

# Art and Design

## National Curriculum

### 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.

## Our School Aims:

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Use experiences and ideas as the inspiration for artwork.</li><li>• Share ideas using drawing, painting and sculpture.</li><li>• Explore a variety of techniques.</li><li>• Learn about the work of a range of artists, artisans and designers.</li></ul>	<ul style="list-style-type: none"><li>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</li><li>• Develop and share ideas in a sketchbook and in finished products.</li><li>• Improve mastery of techniques.</li><li>• Learn about the great artists, architects and designers in history.</li></ul>

## Art and Design Curriculum Objectives

### Key Stage 1

Year	Achievement	Knowledge and Independent Application		
		To develop ideas	To master techniques	To take inspiration from the greats (classic and modern)
1	<b>Emerging</b>	Experiment with different ways of creating effects using a variety of tools and techniques.	<b>Painting</b> • Use thick and thin brushes. <b>Collage</b> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <b>Drawing</b> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. <b>Print</b> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <b>Digital Media</b> • Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Talk about likes or dislikes when describing notable artists, artisans or designers pieces of work. Create a piece of artwork based on a particular theme.
	<b>Expected</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points as a class.</li> <li>• Explore ideas and collect visual information as a class.</li> </ul>	<b>Painting</b> • Use thick and thin brushes. <b>Collage</b> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <b>Drawing</b> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. <b>Print</b> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <b>Digital Media</b> • Use a wide range of tools to create different textures, lines, tones, colours and shapes.	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers and record as a class.</li> <li>• Use an aspect of an artists' work to create own pieces.</li> </ul>
	<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points as a group and record the ideas.</li> <li>• Explore ideas and collect visual information as a group (and record the ideas).</li> </ul>	<b>Painting</b> • Use thick and thin brushes precisely • Choose correct painting equipment for the type of painting. <b>Collage</b> • Use a combination of materials that are cut, torn and glued to create a specific effect • Place materials precisely for a specific effect • Using own ideas mix materials to recreate a texture. <b>Drawing</b> • Draw lines of different sizes and thickness to create texture. • Colour (own work) neatly following the lines and use hard and soft colouring to create an effect. <b>Print</b> • create own repeating patterns for effect. • Create own prints taking inspiration from the environment (e.g. wallpapers, curtains). • Make and use objects to create prints (e.g. fruit, vegetables or sponges). <b>Digital Media</b> • Use a wide range of tools to create images of the environment.	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers and record as a group and record responses.</li> <li>• Use an artists' work to create own piece of art work using the same technique.</li> </ul>
2	<b>Emerging</b>	• Respond to ideas and starting points as a group and record the ideas.	<b>Painting</b> • Use thick and thin brushes precisely • Choose correct painting equipment for the type of painting.	• Describe the work of notable artists, artisans and designers and

		<ul style="list-style-type: none"> <li>Explore ideas and collect visual information as a group (and record the ideas).</li> </ul>	<p><b>Sculpture</b> • Use a combination of shapes • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling and cutting,</p> <p><b>Drawing</b> • Draw lines of different sizes and thickness to create texture. • Colour (own work) neatly following the lines and use hard and soft colouring to create an effect.</p> <p><b>Textiles</b> • Use weaving to create a pattern. • Join materials using glue. • Use dip-dye techniques with support.</p> <p><b>Digital Media</b> • Use a wide range of tools to create images of the environment.</p>	<p>record as a group and record responses.</p> <ul style="list-style-type: none"> <li>Use an artists' work to create own piece of art work using the same technique.</li> </ul>
	<b>Expected</b>	<ul style="list-style-type: none"> <li>Individually or in pairs respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<p><b>Painting</b> • Mix colours to make other colours. • Add black or white to observe what happens to the colour.</p> <p><b>Sculpture</b> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Drawing</b> • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.</p> <p><b>Textiles</b> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip-dye techniques.</p> <p><b>Digital Media</b> • Independently use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>
	<b>Exceeding</b>	<ul style="list-style-type: none"> <li>Develop own ideas from a given starting points.</li> <li>Explore ideas and collect visual information individually (sketch book).</li> <li>Explore different methods and materials before beginning work.</li> </ul>	<p><b>Painting</b> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.</p> <p><b>Sculpture</b> • Use techniques shown and practised to make a recognisable form independently.</p> <p><b>Drawing</b> • Choose the correct size of line and choose the correct drawing equipment for the type of drawing • Experiment with different techniques and resources to show texture and tones e.g hard and soft pencils.</p> <p><b>Digital Media</b> • Independently use a wide range of tools to create a precise picture.</p>	<ul style="list-style-type: none"> <li>Describe and give an opinion about the work of notable artists, artisans and designers.</li> <li>Be able to replicate aspects of a notable artist, artisan or designer.</li> </ul>

