



# The Ribblesdale Federation of Schools

## Art Curriculum Handbook

**CYCLE B**



Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
Reception and Year 1	Art	Mark making Drawing and painting		Yuyoi Kusama Printing		Make your mark Drawing and painting		Colour Splash Painting and Mixed Media		Let's get crafty Mixed Media		Paper Play 3D	
Year 2 and 3	Art	Can we change a place? Sculpture		Chinese Art Textiles		Map it Out Collage		Tell a story Drawing		Abstract Shape and Space Textiles, Sculpture and 3D Art		Life in colour Mixed media	
Year 4, 5 and 6	Art	African Art Digital Art And painting		Portraits and Mixed Media Portraits Drawing/painting		Mega Materials 3D		Fabric of Nature Collage (Craft & Design)		Artist Study Textiles		Architecture Printing	
	Art	Year C Power Prints Drawing.		Year C I need space Drawing/painting		Year C Photo Opportunity Digital (Craft and Design)							

# Art

## Intent

At The Ribblesdale Federation of Schools, we want pupils to be engaged, inspired and challenged, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## Vocabulary:

Our intentions for vocabulary in Art is to expose all pupils to year group specific artistic language. Teachers will share with the pupils the vocabulary that will be required to be within the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about Art. For example; Sketch, hue, tone and shade.

## Knowledge and Skills:

The intentions of Art in school is to create a knowledge and skill led Art Curriculum. Pupils will be given regular opportunities to practice and apply their Art skills. Pupils will be able to draw upon their Art knowledge, both in Art and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, collaborative and written work.

## Progression:

Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps.

## Concepts:

Concepts: The intention of our Art Curriculum is to help pupils gain a coherent knowledge and understanding of Art. Our highquality art and design curriculum will engage, inspire and challenge pupils, preparing them with the knowledge and skills to investigate, invent and create their own works of art, craft and design. Pupils will be able to think critically and develop a greater understanding of art and design. They will also know how art and design both reflect and outline our history, and contribute to the culture, creativity.

## Our curriculum will:

- equip our children with the tools required to be independent learners
- fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum
- ensure the progressive development of knowledge and skills
- develop the children's competence in controlling materials and tools
- foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers
- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

## **Pupils with SEND**

We recognise that for many pupils with SEND, art and design can be subjects in which they are able to express themselves more freely, without a heavy reliance on language, and that for some pupils, such as those with dyslexia, creativity is an area in which they can really excel. There may be opportunities across the curriculum for pupils with language difficulties to use art to express their ideas, wants and needs. To support pupils with SEND to access a full art curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary (colour names, names of different types of media, vocabulary related to specific artists being studied, etc); use of physically adapted equipment for those with mobility difficulties (pencil grips, larger brushes, etc); additional adult support; use of technology; multi-sensory activities and multimedia teaching; calming music to listen to while working, and; targeted questioning.

## **EYFS**

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in Art and Design.

## **Implementation**

### **Inclusive teaching and learning:**

In Art, all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils.

- Personalised work (adult support, challenge, resources) - Pre-tutoring to teach pupils key vocabulary, knowledge and skills
- Access to resources and equipment to support their acquisition of Art knowledge and skills

### **Subject coverage/curriculum:**

The teaching and implementation of the Art and Design Curriculum at The Ribblesdale Federation of Schools is based on the National Curriculum and supported by age-related key skills ensuring a well-structured approach to this creative subject. On a practical level, children will receive high-quality teaching which involves teachers drawing on a range of knowledge, skills and high-quality teaching resources to ensure children are engaged and motivated to learn. The children are taught Art as part of their termly topic work. Areas covered include sculpture, mosaics, printing based on topic work, such as Art from around the world, fashion and textiles, collage, pointillism and the works of the Impressionist artists.

### **SMSC:**

The moral development of our pupils is an important thread running through the Art Curriculum. Students are provided with opportunities to use their Art skills in real life contexts, applying and exploring the skills required in solve problems and investigations. Research skills and teamwork are fundamental to Art through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain ideas and knowledge to each other and support each other in their learning. In this manner, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.

### **Local context:**

Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to discover art through different external stimuli (trips, visitors and strong links to our locality). The work of famous local, national and international artists is explored to enhance the children's learning.

