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| **National Curriculum** | **The national curriculum for art and design aims to ensure that all pupils:**   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.   **Foundation Stage**  *Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*  Pupils should be taught to:   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used.   **Key Stage 1**  Pupils should be 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.   **Key Stage 2**  Pupils should be 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. Pupils should be taught:   * 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. | | | | | | | |
|  | ***Nursery Artist*** | ***Reception Artist*** | | | ***Year 1 Artist*** | | ***Year 2 Artist*** |
| **Progression and Assessment Criteria** | *Expressive Arts and Design*   * + ***Create closed shapes with continuous lines, and begin to use these shapes to represent objects.*** * *Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.*   + ***Draw with increasing complexity and detail, such as representing a face with a circle and including details.***   + ***Use drawing to represent ideas like movement or loud noises.***   + ***Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.***   + ***Explore colour and colour-mixing.*** * *Encourage children to draw from their imagination and observation.* * *Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.* * *Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”* * *Introduce children to the work of artists from across times and cultures.* * *Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.* | *Expressive Arts and Design*   * ***Explore, use and refine a variety of artistic effects to express their ideas and feelings.*** * ***Return to and build on their previous learning, refining ideas and developing their ability to represent them.*** * ***Create collaboratively, sharing ideas, resources and skills.*** * *Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.* * *Provide opportunities to work together to develop and realise creative ideas.* * *Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.* * *Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.* * *Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.* * *Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.* * *Visit galleries and museums to generate inspiration and conversation about art and artists.*   ***ELGs: Expressive Arts and Design***  ***Creating with Materials***   * ***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*** * ***Share their creations, explaining the process they have used.*** | | | ***Being an artist***   * *Know how to show how people feel in paintings and drawings. (S, MB)* * *Know how to use IT to create a picture. (MZ, MB)*   ***Drawing***   * *Know how to use pencils to create lines of different thickness in drawings. (MZ, MB)* * *Know how to create different effects with different drawing techniques. (S, EW)*   ***Painting***   * *Name the primary and secondary colours. (EW/MZ)* * *Know how to mix my own colours. (EW/MZ)* * *Know how to create a repeating pattern in print. (EW)*   ***Sculpture***   * *Know how to cut, roll and coil materials. (S, PCW)* * *Know how to shape and make a pot, bowl, tile from mouldable material e.g. clay, salt dough etc. (S)*   ***The work of artists***   * *Describe what I can see and give an opinion about the work of an artist. (S, EW)* * *Ask questions about a piece of art or work of an artist. (S, EW,MZ)* | | ***Being an artist***   * *Know how to create moods in art work. (SD, GFL)* * *Know how to use different effects within an IT paint package. (GFL, LA)*   ***Drawing***   * *Know how to use charcoal, pencil and pastel to create art. (SD)* * *Know how to use a viewfinder to focus on a specific part of an artefact before drawing it. (SD)*   ***Painting***   * *Know how to mix paint to create all the secondary colours. (GFL, SG)* * *Know how to create warm and cool colours. (GFL, SG)* * *Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. (GFL, SG)*   ***Sculpture***   * *Know how to shape, form, construct and model from observations. (TTT, SG)*   ***The work of artists***   * *Suggest how artists have used colour, pattern and shape. (SD, LA, SG)* * *Know how to create a piece of art in response to the work of another artist. (SD, LA, SG)* |