### Lower Key Stage 2

Year	Achievement	Knowledge and Independent Application		
		To develop ideas	To master techniques	To take inspiration from the greats (classic and modern)
3	<b>Emerging</b>	<ul style="list-style-type: none"> <li>Develop own ideas from a given starting points.</li> <li>Explore ideas and collect visual information individually (sketch</li> </ul>	<p><b>Painting</b> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.</p> <p><b>Collage</b> • Select and arrange materials for a striking effect with support •Use coiling, overlapping, tessellation, mosaic and montage with support.</p>	<ul style="list-style-type: none"> <li>Describe and give an opinion about the work of notable artists, artisans and designers.</li> </ul>

		<p>book).</p> <ul style="list-style-type: none"> <li>• Explore different methods and materials before beginning work.</li> </ul>	<p><b>Sculpture</b> • Use techniques shown and practised to make a recognisable form independently.</p> <p><b>Drawing</b> • Choose the correct size of line and choose the correct drawing equipment for the type of drawing • Experiment with different techniques and resources to show texture and tones e.g hard and soft pencils.</p> <p><b>Print</b> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments with support. • Make printing blocks (e.g. from coiled string glued to a block) with support. • Make repeating patterns.</p> <p><b>Digital Media</b> • Independently use a wide range of tools to create a precise picture.</p>	<ul style="list-style-type: none"> <li>• Be able to replicate aspects of a notable artist, artisan or designer.</li> </ul>
	<b>Expected</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect sketches and resources.</li> <li>• Adapt ideas as they progress.</li> <li>• Explore ideas in small groups and as a class.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b>Painting</b> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use watercolour paint to produce washes for backgrounds then add detail.</p> <p><b>Collage</b> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.</p> <p><b>Sculpture</b> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Add materials to provide interesting detail.</p> <p><b>Drawing</b> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes).</p> <p><b>Print</b> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.</p> <p><b>Digital Media</b> • Create imaginative pictures using ICT.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create an original piece that is influenced by a study of a famous artist.</li> </ul>
	<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas individually.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b>Painting</b> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p><b>Collage</b> • Create own techniques to create effective collage pictures. Use/choose environmentally friendly resources to create pictures. • Use a number of techniques; coiling, overlapping, tessellation, mosaic and montage to create a pre-determined piece</p> <p><b>Sculpture</b> • Consider the mood of finished sculptures and what other people make feel or think about them.</p> <p><b>Drawing</b> • experiment with different hardnesses of pencils to discover the tone they can create. • Annotate critically sketches to explain and elaborate ideas</p> <p><b>Print</b> • Invent and make own, original, printing blocks. • layers of two or more colours to create an effect</p> <p><b>Digital Media</b> • Create imaginative pictures incorporating shapes, images and sound.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers of their choice.</li> <li>• Create an original piece that is influenced by a study of a famous artist that has inspired them.</li> </ul>
<b>4</b>	<b>Emerging</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas individually.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p><b>Painting</b> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p><b>Sculpture</b> • Consider the mood of finished sculptures and what other people make feel or think about them.</p> <p><b>Drawing</b> • experiment with different hardnesses of pencils to discover the tone they can create. • Annotate critically sketches to explain and elaborate ideas</p> <p><b>Textiles</b> With support: • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.</p> <p><b>Digital Media</b> • Create imaginative pictures incorporating shapes, images and sound.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers of their choice.</li> <li>• Create an original piece that is influenced by a study of a famous artist that has inspired them.</li> </ul>
	<b>Expected</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> </ul>	<p><b>Painting</b> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour.</p> <p><b>Sculpture</b> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans</li> </ul>

