



The Ribblesdale Federation of Schools

Art Curriculum Handbook

CYCLE A



Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
Reception and Year 1	Art	Exploring Line and Shape 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	Clay Houses Sculpture		Woven Wonders 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 Photo Opportunity Digital (Craft and Design)		Year C Depth, Emotion and Movement 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		
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 • Judith Scott • Celia Vicuna 	<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"> • Henry Rousseau • Wassily Kandinsky • Piet Mondrian 	<ul style="list-style-type: none"> • Antoni Gaudi • Sir Christopher Wren • Paul Cummins • Vincent Van Gogh • Georgia O'Keefe 	<ul style="list-style-type: none"> • William Morris • Abdullah Suriosubroto • Linda Mellin

Year C

- Charlie Macksey
- John Muafangejo
- Edward Weston
- Georges Seurat
- Ed Ruscha
- Henry Moore

Mark Making (Drawing and Painting)

Featured Artist : Paul Klee	End Product: Painting in the style of Paul Klee
EYFS	Year 1
	<p><u>Knowledge</u></p> <ul style="list-style-type: none">• To know about the artist Paul Klee.• To know you can draw with different types of media.• To know you can make light and dark tones by applying different amounts of pressure.• To know how to hold and load a paint brush <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none">• 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. <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none">• 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. <p><u>Drawing</u></p> <ul style="list-style-type: none">• Experiment with a variety of media: pencil, felt tip, wax crayons, watercolour.• Control the types of marks made with a range of media.• Name match and draw lines from observations.• Invent new lines.• Investigate tone by drawing light/dark, light/dark patterns, lines/dark shapes. <p><u>Painting</u></p> <ul style="list-style-type: none">• Use a variety of tools and techniques including different brush sizes and types.• Experiment with tools and techniques eg mixing media.• Identify primary and secondary colours by name.• Mix secondary colours

Yayoi Kusama (Printing)

Featured Artist : Yayoi Kusami

End Product: Printed image in the style of Yayoi Kusami

Year 1

Knowledge

- To know about the artist Yoyoi Kusami
- To know that a range of materials can be used when printing.
- To name media that can be used when drawing.

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 Work

- 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: pencil, ballpoint, pastels, chalk.
- Control the types of marks made by a range of medias
- Observe and draw shapes from observations.
- Invent new shapes

Collage

- Collect, sort, name match colours appropriate for an image.
- Create and arrange shapes appropriately.

Painting

- Use a variety of tools and techniques including different brush sizes and types.

Printing

- Print with a range of hard and soft materials. E.g corks, pen barrels sponges.
- Build repeating patterns and recognise and recognise patterns in the environment.
- Create a simple printing block with press print.
- Design more repetitive patterns.

Make your mark (Drawing and Painting)

Featured Artist: Amy Herald

End Product: Self-portrait

Year 1

Knowledge

- To know about the artist Amy Herald.
- To know you can draw with different types of media
- To know that there are different types of paint
- To know you can make light and dark tones by applying different amounts of pressure.
- To know how to hold and load a paint brush

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 Work

- 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.
- Draw on different surfaces with a range of media.
- Observe and draw shapes from observations
- Draw shapes in between objects
- Investigate textures by describing, naming, rubbing, copying.

Painting

- Mix and match colours to artefacts and objects.
- Work on different scales.
- Name different types of paint and their properties
- Create textured paint by adding sand, plaster

Digital Media

- Record visual information using digital cameras, video recordings.

Clay Houses

<p>Featured Artist: Anthony Gormley</p> <p>Year 2</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none">• To know about the artist Judith Scott• 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, marionette puppet. <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none">• 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. <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none">• 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. <p><u>Drawing</u></p> <ul style="list-style-type: none">• Observe and draw shapes from observations• Investigate textures by describing, naming, rubbing and copying <p><u>Digital Media</u></p> <ul style="list-style-type: none">• Explore ideas using digital media <p><u>3-D</u></p> <ul style="list-style-type: none">• Manipulate malleable materials in a variety of ways including rolling and kneading• Explore sculpture with a range of malleable media• Manipulate malleable materials for purpose• Understand the safety and basic care of materials and tools• Experiment with constructing and joining-recycled, natural and manmade materials• Change the surface of a malleable material	<p>End Product: Array of tiles and sculptures</p> <p>Year 3</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none">• To know about the artist Judith Scott• 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. <p><u>Exploring and Developing Ideas</u></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. <p><u>Evaluating and Developing Work</u></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><u>Drawing</u></p> <ul style="list-style-type: none">• Begin to show an awareness of objects having a third dimension.• Use journals to collect and record visual information from different sources. <p><u>3-D</u></p> <ul style="list-style-type: none">• Plan, design and make models from observation or imagination.• Join clay adequately and construct a simple base for extending and modelling other shapes.• Create surface patterns and textures in a malleable material.• Use papier mache to create a simple 3D object. <p><u>Digital Media</u></p> <ul style="list-style-type: none">• Record and collect visual information using digital cameras and video recorders.
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Woven Wonders (Textiles)

Featured Artist: **Cecilia Vicuña**

End Product: Completed loom

Year 2

Knowledge

- To know how to decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
- To know about the artist Sue Bleiweiss and Laura Wasilowski
- To be able to identify traditional Chinese art and discuss key features

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 Work

- 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.

