

Art and Design



The Art and Design Curriculum is structured under the following areas of learning:

Key Concepts: These concepts are explored through each unit of art and build progressively as pupils move through the school)

- **Knowledge of artists and designers:** (factual knowledge)
- **Exploring and developing ideas:** (conceptual knowledge)

Making skills: (procedural knowledge)

- **Evaluating:** (metacognitive knowledge)

Second order concepts:

- **Chronology** (history of art and changes over time)
- **Similarity and difference** (comparing works of art, identifying common/different styles and techniques)
- **Significance** (significant artists, works of art and art movements)
- **Written, oral and creative expression:** (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

A typical teaching sequence in art and design:

- Study the work and techniques of an artist
- Compare and contrast with the work of previous artists studied or other works in the same style
- Critically evaluate the artists' work to inform their own ideas
- Experiment, investigate and refine the different techniques using appropriate media
- Create their own artwork, applying new techniques, skills and media to their own work
- Critically evaluate their work, refining and improving where appropriate

- Reflect and recap the knowledge and skills remembered and learnt

End Points:

By the end of EYFS, pupils will:

- be able use art to be creative and express themselves in different ways
- be able to create pictures of what they can see and imagine
- develop some control when using pencils, paint brushes and other materials

By the end of Key Stage 1, pupils will:

- be able to use a range of materials in a creative way to design and make products
- be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop their own use of colour, pattern, texture, line, shape, form and space
- know about the work of a range of artists, craft makers and designers, describe similarities and differences between difference practices and principles, and used some of their techniques in their own work

By the end of Key Stage 2: pupils will:

- develop their techniques to create and experiment with greater control and choice of materials through the study of great artists and designers
- be confident in the use of sketch books to record their observations, develop, review and refine their ideas
- have improved their mastery of a range of art and design techniques including drawing, painting and sculpture with a range of materials
- be aware of different kinds of art, craft and design and the techniques that are used to create them

Progressive objectives

Our progressive objectives show what pupils should know and be able to do in each aspect of Art and Design by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work.

The second order concepts of **significance, similarity and difference, chronology** are embedded throughout.

Year Group	Knowledge of artists and designers
EYFS	I can give simple opinions about the work of an artist or designer
1	I am able to give my opinion and say why I like or dislike the work of other artists
	I can say something about the style of an artist or designer
2	I can describe the similarities and differences between pieces of work by other artists
	I can recognise some of the styles of artists and designers and use these ideas to inform my own work
3	I am able to research and appraise work of artists and designers and show their influences in my work
4	I have an understanding of significant artists throughout history and am able to link my work to them
	I can explain the historical or cultural significance of the work of a chosen artist or art form
5	I can research and develop the techniques of great artists and designers and apply this in my own work
	I understand how a chosen artist or art form has contributed to the culture and/or history of a nation
6	I am able to critically analyse the work of artists, architects and designers throughout history
	I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation

Year Group	Exploring and developing ideas
EYFS	I can safely use and explore a variety of materials, tools and techniques to create my own artwork
1	I can create a piece of art from either imagination or as a response to an experience
	I can talk about the choices of tools, materials and media I have used
2	I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences
	I can take inspiration from an artist to develop my own artwork
	I am showing confidence when working creatively
Year 3/4	I use my sketchbook to experiment with techniques used by studied artists
	I use my sketchbook to record ideas and to plan and refine work
	I am able to talk about my artistic intention and how I want my audience to feel or think
	I show confidence and independence when working creatively
Year 5/6	I can investigate different starting points for my work and choose which idea to develop further
	I am able to use art to express an emotion and say why I have used my chosen materials
	I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations
	I can use my sketchbook to record experiments with media and to try out new techniques and processes
	I can produce personal and imaginative responses to a theme
	I can explain how I am developing and refining ideas using language appropriate to the chosen style of art

Year Group	Evaluating their own work
EYFS	I can say what I like or don't like about my artwork
1	I can describe some of the art and design techniques I have used in my work
	I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work
2	I can talk in more detail about the techniques and materials used in my own work and the work of others
	I can use appropriate vocabulary to talk about details of the work
	I can describe how I changed or adapted my work for a specific purpose
Year 3/4	I can compare ideas, methods and approaches used in my own artwork and the work of others
	I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved
Year 5/6	I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work
	I can give reasoned evaluations of my own and other's work which takes account of context and intention
	I use annotations in my sketchbook to critically evaluate and develop my ideas

The progression through specific making skills are outlined below:

Year group	Making skills: Drawing
EYFS	I can explore mark making in different ways with a variety of different tools
1	I can explore mark making, experiment with drawing lines and using 2D shapes to draw
2	I can explore drawing techniques and begin to apply tone to describe form
	I am developing skill and control with different drawing materials
3	I can draw from direct observation, applying shapes and some tonal shading when drawing
	I can draw using different media
4	I can draw still life from observation
	I show an understanding of geometry and proportion in my drawings
5	I can draw using precision, perspective and detail
6	I can learn and apply new drawing techniques

Year group	Making skills: Painting
EYFS	I can explore making patterns, shapes and pictures using paints
	I can experiment with mixing colours
1	I can develop skill and control when painting
	I can paint with expression
2	I can paint with creativity and expression
3	I can apply greater expression and creativity to my paintings
4	I can paint with expression, analysing painting by artists
5	I can control brush strokes and apply tints and shades when painting
6	I can apply tonal techniques and more complex colour theory to my own work

