonstrate an understanding of how drawing facial features in different ways conveys expressions.</p> <p>I can recount a story and select key events to draw.</p> <p>I can create scenes from my own imagination, with some support.</p>	<p>I can roll paper tubes and attach them to a base securely.</p> <p>I can make choices about my sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>I can shape paper strips in a variety of ways to make 3D drawings.</p> <p>I can glue strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p>I can create a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>I can work successfully with others, sustaining effort over a time.</p> <p>I can paint with good technique, ensuring good coverage.</p>		<p>I can flatten and smooth their clay, rolling shapes successfully and making a range of marks in clay.</p> <p>I can make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>I can roll a smooth tile surface.</p> <p>I can join clay shapes and make marks in the tile surface to create a pattern.</p> <p>I can draw a house design and plan how to create the key features in clay.</p> <p>I can create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>	

**Overview: Long term Year B**

**Class / Year groups: Class 2– Year 1 and 2**

*This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	<b>Painting and Mixed Media: Colour Splash</b>	<b>Painting and Mixed Media: Life in Colour</b>	<b>Craft &amp; Design: Woven Wonders</b>		<b>Craft &amp; Design: Map it Out</b>	
<b>Main Enquiry</b>	How can I mix primary colours to make a range of secondary colours?	How can I create a collage using different colours and textures?	How can I use knotting, plaiting and weaving to create a woven artwork?		Can I create different craft artworks and describe the differences and similarities between how they are made and the materials that are used?	
<b>Coverage</b>	Mixing primary colours to create a range of colours when printing and painting.	Identifying different textures in collaged artwork including paint and materials.	Knotting, plaiting and weaving to create a woven artwork.		Creating varied 'map' compositions using different techniques (felt, abstract collage and printing).	
<b>Artist Foci</b>	Clarice Cliff Jasper Johns	Romare Bearden	Cecilia Vicuña Judith Scott		Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell	
<b>Unit Outcomes</b>	<p>I can name the primary colours.</p> <p>I can explore coloured materials to mix secondary colours.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can apply paint consistently to my printing materials to achieve a print.</p> <p>I can use a range of colours when printing.</p> <p>I can mix five different shades of a secondary colour.</p> <p>I can decorate my hands using a variety of patterns.</p> <p>I can mix secondary colours with confidence to paint a plate.</p> <p>I can describe my finished plates.</p>	<p>I can name the primary and secondary colours.</p> <p>I can talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>I can describe the colours and textures I see.</p> <p>I can try different tools to recreate a texture and decide which tool works best.</p> <p>I can show they can identify different textures in a collaged artwork.</p> <p>I can apply my knowledge of colour mixing to match colours effectively.</p> <p>I can choose collage materials based on colour and texture.</p> <p>I can talk about my ideas for an overall collage.</p> <p>I can try different arrangements of materials, including overlapping shapes.</p> <p>I can give likes and dislikes about their</p>	<p>I can give an opinion about whether an activity counts as 'art'.</p> <p>I can listen attentively to a visitor describing their creative interests.</p> <p>I can draw and talk about a remembered experience of making something creative.</p> <p>I can independently choose and measure lengths of wool and join wool sections together.</p> <p>I can adjust my wrapping technique if something doesn't work well.</p> <p>I can show that I select colours thoughtfully.</p> <p>I can be open to trying out a new skill.</p> <p>I can show that they are choosing materials based on colour, thickness and flexibility.</p> <p>I can show resilience and keep going when things don't go right the first time.</p> <p>I can join in with looking for key features of Cecilia Vicuña's work (knots, plaits,</p>		<p>I can sort map images into groups, explaining my choices.</p> <p>I can draw a map of my journey to school, including key landmarks and different types of mark-making.</p> <p>I can follow instructions to make a piece of felt that holds together and resembles my map.</p> <p>I can decide how to place 'jigsaw' pieces to create an abstract composition.</p> <p>I can make choices about which details from my map to include in a stained glass.</p> <p>I can cut cellophane shapes with care and arrange them into a pleasing composition.</p> <p>I can design a print with simple lines and shapes, making improvements as I work.</p> <p>I can follow a process to make and print from a polystyrene tile.</p> <p>I can choose a favourite artwork, justifying my choice.</p> <p>I can annotate my favourite artwork with</p>	

		work and others'.  I can describe ideas for developing their collages.  I can choose materials and tools after trying them out.	weaving etc).  I can weave with paper, achieving a mostly accurate pattern of alternating strips.  I can describe my own weaving and compare it to Vicuna's artwork.  I can attach things securely to their box loom.  I can remember the process needed for weaving and attach some elements in this way.  I can discuss the choices I make and what I like about my finished work.		relevant evaluation points.  I can take an active part in decisions around how to display my artworks in the class gallery.	
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**Overview: Long Term Year A**