**Early Years Foundation Stage** Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

**Key stage 1 Pupils are taught:**

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To create sketch books to record their observations and use them to review and revisit ideas

**Key stage 2 Pupils are taught:**

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

**Impact**

Curriculum Impact Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.

- Children will be able to talk enthusiastically about their work in Art
- Sketchbooks will reflect knowledge of artists and craftspeople, use of a range of media and tools demonstrating the children's developing skills
- Standards in Art will be good and will match standards in other subjects

- SLT are kept informed through feedback, subject reports and annual Art action plans
- For a partnership to be established between the school and the local high school (Flower Pot Festivals and workshops)
- As pupils progress through school, they will begin to think critically and develop a more rigorous understanding of art and design

Featured Artists		
EYFS and Year One	Year Two and Three	Year Four, Five and Six
<u>Year A</u> <ul style="list-style-type: none"> <li>• Paul Klee</li> <li>• Yayoi Kusama</li> <li>• Amy Herald</li> </ul>	<ul style="list-style-type: none"> <li>• Sue Bleiweiss</li> <li>• Laura Wasilowski</li> <li>• Susan Stockwell</li> <li>• Emma Johnson</li> <li>• Josef Albers</li> <li>• Anthony Gormley</li> </ul>	<ul style="list-style-type: none"> <li>• Esther Mahlangu</li> <li>• Frida Kahlo</li> <li>• Paolo Ulian</li> <li>• Morenno Ratti</li> <li>• Edward Tingatinga</li> </ul>
<u>Year B</u> <ul style="list-style-type: none"> <li>• Louise Bourgeois</li> <li>• Susan Beech</li> <li>• Clarice Cliff</li> <li>• Jasper Johns</li> </ul>	<ul style="list-style-type: none"> <li>• Romare Bearden</li> <li>• Anthony Caro</li> <li>• Ruth Asawa</li> <li>• Quentin Blake</li> </ul>	<ul style="list-style-type: none"> <li>• Ruth Daniels</li> <li>• William Morris</li> <li>• Megan Carter</li> <li>• Senaka Senanyake</li> <li>• David Hockney</li> <li>• Paula Rego,</li> <li>• John Singer-Sargent</li> <li>• Fiona Rae</li> <li>• Lubaina Himid</li> <li>• Zaha Hadid</li> <li>• Friedensreich Hundertwasser</li> </ul>

<u>Year C</u>		<ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• George Seurat</li> <li>• Ed Ruscha</li> <li>• Fernando Botero</li> <li>• Henry Moore</li> <li>• Alberto Giacometti</li> <li>• Chuck Close</li> <li>• Derrick O Boateng</li> <li>• Hannah Hoch</li> <li>• Edward Weston</li> </ul>
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## Colour Splash (Painting & Mixed Media)

<b>Featured Artist :</b> Jasper Johns and Clarice Cliff	<b>End Product:</b> Children to create their own plate in the style of Clarice Cliff
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<b>EYFS</b>	<b>Year 1</b>
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	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To know about the artists Jasper Johns and Clarice Cliff</li> <li>• To know you can draw with different types of media.</li> <li>• To know you can make light and dark tones by applying different amounts of pressure.</li> <li>• To know how to hold and load a paint brush</li> <li>• To know about Primary and Secondary colours</li> </ul> <p><b><u>Exploring and Developing Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations.</li> <li>• Ask and answer questions about the starting points for their work.</li> <li>• Develop their ideas – try things out, change their minds.</li> </ul> <p><b><u>Evaluating and Developing Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in future work.</li> </ul> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>• Name different types of paint and their properties.</li> </ul>
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### Colour

- Identify primary and secondary colours by name.
- Mix primary shades and tones.
- Mix secondary colours.

### Printing

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Take simple prints i.e. mono –printing.
- Design more repetitive patterns.

### Colour

- Experiment with overprinting motifs and colour.



# Let's Get Crafty (Mixed Media)

**Featured Artist :** Susan Beech

**End Product:** To create a range of items using a variety of paper crafting skills.

**EYFS**

**Year 1**

**Knowledge:**

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

**Exploring and Developing Ideas:**

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

**Evaluating and Developing Ideas:**

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

**3D**

- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Experiment with constructing and joining recycled, natural and manmade materials.
- Use simple 2-D shapes to create a 3-D form.

**Collage**

- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Arrange and glue materials to different backgrounds.
- Sort and group materials for different purposes e.g. colour texture.
- Fold, crumple, tear and overlap papers.
- Work on different scales.