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.

Textiles

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decoration using beads, buttons, feathers etc.
- Create cords and plaits for decoration.

Year 3

Knowledge

- To know how to decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.
- To know about the artist Sue Bleiweiss and Laura Wasilowski
- To be able to identify traditional Chinese art and discuss key features
- To know which tool is best suited to which task

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.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work

- 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

- Draw for a sustained period of time at an appropriate level.
- Use journals to collect and record visual information from different sources.

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.
- Mix and use tints and shades
- Mix colours and know which primary colours make secondary colours.

Textiles

- Match the tool to the material.
- Develop skills in stitching, cutting and joining.

Map it out (Collage)

Featured Artist: Susan Stockwell

Year 2

Knowledge

- To know about the artist Susan Stockwell
- To know how to sort and arrange materials; add texture by mixing materials;
- To use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

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 Work

- 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

Digital Media

- Record visual information using digital cameras, video recorders.

Painting

- Work on different scales.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.

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.

Shape

- Create and arrange shapes appropriately.

Texture

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

End Product: Nature Collage

Year 3

Knowledge

- To know about the artist Susan Stockwell
- To know how to refine work as they go to ensure precision;
- To learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- To use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.

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.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work

- 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.

Digital Media

- Record and collect visual information using digital cameras and video recorders.

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.

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.

African Art (Digital Media)

Featured Artist: Esther Mahlangu, Edward Tingatinga

End Product: Digital painting in the Tingatinga style

Year 4	Year 5	Year 6
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artists Esther Mahlangu, Edward Tingatinga • To know that art can be a digital art form, like photography. <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>Digital Media</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artists Esther Mahlangu, Edward Tingatinga • To know how to create images, video and sound recordings and explain why they were created. • To know that art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>Drawing</u></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. <p><u>Digital Media</u></p> <ul style="list-style-type: none"> • Use a graphics package to create and manipulate new images. • Be able to Import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artists Esther Mahlangu, Edward Tingatinga • How to use a camera or tablet for photography. • To know how to identify the parts of a camera. • To know how to take a portrait photograph • To know artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>Drawing</u></p> <ul style="list-style-type: none"> • Use a journal to collect and develop ideas. • Use dry media to make different marks, lines, patterns and shapes within a drawing. <p><u>Digital Media</u></p> <ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras etc. • Use a graphics package to create and manipulate new images. • Be able to Import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas.

Mixed Media Portraits (Drawing and Painting)

Featured Artist : Frida Kahlo

End Product: Self-portrait

Year 4	Year 5	Year 6
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artist Frida Kahlo • 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><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>Drawing</u></p> <ul style="list-style-type: none"> • 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 create lines and marks. • Apply tone in a drawing in a simple way. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Work on a range of scales e.g. thin brush on small picture etc. • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Mix and use tints and shades. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To know about the artist Frida Kahlo • 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><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>Drawing</u></p> <ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Begin to use simple perspective in their work using a single focal point and horizon. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Develop a painting from a drawing. • Mix and match colours to create atmosphere and light effects. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artist Frida Kahlo • To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • To know that Art can be analysed and interpreted in lots of ways and can be different for everyone. <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>Drawing</u></p> <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • 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. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Be able to identify and work with complementary and contrasting colours.

Mega Materials (3D)

- Featured Artist: Magdalene Odundo

End Product: Sculpture

Year 4	Year 5	Year 6
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artist Magdalene Odundo • To know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • To know how to use a range of materials to make 3D artwork <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>3D</u></p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Create surface patterns and textures in a malleable material. <p><u>Collage</u></p> <ul style="list-style-type: none"> • Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artists Magdalene Odundo • To know that the size and scale of three-dimensional artwork change the effect of the piece. • To know how to translate a 2D image into a 3D form. <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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><u>3D</u></p> <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know about the artists Magdalene Odundo • To know how to translate ideas into sculptural forms. • To know that Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. <p><u>Exploring and developing Ideas</u></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><u>Evaluating and Developing Ideas</u></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. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p><u>3D</u></p> <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. • Produce intricate patterns and textures in a malleable media. <p><u>Collage</u></p> <ul style="list-style-type: none"> • 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. • Record, collect and store visual information using digital cameras etc. •

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge – links can be made across different areas of study.

Agreed End Points

Key Stage

One

ART	Year One	Year Two
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. . 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour . 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. .
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.

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ART	Year One	Year Two
Printing	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.
Textiles/ collage	<ul style="list-style-type: none"> • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. • 	<ul style="list-style-type: none"> • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. •
3d Form	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. •

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

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.

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. •