**Class / Year groups: Class 3 – Year 3 and 4**

*This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	<b>Painting and Mixed Media: Prehistoric Painting</b>	<b>Painting and Mixed Media: Light and Dark</b>		<b>Sculpture &amp; 3D: Abstract Shape</b>		<b>Sculpture and 3D: Mega Materials</b>
<b>Main Enquiry</b>	How do I create a prehistoric painting?	How can I make a still life look 3D?		How can I join and combine different 2D shapes to make 3D sculptures?		How can I further develop my knowledge and skills of joining and combining materials to make 3D sculptures?
<b>Coverage</b>	Exploring prehistoric art	Developing knowledge of colour mixing and painting techniques for a 3D effect still life painting.		Joining Materials in different ways to create abstract 3D sculptures.		Using more complex techniques to shape and combine materials to form 3D sculptures.
<b>Artist Foci</b>	Prehistoric artists (unknown)			Anthony Caro Ruth Asawa		Magdelene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas Camp EL Anatsui
<b>Unit Outcomes</b>	<p>I can recognise the processes involved in creating prehistoric art.</p> <p>I can explain approximately how many years ago prehistoric art was produced.</p> <p>I can use simple shapes to build initial sketches.</p> <p>I can create a large scale copy</p>	<p>I can share my ideas about a painting.</p> <p>I can describe the difference between a tint and a shade.</p> <p>I can mix tints and shades by adding black or white paint.</p> <p>I can discuss my real-life experiences of how colours can appear different.</p> <p>I can use tints and shades to paint an object</p>		<p>I can try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.</p> <p>I can make a structure that holds its 3D shape.</p> <p>I can explain in simple terms the difference between 2D and 3D art.</p> <p>I can combine shapes together to make an interesting free-standing sculpture.</p>	<p>I can try drawing in an unfamiliar way and take risks in my work.</p> <p>I can use familiar shapes to create simple 3D drawings and describe the shapes I use.</p> <p>I can draw a simple design with consideration for how its shape could be cut from soap.</p> <p>I can transfer a drawn idea</p>	

	<p>of a small sketch.</p> <p>I can use charcoal to recreate the style of cave artists.</p> <p>I can demonstrate good understanding of colour mixing with natural pigments.</p> <p>I can discuss the differences between prehistoric and modern paint.</p> <p>I can make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</p> <p>I can successfully make positive and negative handprints in a range of colours.</p> <p>I can apply their knowledge of colour mixing to make natural colours.</p>	<p>in 3D.</p> <p>I can try different arrangements of objects for a composition, explaining my decisions.</p> <p>I can produce a clear sketch that reflects the arrangement of my objects.</p> <p>I can create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</p> <p>I can paint with care and control to make a still life with recognisable objects.</p>	<p>I can try out more than one way to create joins between shapes.</p> <p>I can identify familiar 2D shapes in photographs.</p> <p>I can identify shapes in the negative space between objects.</p> <p>I can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</p> <p>I can plan an abstract sculpture based on play equipment.</p> <p>I can show that I have learned how to shape materials in more than one way (e.g. by folding and rolling).</p> <p>I can choose appropriate methods for joining elements in my sculptures.</p> <p>I can show that they have thought about how to improve my sculptures and made choices about what to add.</p> <p>I can work cooperatively in pairs to add detail to my artwork.</p>	<p>successfully to a soap carving.</p> <p>I can make informed choices about my use of tools.</p> <p>U can successfully bend wire to follow a simple template, adding details for stability and aesthetics.</p> <p>I can create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</p> <p>I can show I am considering alternative ways to display my sculpture when photographing it.</p> <p>I can explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</p> <p>I can describe how my work has been influenced by the work of El Anatsui.</p>
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**Overview: Long Term Year B**

**Class / Year groups: Class 3 – Year 3 and 4**

*This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

Term	Autumn 1	Autumn 2	Spring 2	Summer 2
<b>Theme/Topic</b>	Drawing: Growing Artists	Drawing: Power Prints	Craft and Design: Ancient Egyptian Scrolls	Craft and Design: Fabric of Nature
<b>Main Enquiry</b>	How do artists see things?	How can I turn a drawing into a print?	How did the Ancient Egyptians make paper?	Can I create a repeating design pattern?
<b>Coverage</b>	Developing drawing skills and techniques creating a botanical drawing.	Developing drawing skills and techniques and finally creating a print from a drawing.	Exploring Ancient Egyptian art and making paper and scrolls.	Creating a repeating design pattern on a tile.
<b>Artist Foci</b>	Georgia O'keefe Charles Darwin Maud Purdy Max Ernst Carl Linneaus	Georges Seurat Ed Ruscha Fernando Botero Henry Moore Alberto Giacometti	<b>Spring 1</b>	<b>Summer 1</b>
<b>Unit Outcomes</b>	I know the difference between	I can create several pencil tones when		