# Paper Play (3D Art)

**Featured Artist:** Louise Bourgeois

**End Product:** A collaborative sculpture in the style of Louise Bourgeois (Maman)

**EYFS**

**Year 1**

**Knowledge:**

- To know how to create moods in artwork
- To know how to use pencils to create lines of different thickness in drawings
- To know how to cut, roll and coil materials
- To describe what they can see and give an opinion about the work of an artist
- To ask questions about a piece of art

**Exploring and Developing Ideas:**

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

**Evaluating and Developing Ideas:**

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

**Drawing**

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.

**3D**

- Manipulate malleable materials in a variety of ways
- Explore sculpture with a range of malleable media.
- Understand the safety and basic care of materials and tools.

**Form**

- Experiment with constructing and joining materials.
- Use simple 2-D shapes to create a 3-D form.
- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.

**Collage**

- Arrange and glue materials to different backgrounds.
- Sort and group materials for different purposes e.g. colour texture.
- Fold, crumple, tear and overlap papers.
- Work on different scales.

**Colour**

- Collect, sort, name match colours appropriate for an image.

**Shape**

- Create and arrange shapes appropriately.

**Texture**

- Create, select and use textured paper for an image.

# Tell a Story (Drawing)

**Featured Artist:** Quentin Blake

**End Product:** A series of illustrations to tell a story

## Year 2

### Knowledge:

- To know about the artist Quentin Blake
- To choose and use three different grades of pencil when drawing
- To know how to use charcoal, pencil and pastel to create art
- To know how to create a piece of art in response to the work of another artist

### Exploring and Developing Ideas:

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

### Evaluating and Developing Ideas:

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

### Drawing:

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.

### Lines and Marks:

- Name, match and draw lines/marks from observations.
- Invent new lines.
- Draw on different surfaces with a range of media.

### Form and Shape:

- Observe and draw shapes from observations.
- Draw shapes in between objects.
- Invent new shapes.

### Tone:

- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

### Texture:

- Investigate textures by describing, naming, rubbing, copying.

## Year 3

### Knowledge:

- To know about the artist Anthony Gormley.
- Discuss their likes and dislikes of their own work and others'.
- To understand and develop drawing techniques.
- To create a series of illustrations employing a variety of newly acquired and developed skills

### Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

### Drawing:

- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.

### Lines and Marks:

- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.

### Form and Shape:

- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.

### Tone:

- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.

### Texture:

- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.

# Abstract Shape and Space (Textiles, Sculpture & 3D Art)

**Featured Artist:** Anthony Caro and Ruth Asawa

**End Product:** An abstract sculpture inspired by playground equipment

## Year 2

### Knowledge:

- To know about the artist Anthony Caro and Ruth Asawa
- Explain why they have chosen certain tools and materials when designing and making a product.
- To know how to add materials to a sculpture to create detail;
- To use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light

### Developing and Exploring Ideas:

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

### Evaluating and Developing Ideas:

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.
- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Explore sculpture with a range of malleable media.
- Manipulate malleable materials for a purpose, e.g. pot, tile.
- Understand the safety and basic care of materials and tools.

### Form (3D)

- Experiment with constructing and joining recycled, natural and manmade materials.
- Use simple 2-D shapes to create a 3-D form.

### Painting:

- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.
- Work on different scales.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
- Name different types of paint and their properties.

### Colour

- Identify primary and secondary colours by name.
- Mix primary shades and tones.

## Year 3

### Knowledge:

- To know about the artist Anthony Caro and Ruth Asawa
- Explain why they have chosen certain tools and materials when designing and making a product.
- Discuss their likes and dislikes of their own work and others'.
- To understand and develop sculpting techniques.
- To create and carve a sculpture using tools.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

### Form (3D)

- Plan, design and make models from observation or imagination.
- Use papier mache to create a simple 3D object.

### Collage

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.

### Painting

- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

- Mix secondary colours.

### Texture

- Create textured paint by adding sand, plaster.

- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

### Colour

- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades.

# Life in Colour (Mixed Media)

**Featured Artist:** Romare Bearden

**End Product:** Collage using a variety of materials and textures

## Year 2

### Knowledge:

- To know about the artist Romare Bearden
- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

### Developing and Exploring Ideas:

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

### Evaluating and Developing Ideas:

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

### Painting

- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.
- Work on different scales.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
- Name different types of paint and their properties.