		<ul style="list-style-type: none"> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p>solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials.</p> <p><b>Drawing</b> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.</p> <p><b>Textiles</b> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.</p> <p><b>Digital Media</b> • Create images, video and sound recordings and explain why they were created.</p>	<p>and designers.</p> <ul style="list-style-type: none"> <li>• Create original pieces that are influenced by studies of others.</li> </ul>
	<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Develop imaginative ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present work coherently with annotations.</li> <li>• Adapt, refine and evaluate ideas as they progress. Incorporate previously successful techniques into new work.</li> <li>• Comment on artworks using well developed visual language.</li> </ul>	<p><b>Painting</b> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour.</p> <p><b>Sculpture</b> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Experiment with a range of ways to show textures that conveys feelings, expression or movement. • Use a range of materials such as clay and other mouldable materials and evaluate.</p> <p><b>Drawing</b> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to effectively show tone and texture. • Critically evaluate your own sketches</p> <p><b>Textiles</b> • Shape and stitch materials accurately. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.</p> <p><b>Digital Media</b> • Create images, video and sound recordings and explain why they were created and the impact they have on the observer.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers and given an opinion about the styles used.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

## Upper Key Stage 2

Year	Achievement	Knowledge and Independent Application		
		To develop ideas	To master techniques	To take inspiration from the greats
5	<b>Emerging</b>	<ul style="list-style-type: none"> <li>• Develop imaginative ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present work coherently with annotations.</li> <li>• Adapt, refine and evaluate ideas as they progress. Incorporate previously successful techniques into new work.</li> <li>• Comment on artworks using well developed visual language.</li> </ul>	<p><b>Painting</b> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour.</p> <p><b>Collage</b> With support: • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.</p> <p><b>Sculpture</b> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Experiment with a range of ways to show textures that conveys feelings, expression or movement. • Use a range of materials such as clay and other mouldable materials and evaluate.</p> <p><b>Drawing</b> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to effectively show tone and texture. • Critically evaluate your own sketches</p> <p><b>Textiles</b> • Shape and stitch materials accurately. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.</p> <p><b>Digital Media</b> • Create images, video and sound recordings and explain why they were created and the impact they have on the observer.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers and given an opinion about the styles used.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

	<b>Expected</b>	<ul style="list-style-type: none"> <li>• Develop and extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas in a sketch book.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a grasp of visual language.</li> </ul>	<p><b>Painting</b> • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Investigate the qualities of powder paint</p> <p><b>Collage</b> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.</p> <p><b>Sculpture</b> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Drawing</b> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><b>Textiles</b> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.</p> <p><b>Digital Media</b> • Enhance digital media by editing (including sound, video, and still images).</p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
	<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with an increasingly fluent grasp of visual language.</li> </ul>	<p><b>Painting</b> • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour and powder paint to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Investigate the qualities of powder paint and use to create visually interesting pieces</p> <p><b>Collage</b> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. • Evaluate collage techniques</p> <p><b>Sculpture</b> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities to create a deeper impact. • Use frameworks (such as wire or moulds) to provide stability and form. • Evaluate sculpture techniques</p> <p><b>Drawing</b> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Evaluate sketching techniques</p> <p><b>Textiles</b> • Show precision in techniques. • Display a range of stitching techniques. • Combine previously learned techniques to create pieces.</p> <p><b>Digital Media</b> • Enhance digital media by independently editing (including sound, video, and still images).</p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
6	<b>Emerging</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with an increasingly fluent grasp of visual language.</li> </ul>	<p><b>Painting</b> • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour and powder paint to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Investigate the qualities of powder paint and use to create visually interesting pieces</p> <p><b>Drawing</b> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Evaluate sketching techniques</p> <p><b>Collage</b> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. • Evaluate collage techniques</p> <p><b>Print</b> With support: • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.</p> <p><b>Textiles</b> • Show precision in techniques. • Display a range of stitching techniques. • Combine previously learned techniques to create pieces.</p> <p><b>Digital Media</b> • Enhance digital media by independently editing (including sound, video, and still images).</p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
	<b>Expected</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting</li> </ul>	<p><b>Painting</b> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to</p>	<ul style="list-style-type: none"> <li>• Give details (including own</li> </ul>

