



Aims/Intent

Our Art programme offers a coherent, planned sequence of high-quality teaching that will equip pupils with knowledge skills and concepts required by the national curriculum.

This teaching of Design and Technology encompasses the acquisition of four key areas of learning:

- Drawing
- Sculpture
- Painting

The coverage of within EYFS is based upon understanding the experiences of world around them and expressive arts and design

Within KS1, the intent is to use a range of materials creatively to design and make products using theme such as using themes such as Donaldson's delights , Save our saves, which allow children to develop their knowledge and understanding of the four key areas of learning with support

For KS2 the intent is to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and

Design using themes such as monstrous mountains and stone age man children will be able to discuss different genre with detailed knowledge and understanding.

Implementation

In order for children to know more and remember more there is a structure to each lesson whereby prior learning and revision of facts is built in. Each key stage focuses on different themes to ensure continued

interest in the subject as well as acquiring new knowledge Through revisiting and consolidating our previous knowledge, our lessons help children build develop their techniques, including their control and their use of materials Within these lessons revision and introduction of related key vocabulary, which builds year on year, is also built in. This vocabulary is then included in display materials and additional resources available to aid the learning. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Impact:

The impact of using a full range of resources, including display materials, will be seen across the school with an increase in the profile of Art. The learning environment across the school will be more consistent with Art vocabulary displayed, spoken and used by all learners. The use of the Art and Design and Technology hub will provide all the children access to apply their knowledge and skills in a real life context preparing them, within a safe environment , to be lifelong learners.

Impact will be measured through key questioning built into lessons, child-led assessment against the L.O. of each lesson and the creation of an assessment piece - I know so I will be

By EOEYFS children will know:

- How to safely use and explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.
- How to use what they have learnt in original ways, thinking about uses and purposes.
- How to represent their own ideas, thoughts and feelings through art.

By EOKS1 children will know:

- How to use a range of materials creatively to design and make products
- How to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- How to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By EOKS2 children will know:

- How to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Drawing NC Objective	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>use drawing to represent ideas like movement or loud noises.</p> <p>show different emotions in their drawings.</p> <p>Experience and experiment with a range of drawing materials</p> <p>Manipulate materials with appropriate grip and have increasing control of line and shape.</p>	<p>To use drawing to develop and share ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in pattern, line, shape, form and space.</p> <p>Explore marks that can be made with a pencil—to include different thickness and pressure application.</p> <p>Introduce observational drawing: Identify different lines and shapes when doing simple drawings.</p> <p>Use pencil and pastels to shade objects in observational drawings.</p>	<p>To use the given HB, B and 2B pencil to experiment with tonal representation and use dots and lines to demonstrate pattern and texture</p> <p>Charcoal introduced as a drawing material.</p> <p>Use pencils and charcoal to experiment with different gradients.</p>	<p>To create sketchbooks to record observations and use them to review and revisit ideas.</p> <p>To improve mastery of art and design techniques, including drawing with a range of materials.</p> <p>Represent the tonal scale, the effect of light on an object, including shadows in drawings using pencil, and charcoal.</p> <p>Draw positive and negative spaces in their drawings.</p> <p>Representing texture in manmade and natural patterns</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Represent scale and proportion —vanishing point.</p> <p>Observe and record symmetry in made and natural environments.</p> <p>Show different perspectives within picture</p> <p>Experiment with the full of pencils and begin to select the appropriate pencil.</p>	<p>Introduce perspective in drawings, photographs and paintings. And use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</p> <p>Tessellation should be taught and practised in the abstract form.</p> <p>Create abstract imagery using taught techniques to reflect personal experience and expression.</p> <p>Self select appropriate pencils to use.</p>	<p>Depict movement and perspective in drawings Use and apply drawing techniques and select the most appropriate.</p> <p>Create abstract imagery to reflect and symbolise personal experience and expression.</p> <p>Develop techniques for representing perspective in drawings.</p> <p>Self select the materials which are suitable for a task.</p>