**Revised: April 2024**

	<p>organic and geometric shapes.</p> <p>I can use simple shapes to form the basis of a detailed drawing.</p> <p>I can use shading to demonstrate a sense of light and dark in my work.</p> <p>I can shade with a reasonable degree of accuracy and skill.</p> <p>I can blend tones smoothly and follow the four shading rules.</p> <p>I can collect a varied range of textures using frottage.</p> <p>I can use tools competently, being willing to experiment.</p> <p>I can generate ideas mostly independently and make decisions to compose an interesting frottage image.</p> <p>I can make considered cuts and tears to create their ideas.</p> <p>I can understand how to apply tone, with some guidance about where to use it.</p> <p>I can draw a framed selection of an image onto a large scale with some guidance.</p> <p>I can try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p>	<p>shading and create a simple 3D effect.</p> <p>I can explore the effect of holding a pencil in different ways and applying different pressures.</p> <p>I can use charcoal and rubber to show areas of light and dark in my drawings.</p> <p>I can demonstrate an awareness of the relative size of the objects I draw.</p> <p>I can use scissors with care and purpose to cut out images.</p> <p>I can try out multiple arrangements of cut images to decide on my composition.</p> <p>I can use different tools to create marks and patterns when scratching into a painted surface.</p> <p>I can show some awareness of how to create contrast by including areas with more and less marks.</p> <p>I can create an interesting, finished drawing based on their original composition, including detail such as contrast and pattern.</p> <p>I can work co-operatively to create a joint artwork, experimenting with my methods.</p>	<p>Ancient Egyptian art.</p> <p>I can consider the suitability of a surface for drawing.</p> <p>I can record colours, patterns and shapes through observational drawing.</p> <p>I can choose and use tools and materials confidently.</p> <p>I can begin to experiment with drawing techniques.</p> <p>I can create a selection of sketches that show idea exploration.</p> <p>I can produce a final design with a clear purpose.</p> <p>I can follow instructions with minimal support.</p> <p>I can discuss and evaluate the process and outcome of my work.</p> <p>I can produce a complete painted or drawn piece from a design idea.</p> <p>I can use colours and materials appropriately, showing an understanding of effective composition.</p> <p>I have a clear idea of the subject of my zine, including a range of images and information.</p>	<p>subject vocabulary.</p> <p>I can create drawings that replicate a selected image.</p> <p>I can select imagery and colours to create a mood board with a defined theme and colour palette.</p> <p>I can complete four drawings, created with confident use of materials and tools to add colour.</p> <p>I can understand the work of William Morris, using subject vocabulary to describe his work and style.</p> <p>I can create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</p> <p>I can identify and explain where a pattern repeats.</p> <p>I can follow instructions to create a repeating pattern, adding extra detail.</p> <p>I can understand different methods of creating printed fabric in creative industries.</p> <p>I can use sketchbooks to evaluate patterns.</p> <p>I can produce ideas to illustrate products using their designs.</p>
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**Overview: Long term Year A****Class / Year groups: Class – Year 5 and 6***This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Theme/Topic</b>	Drawing: I need Space	Craft & Design: Photo Opportunity	Sculpture & 3D: Making Memories
<b>Main Enquiry</b>	How can I create a futuristic image?	How can I create a picture using photography?	What goes in my Friezland memory box?
<b>Coverage</b>	Combine drawing and collagraph printmaking to create a futuristic image.	Develop photography skills and techniques to design a range of creative photographic outcomes.	Create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
<b>Artist Foci</b>	Teis Albers	Hannah Hoch, Chris Plowman and Graham Holland	Yinka Shinobare, Judith Scott, Nicola Anthony, Louise Nevelso, Joseph Cornell
<b>Unit Outcomes</b>	<p>I can discuss the effect of an image.</p> <p>I can discuss how popular culture can influence art and design.</p> <p>I can suggest how a piece of art is created.</p> <p>I can explain what retrofuturism means.</p> <p>I can use a range of processes to create a drawing.</p> <p>I can make a collagraph plate.</p> <p>I can record ideas through sketches and visual notes.</p> <p>I can select appropriate tools and materials.</p> <p>I can choose my own drawing technique.</p> <p>I can evaluate my work to make improvements.</p>	<p>I can explain what a photomontage is.</p> <p>I can select appropriate images and experiment with composition to create an interesting layout.</p> <p>I can work in the style of an artist to meet a design brief.</p> <p>I can compose a close-up photograph of a natural form.</p> <p>I know the terms macro and monochromatic.</p> <p>I can make design choices to plan, select and arrange props in an interesting composition to meet a design brief and replicate a painting.</p> <p>I can edit a photograph to emulate the style of another artist.</p> <p>I can use photographic equipment to take a clear self-portrait, considering composition and lighting for effect.</p> <p>I can use the grid drawing method to translate a photo into a drawing using careful observation.</p> <p>I can choose and use materials effectively to create a photorealistic painting or drawing.</p>	<p>I can discuss the work of artists that appreciate different artistic styles.</p> <p>I can talk about artists' work and explain what I might use in my own work.</p> <p>I can plan &amp; create a 3D sculpture to express themselves in a literal or symbolic way.</p> <p>I can suggest ways to represent memories through imagery, shapes and colours.</p> <p>I can draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</p> <p>I can competently use scissors to cut shapes accurately.</p> <p>I can produce a clear sketchbook idea for a sculpture, including written notes and drawings to show my methods and materials needed.</p> <p>I can identify and make improvements to my work.</p> <p>I can competently reflect on successes and personal development.</p>