	<p>points throughout the curriculum.</p> <ul style="list-style-type: none"> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p>create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.</p> <p><b>Collage</b> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities.</p> <p><b>Drawing</b> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.</p> <p><b>Print</b> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.</p> <p><b>Textiles</b> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.</p> <p><b>Digital Media</b> • Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Develop ideas and increase proficiency in their execution.</li> <li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proficiency in drawing and in handling different materials to create a cohesive piece of work.</li> <li>• Critically analyse and evaluate work to strengthen the visual impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</li> </ul>

### Phase Outcomes

	End of Year 2	End of Year 4	End of Year 6
To develop ideas	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
To master techniques	<p>Painting</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<p>lines.</p> <ul style="list-style-type: none"> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	<p>Collage</p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<p>Collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<p>Collage</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>
	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>
	<p>Print</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>
	<p>Textiles</p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> </ul>



	<ul style="list-style-type: none"> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine previously learned techniques to create pieces.</li> </ul>
	<p>Digital Media</p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
<p>To take inspiration from the greats (classic and modern)</p>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

### P-Scales

<p><b>P4</b></p> <ul style="list-style-type: none"> <li>• Show some awareness of cause and effect in a creative process.</li> <li>• Explore materials systematically.</li> <li>• Show awareness of starting or stopping a process.</li> <li>• Make marks intentionally on a surface with fingers or tools.</li> <li>• Repeat an activity to make the same or similar</li> </ul>	<p><b>P5</b></p> <ul style="list-style-type: none"> <li>• Handle or use tools and materials purposefully.</li> <li>• Show preferences for activities and begin to carry out simple processes.</li> <li>• Choose tools and materials which are appropriate to the activity.</li> <li>• Create and apply familiar techniques to a task.</li> </ul>	<p><b>P6</b></p> <ul style="list-style-type: none"> <li>• Show an intention to create.</li> <li>• Start to use tools, materials and simple actions to produce a piece of work.</li> <li>• Imitate the use of tools, materials and simple actions.</li> <li>• Practise new skills with less support, developing knowledge of the process of making.</li> </ul>	<p><b>P7</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas, events or experiences through the use of colour, form, line and tone.</li> <li>• Intentionally represent or symbolise an object or an emotion in either 2D or 3D work.</li> <li>• Purposefully choose colours or techniques.</li> <li>• Show confidence in using a variety of processes and</li> </ul>	<p><b>P8</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and use materials and processes working in two and three dimensions.</li> <li>• Finish a piece of work following an established pattern of activity.</li> <li>• Know that paintings, sculptures and drawings have meaning.</li> <li>• Use a growing art vocabulary and begin to express meaning.</li> </ul>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Use simple tools and techniques competently and appropriately.</li> <li>• Explore what happens when colours are mixed.</li> <li>• Experiment to create different textures.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Manipulate materials to achieve a planned</li> </ul>
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<p>effect.</p> <ul style="list-style-type: none"> <li>• Show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>			<p>make appropriate use of tools and materials.</p>		<p>effect.</p> <ul style="list-style-type: none"> <li>• Choose particular colours for a purpose.</li> <li>• Create simple representations of events, people and objects.</li> </ul>
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### Challenge – KS3

<p><b>Art and design opportunities</b></p> <ul style="list-style-type: none"> <li>• Use a range of drawing techniques to record observations and to generate ideas.</li> <li>• Use a range of media including oils, watercolours, videos and installations.</li> <li>• Study the history of art, craft and design, including major movements from ancient to modernist periods.</li> </ul>	<p><b>Developing ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and increase proficiency in their execution.</li> <li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li> </ul>	<p><b>Mastering techniques</b></p> <ul style="list-style-type: none"> <li>• Increase proficiency in drawing and in handling different materials.</li> <li>• Analyse and evaluate work to strengthen the visual impact.</li> </ul>	<p><b>Taking inspiration from the greats</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</li> </ul>
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