



The Ribblesdale Federation of Schools

Art Curriculum Handbook

CYCLE C



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

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

Year C

- Henri Matisse
- George Seurat
- Ed Ruscha
- Fernando Botero
- Henry Moore
- Alberto Giacometti
- Chuck Close
- Derrick O Boateng
- Hannah Hoch
- Edward Weston
- Teis Albers

Power Prints (Drawing)

Featured Artist: Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore

End Product:

Year 4

Knowledge:

- To know about the artists Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore
- To know how to plan a print 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.

Year 5

Knowledge:

- To know about the artists Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore
- 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 plan a print by drawing first.
- 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.

Year 6

Knowledge:

- To know about the artists Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore
- To know that colours can be symbolic and have meanings that vary according to your culture or background,
- To know how to plan a print by drawing first.
- 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.

| | | |
|---|--|---|
| <p>Drawing</p> <ul style="list-style-type: none"> • Annotate work in journal. • 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. • 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. • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing. <p>Printing:</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. | <p>Drawing</p> <ul style="list-style-type: none"> • Annotate work in a journal. • 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 different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Show an awareness of how paintings are created i.e. Composition. <p>Printing</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal. <p>Drawing</p> <ul style="list-style-type: none"> • 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 different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Show an awareness of how paintings are created i.e. Composition. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>Printing</p> <ul style="list-style-type: none"> • 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. |
|---|--|---|

Drawing: Depth, Movement and Emotion

Featured Artist : Teis Albers

End Product: Artwork using drawing and collagraph printing

| Year 4 | Year 5 | Year 6 |
|--|---|---|
| <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Developing and Exploring Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Printing:</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. <p>Painting:</p> <ul style="list-style-type: none"> • 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. | <p>Knowledge:</p> <ul style="list-style-type: none"> • 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 <p>Developing and Exploring Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Printing:</p> <ul style="list-style-type: none"> • 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. <p>Painting:</p> <ul style="list-style-type: none"> • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p>Colour</p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. | <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Developing and Exploring Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Printing:</p> <ul style="list-style-type: none"> • 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. <p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing. |

- Create different effects and textures with paint according to what they need for the task.

- Be able to identify and work with complementary and contrasting colours.

- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.

Photo Opportunity (Digital)

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

End Product: Sculpture

| Year 4 | Year 5 | Year 6 |
|---|--|--|
| <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Developing and Exploring Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Drawing</p> <ul style="list-style-type: none"> • 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. <p>Lines and Marks</p> <ul style="list-style-type: none"> • 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. <p>Texture</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> • 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 <p>Developing and Exploring Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Drawing:</p> <ul style="list-style-type: none"> • 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. | <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Developing and Exploring Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and Developing Ideas:</p> <ul style="list-style-type: none"> • 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. <p>Drawing:</p> <ul style="list-style-type: none"> • 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. <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> • Use dry media to make different marks, lines, patterns and shapes within a drawing. |

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

Printing

- Create printing blocks using a relief or impressed method.
- Create repeating patterns.

Digital Media

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

- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.

Perspective and Composition

- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

Printing

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

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.

- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media

Perspective and Composition

- Begin to use simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- Show an awareness of how paintings are created i.e. Composition.

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.

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

Agreed End Points

Lower Key

Stage Two

| ART | Year Three | Year Four |
|---|---|--|
| Exploring and developing ideas (ONGOING) | <ul style="list-style-type: none"> •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. | <ul style="list-style-type: none"> •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 work (ONGOING) | <ul style="list-style-type: none"> •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 sketchbook. | <ul style="list-style-type: none"> •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. • |
| Drawing | <ul style="list-style-type: none"> •Experiment with different grades of pencil and other implements. •Plan, refine and alter their drawings as necessary. •Use their sketchbook to collect and record visual information from different sources. . •Use different media to achieve variations in line, texture, tone, colour, shape and pattern. | <ul style="list-style-type: none"> •Make informed choices in drawing inc. paper and media. •Alter and refine drawings and describe changes using art vocabulary. •Collect images and information independently in a sketchbook. •Explore relationships between line and tone, pattern and shape, line and texture. • |
| Painting | <ul style="list-style-type: none"> •Mix a variety of colours and know which primary colours make secondary colours. •Use a developed colour vocabulary. •Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. •Work confidently on a range of scales e.g. thin brush on small picture etc. | <ul style="list-style-type: none"> •Make and match colours with increasing accuracy. •Use more specific colour language e.g. tint, tone, shade, hue. •Choose paints and implements appropriately. •Plan and create different effects and textures with paint according to what they need for the task. •Show increasing independence and creativity with the painting process. • |

| ART | Year Three | Year Four |
|-------------------------|---|---|
| Printing | <ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. | <ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling and silkscreen. . |
| Textiles/collage | <ul style="list-style-type: none"> Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. . | <ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. |
| 3d Form | <ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models. . | <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. . |

Agreed End Points

Upper Key

Stage Two

ART

Year Five

Year Six

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| Exploring and developing ideas (ONGOING) | <ul style="list-style-type: none"> •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 and processes to use in their work. •Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • | <ul style="list-style-type: none"> •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 and processes to use in their work. •Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |
| Evaluating and developing work (ONGOING) | <ul style="list-style-type: none"> •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. | <ul style="list-style-type: none"> •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. |
| Drawing | <ul style="list-style-type: none"> •Use a variety of source material for their work. •Work in a sustained and independent way from observation, experience and imagination. •Use a sketchbook to develop ideas independently. •Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. | <ul style="list-style-type: none"> •Identify artists who have worked in a similar way to their own work. •Develop ideas using different or mixed media, using a sketchbook. •Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. • |
| Painting | <ul style="list-style-type: none"> •Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. •Produce work with increasing attention to detail. •Create imaginative work inspired by famous works of art. • | <ul style="list-style-type: none"> •Create shades and tints using black and white. •Choose appropriate paint, paper and implements to adapt and extend their work. •Carry out preliminary studies, test media and materials and mix appropriate colours. |

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