**Overview: Long term Year B****Class / Year groups: Class 4 – Year 5 and 6**

*This Long Term Plan is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Theme / Topic</b>	Drawing: Making my Voice Heard	Sculpture & 3D: Interactive Installation	Painting & Mixed Media: Portraits
<b>Main Enquiry</b>	How can I use art to make my voice heard?	Can I get 'inside' the artwork?	Is there more to a self-portrait than a selfie?
<b>Coverage</b>	Use imagery, symbols, expressive mark making and 'chiaroscuro', children create powerful drawings to convey a message	Create a piece of installation art	Develop a unique self-portrait in mixed-media
<b>Artist Foci</b>	Diego Rivera, Dan Fenelon	Cai Guo-Qiang	Chila Kumari Singh Burman
<b>Unit Outcomes</b>	<p>I can make annotated notes and sketches of imagery</p> <p>Use tools effectively to explore a range of effects.</p> <p>I can respond to the meaning of a spirit animal through drawing.</p> <p>I can generate symbols that reflect their likes and dislikes with little support.</p> <p>I can create a tile that is full of pattern, symbols and colours that represents themselves.</p> <p>I can discuss ideas to create light and dark through drawing techniques.</p> <p>I can explain the term chiaroscuro.</p> <p>I can create light and form through a tonal drawing.</p> <p>I can understand the impact of using techniques for effect.</p> <p>I can form their own opinions about what art is, justifying my ideas.</p> <p>I can identify a cause and decide what message I want to convey.</p> <p>I can understand artist's choices to convey a message.</p> <p>I can review sketchbook and creative work to develop a drawn image.</p> <p>I can review and revisit ideas to develop my work.</p>	<p>I can group images together &amp; explaining their choices.</p> <p>I can understand what installation art means.</p> <p>I can justify their opinions of installation artworks.</p> <p>I can make &amp; evaluate a box design.</p> <p>I can create an installation plan, model or space.</p> <p>I can present information about their installation clearly in the chosen format.</p> <p>I can describe how my space conveys a particular message or theme.</p> <p>I can justify choices made, such as lighting, materials and interactivity.</p> <p>I can describe the changes I made as I worked.</p>	<p>I can create a self-portrait that aims to represent something about me.</p> <p>I can outline a portrait drawing with words to create interest.</p> <p>I can experiment with materials, techniques &amp; composition.</p> <p>I can make decisions about the position of a drawing.</p> <p>I can use Art vocabulary to talk about and compare portraits.</p> <p>I can explain my opinion of an artwork.</p>

Appendix 3 – Progression of Knowledge and Skills (EYFS – Year 6)

**Art & Design**

*This Progression of Skills is to be used in conjunction with the Kapow Art Curriculum as referenced in the Art & Design Policy*

Progression of Knowledge and Skills				Class / Year groups: Class 1 – EYFS		
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	<b>Drawing: Marvellous Marks</b>	<b>Painting and Mixed Media: Paint my World</b>	<b>Craft and Design: Let’s get Crafty</b>	<b>Easter Craft: Egg Threading</b>	<b>Sculpture and 3D: Creation Station</b>	<b>Summer Craft: Salt Painting</b>
<b>Main Enquiry</b>	Which colours will you use for your self-portrait?		How many ways can you cut with scissors?	Can you make a pattern with the wool?	Which animal will you make?	How many colours can you create?
<b>Coverage</b>	Creating a self-portrait.	Exploring different techniques using paint.	Create a tissue paper flower.	Hole punching and threading wool.	Create a clay animal model.	Colour mixing using salt.
<b>Artist</b>	Hanoch Piven	Megan Coyle	-	-	Nick Bibby Beth Cavener	-
<b>Key Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>* Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>* Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>* Begin to show accuracy and care when drawing.</li> <li>* Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>* Use a range of small tools including paintbrushes.</li> <li>* Begin to show accuracy and care when drawing.</li> <li>* Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>* Create collaboratively, sharing ideas, resources and skills.</li> <li>* Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>* Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>* Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>* Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>* Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>* Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>* Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>* Develop overall body-strength, balance, coordination and agility.</li> <li>* Begin to show accuracy and care when drawing.</li> <li>* Use a range of small tools.</li> <li>* Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>* Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>* Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>* Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>* Share their creations, explaining the process they have used.</li> </ul>

Year A: Progression of Knowledge and Skills				Class / Year groups: Class 2– Year 1 and 2	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Theme/Topic	Drawing: Make Your Mark	Drawing: Tell a Story	Sculpture and 3D: Paper Play		Sculpture and 3D: Clay Houses
Main Enquiry	How can I create a drawing that uses observational skills, a range of lines and mark making?	How can I develop illustrations to tell a story?	How can I shape paper to make imaginative 3D sculptures?		How can I create clay objects using different techniques and patterns?
Coverage	Using a range of lines, mark making and observational skills to create a drawing.	Developing sketches of characters and scenes to illustrate a story.	Joining Materials in different ways to create abstract 3D sculptures.		Exploring techniques to shape, impress and join clay shapes to create a pinch pot and 3D clay tile.
Artist Foci	Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley	Quentin Blake	Marco Balich Louise Bourgeois Samantha Stephenson		Ranti Bam Rachel Whiteread
Key Knowledge & Skills	<p>To know a range of 2D shapes and confidently draw these.</p> <p>To know lines can represent movement in drawings.</p> <p>To know different marks can be used to represent the textures of objects.</p> <p>To know that drawing tools can be used in a variety of ways to create different lines.</p> <p>To know that texture means ‘what something feels like’.</p> <p>Know different drawing tools make different marks.</p> <p>Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas.</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>Understand how artists choose materials based on their properties to achieve certain effects.</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>To know that ‘composition’ means how things are arranged on the page.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>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> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</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>To know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know paper can be shaped by cutting and folding it.</p> <p>To know that three dimensional art is called sculpture.</p> <p>Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas.</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>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>To know that pieces of clay can be joined using the ‘scratch and slip’ technique.</p> <p>To know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>To know that patterns can be made using shapes.</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</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>
				Summer 2	