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge & Skills</p> <p>Sculpture NC Objective</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use and express them. join different materials and explore with different textures.</p> <p>Sculpture</p> <p>Have experience of and experiment with a range of materials, to create 3D forms.</p> <p>Manipulate materials to create a planned effect; evaluate their 3D form; change and modify it.</p>	<p>Knowledge & Skills</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>Using a mouldable material to roll, pinch, coil, and smooth.</p> <p>Make simple joins and experiment with pattern using carving techniques.</p> <p>Children given final outcome.</p> <p>Discuss and verbally evaluate their own work.</p>	<p>Knowledge & Skills</p> <p>Use of a range of natural and manmade materials (malleable and rigid).</p> <p>Use different adhesives and methods of joining to construct form from 2D objects.</p> <p>Begin discuss and develop ideas for final outcome</p> <p>Discuss and evaluate their own work and begin to evaluate the work of other sculptors.</p>	<p>Knowledge & Skills</p> <p>To improve their mastery of art and design techniques including sculpture.</p> <p>Shape, form, model and construct 3D forms using malleable and rigid materials.</p> <p>Introduce the use of slip to join clay. Using observation, replicate patterns and textures on a 3D form.</p> <p>Discuss and plan final outcome. Share ideas with the class.</p> <p>Discuss and evaluate their own work and work of other sculptors.</p>	<p>Knowledge & Skills</p> <p>Continue to Shape, form, model and construct 3D forms using malleable and rigid materials.</p> <p>Use slip independently to join clay</p> <p>Plan and develop ideas using taught techniques</p> <p>Analyse and interpret natural and manmade sculptured forms.</p> <p>Use inspiration from famous artists to replicate a piece of work. Analyse and evaluate their own work and the work of other sculptures .</p>	<p>Knowledge & Skills</p> <p>Use of an armature to Strengthen and support a 3D form.</p> <p>Show lifelike qualities and real life proportions in 3D form.</p> <p>Plan and develop ideas through sketching and using taught techniques.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p>	<p>Knowledge & Skills</p> <p>Self select the materials and techniques which are suitable for a task.</p> <p>Children should create their own abstract imagery using taught techniques to reflect personal experience and expression.</p> <p>Plan and develop ideas through sketching and experimentation.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p>



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
<p>Painting and printing (including colour, texture and pattern) NC Objectives</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To explore colour and colour-mixing .</p>	<p>To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in colour.</p>	<p>To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in colour.</p>	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>
<p>Printing and painting (Including colour, texture and pattern)</p> <p>Experiment and explore through play with a variety of painting and printing materials.</p> <p>Name colours and explore colour and colour-mixing</p> <p>Create of simple patterns and notice effects such as texture.</p>	<p>Print using a range of materials experimenting with the creation of repeating patterns.</p> <p>Identify and mix primary and secondary colours showing understanding of the difference between warm and cool colours. Convey emotions through colour.</p> <p>Experiment with a range of tools to apply paint to create different effects.</p>	<p>Create relief rubbings with a variety of tools and surfaces evaluating the effects and discovering patterns.</p> <p>Mix colours to create shades. Experiment with the tonal value of colour.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools.</p>	<p>Selecting materials to create a desired textural effect. Creating mixed media collages exploring natural and manmade patterns.</p> <p>Use a wider variety of shades.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>Begin to layer materials to create a desired effect. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary, hue, saturation and the tonal value of a colour.</p> <p>Select appropriate paint brushes to create a desired effect.</p>	<p>Use block printing to create repeating patterns. Combining prints and making connections discussing and evaluating their own work and that of others.</p> <p>create a colour palette, demonstrating mixing techniques. Use colour for purpose</p> <p>Paint application including brush techniques to create textures, mood and expression.</p>	<p>To explore printing techniques used by various artists. Using previous taught knowledge, design a specific print for purpose using an artist for inspiration expressing preferences for desired effect.</p> <p>Use colour in abstract imagery to reflect and symbolise personal experience, moods and feelings justifying and explaining their choices.</p> <p>Select and use appropriate materials to create a desired effect.</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
Artists NC Objective	Taught about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines and making links to their own work. EYFS: explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare 			Learn about great artists, architects,& designers in history. <ul style="list-style-type: none"> Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. 			
Artists	Jackson Pollock Andy Goldsworthy Henri Matisse	Mondrian Van Gogh	Kandinsky. Hannah Dale nick	Edward Lear Yue Minjun Quentin Blake	Albert Bierstadt Peter Scott	Louis Bourgeois Rachel Poole William Morris	Romero Britton ww2 propaganda
Alternative Artists	Hokusai – linking with landscape, Japanese art, oceans. John Constable – linking to landscape, use of paint or chalk Quentin Blake – link to drawing figures, colour Paul Cezanne – Linking to oil pastels, still life. Bridget Riley – linking to print making. Joan Miro – link to wire sculpture, colour. Rene Magritte – link to portraits, abstract			Roy Lichtenstein - linking to colour, pop art Salvador Dali – linking to landscapes, colour, acrylics Andy Warhol – linking to pop art, use of felt tips Clarice Cliff – link to clay/ceramic sculptures.			