| **Themes** | * ***Me and My Community/Exploring Autumn (C, A)*** * ***Starry Night/Winter Wonderland (S, W)*** * ***Move It (M)*** * ***Puddles and Rainbows (P)*** * ***Ready Steady Grow (R)*** * ***Tumble (T)*** | * ***Me and My Community (C)*** * ***Exploring Autumn/Sparkle and Shine (E, Sp)*** * ***Let’s Explore/Build It Up (L, B)*** * ***Once Upon A Time (O)*** * ***Animal Safari/Creep, Crawl and Wriggle (A, C)*** * ***Sunshine & Sunflowers/Shadows & Reflections (S, R)*** | | | * ***Superheroes (S)*** * ***Enchanted Woodlands (EW)*** * ***Paws, Claws and Whiskers (PCW)*** * ***Dinosaur Planet (DP)*** * ***Moon Zoom (MZ)*** * ***Memory Box (MB)*** | | * ***Street Detectives (SD)*** * ***The Great Fire of London (GFL)*** * ***Baddies, Towers and Tunnels (BTT)*** * ***Land Ahoy (LA)*** * ***Scented Garden (SG)*** * ***Humans (H)*** |
| **Vocab** | * paint, brush, draw, colour, red, blue, yellow, shape, texture | * primary colours, mix, print, square, rectangle, circle, triangle, purple, orange, green | | | * shade, create, mood/feelings, stroke, hard/soft/pressure, dark/light/texture, cross hatching, print/pattern | | * secondary colours, charcoal, pastel, viewfinder, observe, pressing, rolling, rubbing, stamping, backwash, dab, model and craft, clay |
| **Famous** | * Festivals art - Jackson Pollock ‘The Flame’ (Sn) * Food art - Pablo Picasso ‘Fruit Bowl’ 1918 (CB) * Rainbow art - George Seurat ‘Rainbow’ (CR) | * People and faces art - L.S. Lawry ‘Children Playing’ (F) * Collage art - Joseph Decker ‘Squirrels with nuts’ (Sq) * Texture and patterns art - George Stubbs ‘Zebra’ (ZS) | | | * Sculptural art - Jack Kirby (S) * Woodland painting art – Vincent van Gogh ‘Path in the Wood’ (EW) * Space art – Vincent van Gogh ‘Starry Night’ (MZ) | | * Observational art creating warm and cold colour – Claude Monet ‘Water Lily’ (SD) * Seascapes sculptural art – Paul Klee ‘Castles in the Sun’ (LA) * Natural Art which sets a mood – Andy Goldsworthy (SG) |
|  | ***Year 3 Artist*** | | ***Year 4 Artist*** | ***Year 5 Artist*** | | ***Year 6 Artist*** | | |
| **Progression and Assessment Criteria** | ***Being an artist***   * *Know how to show facial expressions in my art. (T)* * *Know how to use sketches to produce a final piece of art. (TT, UP, GM)* * *Know how to improve my work over a period of time (TT)* * *Know how to mix media to produce an effect. (T)* * *Know how to use IT to create art which includes my own work and that of others. (UP)*   ***Drawing***   * *Know how to use different grades of pencil to shade and to show different tones and textures. (TT)*   ***Painting***   * *Know how to create tints with paint by adding white. (F)* * *Know how to create tones with paint by adding black.(F)* * *Know how to use an increasing range of brushes and other tools to create different effects in painting. (TT, F)*   ***Sculpture***   * *Know how to sculpt and carve using clay. (TT, GM)*   ***The work of artists***   * *Know how to identify the techniques used by different artists. (TT, UP, GM, F)* * *Know how to compare the work of different artists and recognise when art is from different cultures and historical periods. (TT, UP, GM)* * *Know how to express an opinion on pieces of art. (TT, UP, GM)* | | ***Being an artist***   * *Know how to show facial expressions and body language in sketches and paintings. (TR)* * *Know how to show reflections in my art. (MMS)* * *Know how to use perspective and dimension in my art. (IW)* * *Know how to integrate digital images into my art. (MMS)*   ***Drawing***   * *Know how to use marks and lines to show texture in my art. (TR)*   ***Painting***   * *Know how to create a background using a wash. (MMS)* * *Know