Year B: Progression of Knowledge and Skills			Class / Year groups: Class 2– Year 1 and 2			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	<b>Painting and Mixed Media: Colour Splash</b>	<b>Painting and Mixed Media: Life in Colour</b>	<b>Craft &amp; Design: Woven Wonders</b>		<b>Craft &amp; Design: Map it Out</b>	
<b>Main Enquiry</b>	How can I mix primary colours to make a range of secondary colours?	How can I create a collage using different colours and textures?	How can I use knotting, plaiting and weaving to create a woven artwork?		Can I create different craft artworks and describe the differences and similarities between how they are made and the materials that are used?	
<b>Coverage</b>	Mixing primary colours to create a range of colours when printing and painting.	Identifying different textures in collaged artwork including paint and materials.	Knotting, plaiting and weaving to create a woven artwork.		Creating varied 'map' compositions using different techniques (felted, abstract collage and printing).	
<b>Artist Foci</b>	Clarice Cliff Jasper Johns	Romare Bearden	Cecilia Vicuña Judith Scott		Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell	
<b>Key Knowledge &amp; Skills</b>	<p>To know that the primary colours are red, yellow and blue.</p> <p>To know primary colours can be mixed to make secondary colours (Red + yellow = orange, blue + red = purple, yellow + blue = green).</p> <p>To know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>To know that there are many different shades (or 'hues') of the same colour.</p> <p>To know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas.</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>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>To know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>To know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>To know that 'composition' means how things are arranged on the page.</p> <p>To know that collage materials can be shaped to represent shapes in an image.</p> <p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that collage materials can be chosen to represent real-life textures.</p> <p>To know that collage materials can be overlapped and overlaid to add texture.</p> <p>To know that painting tools can create varied textures in paint.</p> <p>To know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>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,</p>	<p>To know that three dimensional art is called sculpture.</p> <p>To know how to wrap objects/shapes with wool.</p> <p>To know how to tie a knot, thread and plait.</p> <p>To know how to weave using a combination of materials.</p> <p>Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas.</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>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <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>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>To know that 'composition' means how things are arranged on the page.</p> <p>To know that shapes can be organic (natural) and irregular.</p> <p>To manipulate wool fibres to make felt.</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</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>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>	

		<p>line, shape, form and space) in their work. Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</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>			
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Year A: Progression of Knowledge and Skills			Class / Year groups: Class 3 – Year 3 and 4			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	<b>Painting and Mixed Media: Prehistoric Painting</b>	<b>Painting and Mixed Media: Light and Dark</b>		<b>Sculpture &amp; 3D: Abstract Shape</b>		<b>Sculpture and 3D: Mega Materials</b>
<b>Main Enquiry</b>	How do I create a prehistoric painting?	How can I make a still life look 3D?		How can I join and combine different 2D shapes to make 3D sculptures?		How can I further develop my knowledge and skills of joining and combining materials to make 3D sculptures?
<b>Coverage</b>	Exploring prehistoric art	Developing knowledge of colour mixing and painting techniques for a 3D effect still life painting.		Joining Materials in different ways to create abstract 3D sculptures.		Using more complex techniques to shape and combine materials to form 3D sculptures.
<b>Artist Foci</b>	Prehistoric artists (unknown)			Anthony Caro Ruth Asawa		Magdelene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas Camp El Anatsui
<b>Key Knowledge &amp; Skills</b>	<p><b>Formal elements:</b> <b>Colour:</b> Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. <b>Shape:</b> Negative shapes show the space around and between objects. <b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines. <b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear</p>	<p><b>Formal elements:</b> <b>Colour:</b> Adding black to a colour creates a shade. <b>Colour:</b> Adding white to a colour creates a tint. <b>Form:</b> Using lighter and darker tints and shades of a colour can create a 3D effect. <b>Tone:</b> Using lighter and darker tints and shades of a colour can create a 3D effect. <b>Tone:</b> Tone can be used to create contrast in an artwork. <b>Making skills:</b> How to mix a tint and a shade by adding black or white. How to use tints and shades of a</p>		<p><b>Formal elements:</b> <b>Colour:</b> Using light and dark colours next to each other creates contrast. <b>Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. <b>Shape:</b> Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. <b>Making skills:</b> How to join 2D shapes to make a 3D form.</p>		<p><b>Formal elements:</b> <b>Form:</b> Simple 3D forms can be made by creating layers, by folding and rolling materials. <b>Making skills:</b> How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to use their arm to draw 3D objects on a large scale. How to sculpt soap from a drawn design. How to smooth the surface of soap using water when carving.</p>