Year group	Making skills: Craft, design, materials and techniques
EYFS	I can explore using different materials to create texture or shape
1	I can manipulate a range of materials and use techniques such as clay-etching, printing and collage
2	I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay
3	I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products
4	I can make art from recycled materials, create sculptures, print and create using a range of materials
	I can display and present my own artwork
5	I can create mixed media art using found and reclaimed materials.
	I can select materials for a purpose
6	I can create photomontages
	I can make repeat patterns using printing techniques
	I can create digital art
	I can create 3D sculptural forms

Year group	Knowing and applying formal elements: Colour
EYFS	I can name and choose colours for a specific purpose
1	I can mix the primary colours and know how to mix them to create secondary colours
	I can create shades of a colour and choose and justify colours for purpose
2	I can mix, apply and refine and describe colour mixing for purpose using wet and dry media
3	I can mix, apply colour using natural pigments
	I can use aspects of colour such as tints and shades for different purposes
4	I can analyse and describe colour and painting techniques in artists work
	I can manipulate colour for print
5	I can select and mix complex colours to depict thoughts and feelings
6	I can mix and apply colours to represent still life objects from observations
	I can express feelings and emotions through colour
	I can study colour used by impressionist painters

Year group	Knowing and applying formal elements: Form
EYFS	I can explore materials and joining techniques
1	I can create a simple form through making sculpture
	I can use simple language to describe form and space
2	I can create a 3D sculptural form
	I can begin to understand how to represent form when drawing
3	I can further develop my ability to describe a 3D form in a range of materials, including drawing
4	I can further develop my ability to describe and model form in 3D using a range of materials
	I can analyse and describe how artists use and apply form in their work
5	I can extend my ability to describe and model form in 3D using a range of materials
6	I can express and articulate a personal message through sculpture
	I can analyse and study artists' use of form

Year group	Knowing and applying formal elements: Line
EYFS	I can hold and use a pencil, pen, etc effectively
1	I can use, express and experiment with line for purpose
	I can use appropriate language to describe lines
2	I can draw lines with increased skill and confidence
	I can use line for expression when drawing portraits
3	I can express and describe organic and geometric forms through different types of line
4	I can apply symmetry to draw accurate shapes
	I can analyse and describe how artists use line in their work
5	I can extend and develop a greater understanding of applying expression when using line
6	I can demonstrate my deeper knowledge and understanding of using line when drawing portraits
	I can demonstrate greater skill and control when using lines
	I can study and apply the techniques of other artists

Year group	Knowing and applying formal elements: Pattern
EYFS	I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)
1	I can understand patterns in nature and design and make patterns in a range of materials
2	I can demonstrate a range of techniques to make repeating and non-repeating patterns I can identify natural and man-made patterns and create patterns of my own
3	I can construct a variety of patterns through craft materials to further develop my understanding of pattern
4	I can create original designs for patterns using geometric repeating shapes I can analyse and describe how other artists' use pattern
5	I can construct patterns through various methods to develop my understanding
6	I can represent feelings and emotions through patterns I can create sophisticated artwork using my knowledge of pattern

Year group	Knowing and applying formal elements: Shape
EYFS	I can identify, describe and use simple shapes including those from the natural world for a purpose
1	I can identify, describe and use shape for purpose
2	I can compose geometric designs by adapting the work of other artists to suit my own ideas
3	I can identify, draw and label shapes within images and objects. I can create and form shapes from 3D materials
4	I can create geometric compositions using mathematical shapes I can analyse and describe the use of shape in artists' work
5	I can compose original designs by adapting and synthesising the work of others I can analyse and evaluate artists' use of shape
6	I can fluently sketch key shapes and objects when drawing I can create abstract compositions using knowledge of other artists' work

Year group	Knowing and applying formal elements: Texture
EYFS	I can investigate materials including those in the natural world
1	I can use materials to create textures
2	I can describe different textures
	I can select appropriate materials to create textures
3	I can analyse and describe texture with artists' work
4	I can use a range of materials to express complex textures
5	I can develop an understanding of texture through practical making activities
6	I can understand how artists manipulate materials to create texture

Year group	Knowing and applying formal elements: Tone
EYFS	I can talk about light and dark colours
1	I can understand what tone is and how to apply this to my own work
2	I can experiment with pencils to create tone and use tone to create form when drawing
3	I can develop skill and control when using tone and use simple shading rules
4	I can use a variety of tones to create different effects
	I can understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work
5	I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone
6	I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques

Year group	Sketchbooks
1	I can use sketchbooks through teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials
2	I can use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials

3	I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments
4	I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique
5	I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
6	I can make personal investigations and record observations in sketchbooks
	I can record experiments with media and try out new techniques and processes in sketchbooks

Year group	Creating original artwork; Identify similarities and differences to others' work; Reflecting
EYFS	I can safely use and explore a variety of materials, tools and techniques to create my own artwork
	I can give simple opinions about the work of an artist or designer
	I can say what I like or don't like about my artwork
1	I can explore and create ideas for purposes and intentions
	I can recognise and describe key features of my own and others' work
	I can describe what I feel about my work and the art of others
2	I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world
	I can compare others' work, identifying similarities and differences
	I can describe choices and preferences using the language of art
3	I can create personal artwork using the artwork of others to stimulate me
	I can discuss my own and others' work using an increasingly sophisticated use of art language (formal elements)
	I can reflect on my own work in order to make improvements
4	I can use literary sources to inspire art and express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects and represent ideas from multiple perspectives
	I can build a more complex vocabulary when discussing my own and others' art
	I can use my own and others' opinion to identify areas of improvement
5	I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources
	I can develop a greater understanding of vocabulary when discussing my own and others' work
	I can regularly analyse and reflect on my intentions and choices
6	I can develop personal imaginative responses to a theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images.
	I can use the language of art with greater sophistication when discussing my own and others' art
	I can give reasoned evaluations of my own and others' work which takes account of context and intention