### Colour

- Identify primary and secondary colours by name.
- Mix primary shades and tones.
- Mix secondary colours.

### Texture

- Create textured paint by adding sand, plaster.

### Collage

- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Arrange and glue materials to different backgrounds.
- Sort and group materials for different purposes e.g. colour texture.
- Fold, crumple, tear and overlap papers.
- Work on different scales.

### Colour

- Collect, sort, name match colours appropriate for an image.

## Year 3

### Knowledge:

- To know about the artist Romare Bearden
- To be able to describe materials by their artistic properties
- To choose collage materials based on colour and texture.
- To know which tool is best suited to which task

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

### Painting

- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

### Colour

- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades.

### Collage

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.

**Shape**

- Create and arrange shapes appropriately.

**Texture**

- Create, select and use textured paper for an image



# Fabric of Nature (Collage, Craft & Design)

**Featured Artist:** Ruth Daniels, William Morris, Megan Carter & Senaka Senanyake

**End Product:** Art work which includes a repeating pattern

## Year 4

### Knowledge:

- To know about the artist Ruth Daniels, William Morris, Megan Carter & Senaka Senanyake
- To know how to plan a painting by drawing first.
- To know how to organise painting equipment independently, making choices about tools and materials.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

### Collage:

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.
- Use collage as a means of extending

### Textiles

- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- Match the tool to the material.
- Experiment with paste resist.

## Year 5

### Knowledge:

- To know about the artists Ruth Daniels, William Morris, Megan Carter & Senaka Senanyake
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Annotate work in a journal.

### Collage:

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.
- Use collage as a means of extending work from initial ideas.

### Textiles:

- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

### Printing

## Year 6

### Knowledge:

- To know about the artists Ruth Daniels, William Morris, Megan Carter & Senaka Senanyake
- To know that colours can be symbolic and have meanings that vary according to your culture or background,
- To know that Art can be analysed and interpreted in lots of ways and can be different for everyone.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal.

### Printing

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

### Collage:

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

- Use collage as a means of extending work from initial ideas.

**Textiles:**

- Use fabrics to create 3D structures.
- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

# Artist Study (Mixed Media)

**Featured Artist :** David Hockney, Paula Rego, John Singer-Sargent, Fiona Rae, Lubaina Himid

**End Product:** Collaborative piece that conveys a message

## Year 4

### Knowledge:

- To know about the artists David Hockney, Paula Rego, John Singer-Sargent, Fiona Rae, Lubaina Himid
- To know how to plan a painting by drawing first.
- To know how to organise painting equipment independently, making choices about tools and materials.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

### Painting:

- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

### Digital Media

- Record and collect visual information using digital cameras and video recorders.
- Present recorded visual images using software.

## Year 5

### Knowledge:

- To know about the artists David Hockney, Paula Rego, John Singer-Sargent, Fiona Rae, Lubaina Himid
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Annotate work in a journal.

### Painting:

- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

### Colour

- Mix and match colours to create atmosphere and light effects.
- Be able to identify and work with complementary and contrasting colours.

### Digital Media

- Record, collect and store visual information using digital cameras etc.
- Use a graphics package to create and manipulate new images.

## Year 6

### Knowledge:

- To know about the artists David Hockney, Paula Rego, John Singer-Sargent, Fiona Rae, Lubaina Himid
- To know that colours can be symbolic and have meanings that vary according to your culture or background,
- To know that Art can be analysed and interpreted in lots of ways and can be different for everyone.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal.

### Painting

- Develop a painting from a drawing.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.

### Digital Media

- Record, collect and store visual information using digital cameras etc.
- Use a graphics package to create and manipulate new images.
- Understand that a digital image is created by layering.
- Create layered images from original ideas.

- Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.
- Change the type of brush to an appropriate style.
- Create **shapes** by making selections to cut, duplicate and repeat.
- Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.

- Understand that a digital image is created by layering.
- Create layered images from original ideas.

- Present recorded visual images using software e.g. Photostory, Powerpoint.
- Be able to Import an image (scanned, retrieved, taken) into a graphics package.