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	<p>textured.</p> <p><b>Making skills:</b> How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface. How to paint on a rough surface. How to make a negative and positive image. How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials. How to create different textures using different parts of a brush. How to use colour mixing to make natural colours.</p> <p><b>Knowledge of artists:</b> Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed.</p> <p><b>Evaluating and analysing:</b> Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meaning.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Making skills:</b> Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p><b>Knowledge of artists:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art</p>	<p>colour to create a 3D effect when painting.</p> <p>How to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>How to choose suitable painting tools.</p> <p>How to arrange objects to create a still-life composition.</p> <p>How to plan a painting by drawing first.</p> <p>How to organise painting equipment independently, making choices about tools and materials.</p> <p><b>Evaluating and analysing:</b> Artists make choices about what, how and where they create art. Artworks can fit more than one genre.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> 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. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p><b>Knowledge of artists:</b> 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><b>Evaluating and analysing:</b></p>		<p>How to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>How to identify and draw negative spaces.</p> <p>How to plan a sculpture by drawing.</p> <p>How to choose materials to scale up an idea.</p> <p>How to create different joins in card eg. slot, tabs, wrapping.</p> <p>How to add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p> <p><b>Knowledge of artists:</b> Artists make decisions about how their work will be displayed.</p> <p><b>Evaluating and analysing:</b> Artists make art in more than one way.</p> <p>There are no rules about what art must be.</p> <p>Art can be purely decorative, or it can have a purpose.</p> <p>People use art to tell stories and communicate.</p> <p>People make art for fun and to make the world a nicer place to be.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Making skills:</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p><b>Knowledge of artists:</b> Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p><b>Evaluating and analysing:</b> Confidently explain their ideas and opinions about their own and others' artwork, with an</p>		<p>How to join wire to make shapes by twisting and looping pieces together.</p> <p>How to create a neat line in the wire by cutting and twisting the end onto the main piece.</p> <p>How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</p> <p>How to try out different ways to display a 3D piece and choose the most effective.</p> <p><b>Knowledge of artists:</b> Art can communicate powerful statements about right and wrong.</p> <p>Artists can choose particular materials to communicate a message.</p> <p><b>Evaluating and analysing:</b> Artists make choices about what, how and where they create art.</p> <p>Art can be all different sizes.</p> <p>Art can be displayed inside or outside.</p> <p>Art is interpreted differently depending on how it is displayed.</p> <p>Artists make work to explore right and wrong and to communicate their own beliefs.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b></p>
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	<p>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.</p> <p><b>Evaluating and analysing:</b> 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. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p>		<p>understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>		<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.</p> <p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p>
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Year B: Progression of Knowledge and Skills			Class / Year groups: Class 3 – Year 3 and 4			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Topic</b>	Drawing: Growing Artists	Drawing: Power Prints		Craft and Design: Ancient Egyptian Scrolls		Craft and Design: Fabric of Nature
<b>Main Enquiry</b>	How do artists see things?	How can I turn a drawing into a print?		How did the Ancient Egyptians make paper?		Can I create a repeating design pattern?
<b>Coverage</b>	Developing drawing skills and techniques creating a botanical drawing.	Developing drawing skills and techniques and finally creating a print from a drawing.		Exploring Ancient Egyptian art and making paper and scrolls.		Creating a repeating design pattern on a tile.
<b>Artist Foci</b>	Georgia O'keefe Charles Darwin Maud Purdy Max Ernst Carl Linneaus	Georges Seurat Ed Ruscha Fernando Botero Henry Moore Alberto Giacometti				Ruth Daniels William Morris Senaka Senanayake Megan Carter
<b>Key Knowledge &amp; Skills</b>	<p><b>Formal elements:</b> <b>Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). <b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines. <b>Pattern:</b> Surface rubbings can be used to add or make patterns.</p>	<p><b>Formal elements:</b> <b>Shape:</b> How to use basic shapes to form more complex shapes and patterns. <b>Line:</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. <b>Pattern:</b> Patterns can be irregular and change in ways you wouldn't</p>		<p><b>Formal elements:</b> <b>Pattern:</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). <b>Making skills:</b> Layering materials in opposite directions make the handmade paper stronger. How to use a sketchbook to research a subject using different</p>		<p><b>Formal elements:</b> <b>Shape:</b> How to use basic shapes to form more complex shapes and patterns. <b>Pattern:</b> Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be</p>