how to use colours of a single hue plus monochromatic tints. (BBB)* * *Know how to make mosaics / print onto different materials using at least four colours. (IW)*   ***Sculpture***   * *Know how to sculpt other mouldable materials. (TR)*   ***The work of artists***   * *Experiment with the styles used by other artists. (TR, IW, MMS)* * *Explain some of the features of art from historical periods. (TR, IW)* * *Explain what I like and dislike about different pieces of art. (TR, IW, MMS)* | ***Being an artist***   * *Know how to express emotion in my art. (OWH)* * *Know how to use line, tone, shape and colour to represent figures and forms in movement. (OWH)* * *Know how to use images which I have created, scanned and found; altering them where necessary to create art. (S)*   ***Drawing***   * *Identify and draw objects and use marks and lines, to produce texture. (OWH)* * *Know how to successfully use shading to create mood and form. (OWH)*   ***Painting***   * *Know how to use a variety of painting techniques in my paintings (OWH, Ph)* * *Know how to create an accurate print design following criteria. (AI)*   ***Sculpture***   * *Know how to use fabric and other materials to create a functional piece of art or sculpture. (Ph)*   ***The work of artists***   * *Research the work of an artist and use their work to replicate a style. (OWH, S, Ph, AI)* * *Explain why I like particular pieces of art. (OWH, S, Ph, A)* | | ***Being an artist***   * *Explain why I have used specific tools and techniques to create my art. (BH, FK, I)* * *Know how to use feedback to make amendments and improvement to my art. (BH, FK, I)* * *Know how to use a range of e-resources and digital media to create art. (FK)*   ***Drawing***   * *Know how to organise line, tone, shape and colour to represent figures and forms. (FK, I)*   ***Painting***   * *Know how to create an accurate print design following criteria. (FK, I)* * *Know how to overprint and collage to create different patterns and effects. (FK, I)*   ***Sculpture***   * *Know how to sculpt using Plaster of Paris or papier Mache’ (BH)* * *Know how to use recycled, manmade and natural materials to create a sculpture/model. (BH)*   ***The work of artists***   * *Explain the style of my work and how it has been influenced by a famous artist or culture. (FK)* * *Identify different techniques and styles used in the work of others and famous artists. ( FK, I)* | | |
| **Themes** | * ***Tremors (T)*** * ***Tribal Tales (TT)*** * ***Mighty Metals (MM)*** * ***Urban Pioneers (UP)*** * ***Gods and Mortals (GM)*** * ***Flow (F)*** | | * ***Burps, Bottoms and Bile (BBB)*** * ***I am Warrior (IW)*** * ***Traders and Raiders (TR)*** * ***Potions (Po)*** * ***Misty Mountain Sierra (MMS)*** * ***Playlists (Pl)*** | * ***Off with her head (OWH)*** * ***Alchemy Island (AI)*** * ***Pharaohs (Ph)*** * ***Stargazers (S)*** * ***Scream Machine (SM)*** * ***Allotment (A)*** | | * ***Darwin’s Delights (DD)*** * ***Blood Heart (BH)*** * ***Frozen Kingdom (FK)*** * ***Child’s War (CW)*** * ***Golden Age of Islam (I)*** | | |
| **Vocab** | * carve, tint, tone, tertiary colours, blend, palette, grade, art periods, modern, sculpture | | * mould, wash, perspective, dimension, illustrate, abstract, focus, hue, monochrome, structure, digital, styles | * impressionism, functional, pointillism, construct, project, composition | | * prototype, mood board, display, surrealism, limited palette, layer, overprint, cultural, digital | | |
| **Famous** | * Cave paintings art – Tommy Mc Rae (TT) * Urban artwork – Banksy (UP) * Sculpture art – Henry Moore (GM) | | * Roman architecture and mosaics - Emma Biggs (IAW) * Mythical creature's art - Anthony Gormley (TR) * Reflection art - Casper David Friedrich (Po) | * Pointillism art - George Seurat (S) * Emotional art – Hans Holbein (OWH) * Print design art – William Morris (A) | | * Digital Images art - The Magpie – Claude Monet (FK) * Print and Collage - El Seed (I) * Sculpture/collage - Pablo Picasso ‘Oh Bon Paris’ (BH) | | |