# Architecture (Printing)

- **Featured Artist:** Zaha Hadid, Friedensreich Hundertwasser

**End Product:** Sculpture

## Year 4

## Year 5

## Year 6

### Knowledge:

- To know about the artists Zaha Hadid, Friedensreich Hundertwasser
- To know how to plan a painting by drawing first.
- To know how to organise painting equipment independently, making choices about tools and materials.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in journal.

### Drawing

- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.

### Lines and Marks

- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.

### Texture

### Knowledge:

- To know about the artists Zaha Hadid, Friedensreich Hundertwasser
- To know how shapes can be used to place the key elements in a composition.
- To know how to combine techniques to create a final composition.
- To know how to decide what materials and tools to use based on experience and knowledge

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Annotate work in a journal.

### Drawing:

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using a variety of view finders.
- Use a journal to collect and develop ideas.
- Identify artists who have worked in a similar way to their own work.
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Explore colour mixing and blending techniques with coloured pencils.

### Knowledge:

- To know about the artists Zaha Hadid, Friedensreich Hundertwasser
- To know that colours can be symbolic and have meanings that vary according to your culture or background,
- To know that Art can be analysed and interpreted in lots of ways and can be different for everyone.

### Developing and Exploring Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### Evaluating and Developing Ideas:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal.

### Drawing:

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using a variety of view finders.
- Use a journal to collect and develop ideas.
- Identify artists who have worked in a similar way to their own work.

### Lines, Marks, Tone, Form and Texture

- Use dry media to make different marks, lines, patterns and shapes within a drawing.

<ul style="list-style-type: none"> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method.</li> <li>• Create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks by simplifying an initial journal idea.</li> <li>• Use relief or impressed method.</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media</li> </ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Show an awareness of how paintings are created i.e. Composition.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks by simplifying an initial journal idea.</li> <li>• Use relief or impressed method.</li> <li>• Create prints with three overlays.</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>
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## Agreed End Points

# Key Stage 1

<b>ART</b>	<b>Year One</b>	<b>Year Two</b>
<b>Exploring and developing ideas (ONGOING)</b>	<ul style="list-style-type: none"> <li>•Record and explore ideas from first hand observation, experience and imagination.</li> <li>•Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>•Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>•Record and explore ideas from first hand observation, experience and imagination.</li> <li>•Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>•Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>
<b>Evaluating and developing work (ONGOING)</b>	<ul style="list-style-type: none"> <li>•Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook</li> <li>•Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>•Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>•Identify what they might change in their current work or develop in their future work.</li> <li>•Annotate work in sketchbook.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>•Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>•Use a sketchbook to gather and collect artwork.</li> <li>•Begin to explore the use of line, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>•Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>•Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>•Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>

<b>Painting</b>	<ul style="list-style-type: none"> <li>•Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>•Mix and match colours to artefacts and objects.</li> <li>•Mix secondary colours and shades using different types of paint.</li> <li>•Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>•Mix a range of secondary colours, shades and tones.</li> <li>•Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>•Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> </ul>
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<b>ART</b>	<b>Year One</b>	<b>Year Two</b>
<b>Printing</b>	<ul style="list-style-type: none"> <li>•Make marks in print with a variety of objects, including natural and made objects.</li> <li>•Carry out different printing techniques e.g, relief and resist printing.</li> <li>•Make rubbings.</li> <li>•Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>•Design patterns of increasing complexity and repetition.</li> <li>•Print using a variety of materials, objects and techniques.</li> </ul>
<b>Textiles/ collage</b>	<ul style="list-style-type: none"> <li>•How to thread a needle, cut, glue and trim material.</li> <li>•Create images from imagination, experience or observation.</li> <li>•Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Create textured collages from a variety of media.</li> <li>•Make a simple mosaic.</li> <li>•Stitch, knot and use other manipulative skills.</li> </ul>
<b>3d Form</b>	<ul style="list-style-type: none"> <li>•Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>•Explore sculpture with a range of malleable media, especially clay.</li> </ul>	<ul style="list-style-type: none"> <li>•Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>•Build a textured relief tile.</li> </ul>



	<ul style="list-style-type: none"><li>•Experiment with, construct and join recycled, natural and man-made materials.</li></ul>	<ul style="list-style-type: none"><li>•Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li></ul>
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**Agreed End Points**