	<p><b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p><b>Tone:</b> That 'tone' in art means 'light and dark'.</p> <p><b>Tone:</b> Shading helps make drawn objects look realistic.</p> <p><b>Tone:</b> Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p><b>Tone:</b> Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p><b>Making skills:</b> How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively.</p> <p><b>Knowledge of artists:</b> Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.</p> <p><b>Evaluating and analysing:</b> People use art to help explain or teach things. People make art to explore big ideas, like death or nature.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>expect.</p> <p><b>Making skills:</b> How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint.</p> <p><b>Knowledge of artists:</b> Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p><b>Evaluating and analysing:</b> Artists evaluate what they make, and talking about art is one way to do this.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> 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. Apply observational skills, showing a greater awareness of</p>		<p>techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. How to produce and select an effective final design. How to make a scroll. How to make a zine. How to use a zine to present information.</p> <p><b>Knowledge of artists:</b> Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.</p> <p><b>Evaluating and analysing:</b> Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.</p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Using sketchbooks:</b> 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.</p> <p><b>Making skills:</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials</p>		<p>arranged in different ways to make varied patterns.</p> <p><b>Texture:</b> How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><b>Tone:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p><b>Making skills:</b> To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings. How to draw small sections of one image to docs on colours and texture. How to develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece.</p> <p><b>Knowledge of artists:</b> Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</p>
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	<p><b>Using sketchbooks:</b> 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.</p> <p><b>Making skills:</b> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p><b>Knowledge of artists:</b> 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><b>Evaluating and analysing:</b> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>composition and demonstrating the beginnings of an individual style.</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works.</p> <p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art.</p>		<p>for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p><b>Knowledge of artists:</b> 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><b>Evaluating and analysing:</b> 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. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><i>Artists and designers sometimes choose techniques based on the time and money available to them.</i> <i>Artists use drawing to plan ideas for work in different media.</i></p> <p><b>Evaluating and analysing:</b> <i>Artists make choices about what, how and where they create art.</i> <i>Art can be created to make money; being an artist is a job for some people.</i> <i>Art, craft and design affect the lives of people who see or use something that has been created.</i> <i>Artists evaluate what they make, and talking about art is one way to do this.</i></p> <p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and</p>
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						<p>compare creative works. Work as a professional designer does by collating ideas to generate a theme.</p> <p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>
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Overview: Progression of Knowledge and Skills Year A		Class / Year groups: Class – Year 5 and 6	
Term	Autumn	Spring	Summer
<b>Theme/Topic</b>	Drawing: I Need Space	Craft & Design: Photo Opportunity	Sculpture & 3D: Making Memories
<b>Main Enquiry</b>	How can I create a futuristic image?	How can I create a picture using photography?	What goes in my Friezland memory box?
<b>Coverage</b>	Combine drawing and collagraph printmaking to create a futuristic image.	Develop photography skills and techniques to design a range of creative photographic outcomes.	Create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
<b>Artist Foci</b>	Teis Albers	Hannah Hoch, Chris Plowman and Graham Holland	Yinka Shinobare, Judith Scott, Nicola Anthony, Louise Nevelso, Joseph Cornell
<b>Key Knowledge &amp; Skills</b>	<p><b>Formal elements:</b> <b>Shape:</b> Shapes can be used to place the key elements in a composition. <b>Line:</b> 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. <b>Texture:</b> How to create texture on different materials. <b>Making skills:</b> To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition.</p>	<p><b>Formal elements:</b> <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <b>Shape:</b> How an understanding of shape and space can support creating effective composition. <b>Line:</b> How line is used beyond drawing and can be applied to other art forms. <b>Pattern:</b> 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. <b>Making skills:</b> To know how different materials can be used to produce photorealistic artwork. To know that macro photography is</p>	<p><b>Formal elements:</b> <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work. <b>Shape:</b> How an understanding of shape and space can support creating effective composition. <b>Line:</b> How line is used beyond drawing and can be applied to other art forms. <b>Pattern:</b> 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. <b>Making skills:</b> How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p>

How to decide what materials and tools to use based on experience and knowledge.

**Knowledge of artists:**

Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.

Artists can choose their medium to create a particular effect on the viewer.

Artists can combine materials; for example, digital imagery, with paint or print.

**Evaluating and analysing:**

People make art to fit in with popular ideas or fashions.

People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.

Talking about plans for artwork, or evaluating finished work, can help improve what artists create.

**Generating ideas:**

Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

**Using sketchbooks:**

Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

**Making skills:**

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Combine a wider range of media, e.g. photography and digital art effects.

Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

**Knowledge of artists:**

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

showing a subject as larger than it is in real life.

How to create a photomontage.

How to create artwork for a design brief.

How to use a camera or tablet for photography.

How to identify the parts of a camera.

How to take a macro photo, choosing an interesting composition.

How to manipulate a photograph using photo editing tools.

How to use drama and props to recreate imagery.

How to take a portrait photograph.

How to use a grid method to copy a photograph into a drawing.

**Knowledge of artists:**

Artists can use symbols in their artwork to convey meaning.

Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.

Artists take risks to try out ideas; this can lead to new techniques being developed.

**Evaluating and analysing:**

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. Sometimes people make art to express their views and opinions, which can be political or topical.

Art can be a digital art form, like photography.

People use art as a means to reflect on their unique characteristics.

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.

**Generating ideas:**

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

**Using sketchbooks:**

Using a systematic and independent

How to manipulate cardboard to create different textures.

How to make a cardboard relief sculpture.

How to make visual notes to generate ideas for a final piece.

How to translate ideas into sculptural forms.

**Knowledge of artists:**

Artists can use symbols in their artwork to convey meaning.

Art can be a form of protest.

Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.

Artists can use materials to respond to a feeling or idea in an abstract way.

Artists take risks to try out ideas; this can lead to new techniques being developed.

Artists can make work by collecting and combining ready-made objects to create 'assemblage'.