**Lower Key**

**Stage Two**

<b>ART</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Exploring and developing ideas (ONGOING)</b>	<ul style="list-style-type: none"> <li>•Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>•Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>•Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>•Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>•Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>•Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<b>Evaluating and developing work (ONGOING)</b>	<ul style="list-style-type: none"> <li>•Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>•Adapt their work according to their views and describe how they might develop it further.</li> <li>•Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>•Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>•Adapt their work according to their views and describe how they might develop it further.</li> <li>•</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>•Experiment with different grades of pencil and other implements.</li> <li>•Plan, refine and alter their drawings as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>•Make informed choices in drawing inc. paper and media.</li> <li>•Alter and refine drawings and describe changes using art vocabulary.</li> <li>•Collect images and information independently in a sketchbook.</li> </ul>

	<ul style="list-style-type: none"> <li>•Use their sketchbook to collect and record visual information from different sources. .</li> <li>•Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>•Mix a variety of colours and know which primary colours make secondary colours.</li> <li>•Use a developed colour vocabulary.</li> <li>•Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>•Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Make and match colours with increasing accuracy.</li> <li>•Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>•Plan and create different effects and textures with paint according to what they need for the task.</li> <li>•Show increasing independence and creativity with the painting process.</li> </ul>

<b>ART</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Printing</b>	<ul style="list-style-type: none"> <li>•Print using a variety of materials, objects and techniques including layering.</li> <li>•Talk about the processes used to produce a simple print.</li> <li>•Explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>•Research, create and refine a print using a variety of techniques.</li> <li>•Select broadly the kinds of material to print with in order to get the effect they want</li> <li>•Resist printing including marbling and silkscreen.</li> <li>•</li> </ul>
<b>Textiles/collage</b>	<ul style="list-style-type: none"> <li>•Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>•Name the tools and materials they have used.</li> <li>•Develop skills in stitching. Cutting and joining.</li> <li>•Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Match the tool to the material.</li> <li>•Combine skills more readily.</li> <li>•Choose collage or textiles as a means of extending work already achieved.</li> <li>•Refine and alter ideas and explain choices using an art vocabulary.</li> <li>•Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> </ul>

<b>3d Form</b>	<ul style="list-style-type: none"><li>•Join clay adequately and work reasonably independently.</li><li>•Construct a simple clay base for extending and modelling other shapes.</li><li>•Cut and join wood safely and effectively.</li><li>•Make a simple papier mache object.</li><li>•Plan, design and make models.</li></ul>	<ul style="list-style-type: none"><li>•Make informed choices about the 3D technique chosen.</li><li>•Show an understanding of shape, space and form.</li><li>•Plan, design, make and adapt models.</li><li>•Talk about their work understanding that it has been sculpted, modelled or constructed.</li><li>•Use a variety of materials.</li></ul>
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## Agreed End Points

# Upper Key

# Stage Two

ART	Year Five	Year Six
<b>Exploring and developing ideas (ONGOING)</b>	<ul style="list-style-type: none"> <li>•Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>•Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>•Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>•Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>•Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<b>Evaluating and developing work (ONGOING)</b>	<ul style="list-style-type: none"> <li>•Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>•Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>•Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>•Adapt their work according to their views and describe how they might develop it further.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>•Use a variety of source material for their work.</li> <li>•Work in a sustained and independent way from observation, experience and imagination.</li> <li>•Use a sketchbook to develop ideas independently.</li> <li>•Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify artists who have worked in a similar way to their own work.</li> <li>•Develop ideas using different or mixed media, using a sketchbook.</li> <li>•Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li> <li>•</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>•Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>•Produce work with increasing attention to detail.</li> <li>•Create imaginative work inspired by famous works of art.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Create shades and tints using black and white.</li> <li>•Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>•Carry out preliminary studies, test media and materials and mix appropriate colours.</li> </ul>

ART	Year Five	Year Six
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine and design prints</li> <li>• Explore ideas in sketchbooks which they will use later in printing.</li> <li>• Build up images of whole or parts of items using various techniques.</li> <li>•</li> </ul>
<b>Textiles/ collage</b>	<ul style="list-style-type: none"> <li>• Make choices about the most appropriate material to improve their work.</li> <li>• Alter and modify work after evaluating.</li> <li>• Develop skills related to sewing and joining pieces of material.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills of embellishing work and combining textures.</li> <li>• Use different techniques to complete a piece - applique, weaving, layering.</li> <li>• Work collaboratively on a larger scale.</li> <li>•</li> </ul>
<b>3d Form</b>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> <li>•</li> </ul>