**Evaluating and analysing:**

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. 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.

**Generating ideas:**

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

**Using sketchbooks:**

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

**Making skills:**

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Combine materials and techniques appropriate to fit with ideas.

Work in a sustained way over several sessions to

	<p>to impact their viewer.</p> <p><b>Evaluating and analysing:</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p><b>Knowledge of artists:</b> 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> <p><b>Evaluating and analysing:</b> Give reasoned evaluations of their own and others' work which takes account of context and intention.</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>	<p>complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p><b>Knowledge of artists:</b> 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> <p><b>Evaluating and analysing:</b> Give reasoned evaluations of their own and others' work which takes account of context and intention.</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> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>
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<b>Overview: Progression of Knowledge and Skills Year B</b>		<b>Class / Year groups: Class 4 – Year 5 and 6</b>	
<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Theme / Topic</b>	Drawing: Making my Voice Heard	Sculpture & 3D: Interactive Installation	Painting & Mixed Media: Portraits
<b>Main Enquiry</b>	How can I use art to make my voice heard?	Can I get 'inside' the artwork?	Is there more to a self-portrait than a selfie?
<b>Coverage</b>	Use imagery, symbols, expressive mark making and 'chiaroscuro', children create powerful drawings to	Create a piece of installation art	Develop a unique self-portrait in mixed-media

Revised: April 2024

	convey a message Diego Rivera, Dan Fenelon	Cai Guo-Qiang	Chila Kumari Singh Burman
<b>Artist Foci</b>			
<b>Key Knowledge &amp; Skills</b>	<p><b>Formal elements:</b></p> <p><b>Colour:</b> A ‘monochromatic’ artwork uses tints and shades of just one colour.</p> <p><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><b>Shape:</b> How an understanding of shape and space can support creating effective composition.</p> <p><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Tone:</b> That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</p> <p><b>Making skills:</b></p> <p>To know gestural and expressive ways to make marks.</p> <p>To know the effects different materials make.</p> <p>To know the effects created when drawing on different surfaces.</p> <p>How to use symbolism as a way to create imagery.</p> <p>How to combine imagery into unique compositions.</p> <p>How to achieve the tonal technique called chiaroscuro.</p> <p>How to make handmade tools to draw with.</p> <p>How to use charcoal to create chiaroscuro effects.</p> <p><b>Knowledge of artists:</b></p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Sometimes artists add extra meaning to what they create by working in places where they don’t have permission to work.</p> <p>Artists find inspiration in other artists’ work, adapting and interpreting ideas and techniques to create something new.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p><b>Evaluating and analysing:</b></p> <p>Art doesn’t have to be a literal representation of</p>	<p><b>Formal elements:</b></p> <p><b>Form:</b> An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.</p> <p><b>Form:</b> The size and scale of three-dimensional artwork change the effect of the piece.</p> <p><b>Making skills:</b></p> <p>How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>How to try out ideas on a small scale to assess their effect.</p> <p>How to use everyday objects to form a sculpture.</p> <p>How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>How to try out ideas for making a sculpture interactive.</p> <p>How to plan an installation proposal, making choices about light, sound and display.</p> <p><b>Knowledge of artists:</b></p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists create works that make us question our beliefs.</p> <p>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p><b>Evaluating and analysing:</b></p> <p>Sometimes people disagree about whether something can be called ‘art’.</p> <p>Art doesn’t always last for a long time; it can be temporary.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous,</p>	<p><b>Formal elements:</b></p> <p><b>Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p><b>Pattern:</b> 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><b>Tone:</b> Tone can help show the foreground and background in an artwork.</p> <p><b>Making skills:</b></p> <p>How to develop a drawing into a painting.</p> <p>How to create a drawing using text as lines and tone.</p> <p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a starting point for a mixed-media artwork.</p> <p>How to take an interesting portrait photograph, exploring different angles.</p> <p>How to adapt an image to create a new one.</p> <p>How to combine materials to create an effect.</p> <p>How to choose colours to represent an idea or atmosphere.</p> <p>How to develop a final composition from sketchbook ideas.</p> <p><b>Knowledge of artists:</b></p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p><b>Evaluating and analysing:</b></p> <p>People make art to portray ideas about identity.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p> <p><b>Generating ideas:</b></p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an</p>

*something, it can sometimes be imagined and abstract.*

*Art can represent abstract concepts, like memories and experiences. 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.*

*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.*

**Generating ideas:**

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

**Using sketchbooks:**

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

**Making skills:**

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Combine materials and techniques appropriate to fit with ideas.

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.

**Knowledge of artists:**

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.

**Evaluating and analysing:**

Give reasoned evaluations of their own and others' work which takes account of context and intention.

Discuss how art is sometimes used to communicate social, political, or environmental views.

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.

Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

*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.*

**Generating ideas:**

Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

**Using sketchbooks:**

Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

**Making skills:**

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

**Knowledge of artists:**

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.

**Evaluating and analysing:**

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.

Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

outcome.

**Using sketchbooks:**

Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

**Making skills:**

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Combine a wider range of media, e.g. photography and digital art effects.

Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

**Knowledge of artists:**

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.

**Evaluating and analysing:**

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

