


<p><b>ART &amp; DESIGN</b></p>  <p><b>National Curriculum statements</b></p>	<p><b>Purpose of study</b>  Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b>Aims</b>  The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>➤ produce creative work, exploring their ideas and recording their experiences</li> <li>➤ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>➤ evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>
<p>Early Learning Goals</p>	<p><b>Physical Development ELG: Fine Motor Skills</b>  Children at the expected level of development will: -  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -  Use a range of small tools, including scissors, paint brushes and cutlery; -  Begin to show accuracy and care when drawing.</p> <p><b>Understanding the World. ELG: The Natural World.</b>  Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><b>Expressive Arts and Design ELG: Creating with Materials</b>  Children at the expected level of development will: - 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;</p> <p><b>Development Matters</b>  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.</p>

	Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
		Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
	Reception	Physical Development	<ul style="list-style-type: none"> <li>• <b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b></li> <li>• <b>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</b></li> <li>• <b>Develop overall body-strength, balance, coordination and agility.</b></li> </ul>
		Expressive Arts and Design	<ul style="list-style-type: none"> <li>• <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></li> <li>• <b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></li> <li>• <b>Create collaboratively, sharing ideas, resources and skills.</b></li> </ul>

**KS1 statements**

- 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

**KS2 statements**

- AS KS1 but including:
- 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

## Art & Design Knowledge Categories


<b>Media &amp; Materials</b> Describe and know how to use a range of materials and media.	<b>Colour Theory</b> Understand colour mixing and the visual effects of a specific colour combination.	<b>Styles and Periods</b> Know about artistic process and techniques from throughout history.
<b>Techniques</b> Developing a skill set so that ideas can be communicated.	<b>Emotions</b> Describe how to use different techniques, colours and media to convey feelings.	<b>Visual Language</b> Understand how to create works that communicate ideas and meaning.
<b>Effects</b> Describe how to use different effects e.g. paint, collage, drawing, sculpture, print, textiles and digital media.	<b>Artists &amp; Artisans</b> Know about the techniques of artists and artisans throughout history	<b>Process</b> Understand how ideas develop through an artistic process.



**Year 1 - Art**


	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question/ Theme		Printing Leaves	Drawing - Charcoal Great Fire of London Artist – Dennis Creffield’s Cathedrals			Fabric/ Textiles Paper plate Flower Weaving
Milestone Coverage		Use repeating or overlapping shapes  Mimic print from the environment (e.g wallpapers)  Use objects to create prints (including fruit, vegetables and sponges)  Press, roll, rub and stamp to make prints  Use secondary colours to create repeating patterns.	Explore different methods and materials as ideas develop  Draw lines of different sizes and thickness  Show patterns and texture by adding dots and lines  Show different tones by using coloured pencils			Use weaving to create a pattern  Join materials using glue and/or a stitch  Use plaiting
Knowledge Categories		Media & Materials Techniques Effects Colour Theory Visual Language Process	Media & Materials Techniques Effects Emotions Artists & Artisans Styles and Periods Visual Language Process			Media & Materials Techniques Effects Visual Language Process
Artists	Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces					
Digital Media	Use a wide range of tools to create different lines textures, tones, colours and shapes					

Sketch books	<p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>
Continuous Provision	<p><b>Artists</b> Display a range of artist's work. 'Artist of the Month'</p> <p><b>Drawing Corner</b> Set up a drawing area where children can practise skills using different papers and media</p> <p><b>Sketch Books</b> Encourage use of sketch books to gather and develop ideas</p> <p><b>Devices and Apps</b> Access a range of devices and apps to explore paint/draw techniques</p> <p><b>Art Vocabulary</b> Look at art works regularly and use/display art terminology to describe the work.</p>


	Year 2 - Art					
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question/ Theme		3D/ Sculpture Lamps Florence Nightingale		Painting Vincent Van Gogh		Collage Holly Hudson
Milestone Coverage		Use a combination of shapes  Include lines, repeated patterns and texture  Use rolled up paper, straws, paper, card and clay as materials  Use techniques such as rolling, cutting, moulding and carving  Experiment with the thickness of the clay		Use thick and thin brushes  Mix primary colours to make secondary  Add white to colours to make tints and black to colours to make tones  Create colour wheels  Use paint with other materials underneath e.g. crayon		Use a combination of materials that are cut, torn and glued  Sort, select and arrange materials  Mix materials to create texture  Create a scaled collage  Show emotion in use of colour.
Knowledge Categories		Media & Materials Techniques Effects Styles and Periods Visual Language Process		Media & Materials Techniques Effects Colour Theory Emotions Artists & Artisans Styles and Periods Visual Language Process		Media & Materials Techniques Effects Colour Theory Emotions Artists & Artisans Styles and Periods Visual Language Process
Artists	Describe the work of notable artists, artisans and designers					

Digital Media	<p>Use some of the ideas of artists studied to create pieces</p> <p>Use a wide range of tools to create different lines textures, tones, colours and shapes</p>
Sketch books	<p>Respond to ideas and starting points</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>
Continuous provision	<p><b>Artists</b> Display a range of artist's work. 'Artist of the Month'</p> <p><b>Drawing Corner</b> Set up a drawing area where children can practise skills using different papers and media</p> <p><b>Sketch Books</b> Encourage use of sketch books to gather and develop ideas</p> <p><b>Devices and Apps</b> Access a range of devices and apps to explore paint/draw techniques</p> <p><b>Art Vocabulary</b> Look at art works regularly and use/display art terminology to describe the work.</p>




	Year 3 - Art					
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question/ Theme	Printing Pop Art- Andy Warhol			Drawing Hieroglyphics /Egyptian Art	Fabric/ Textiles Cross Stitch	
Milestone Coverage	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 blocks)  Make precise repeating patterns			Use different hardness 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 dark shadow  Use hatching and cross hatching to show tone and texture	Shape and stitch materials  Use basic cross stitch and back stitch  Colour fabric	
Knowledge Categories	Media & Materials Techniques Effects Artists & Artisans Styles and Periods Visual Language Process			Media & Materials Techniques Effects Styles and Periods Visual Language Process	Media & Materials Techniques Effects Styles and Periods Visual Language Process	
Artists	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by the study of others					


Digital Media	Create images, video and sound recordings and explain why they were created
Sketch books	<p>Develop ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>Comment on the artworks using visual language</p>
Continuous Provision	<p><b>Artist</b> Display a range of artist's work. Describe media used. 'Artist of the Month'</p> <p><b>Drawing Corner</b> Set up a 'still life' drawing corner with a range of paper and media.</p> <p><b>Sketch books</b> Encourage use of sketch books to gather and develop ideas</p> <p><b>Devices and Apps</b> Access a range of devices and apps to explore digital media techniques</p> <p><b>Art Vocabulary</b> Look at art works regularly and use/display art terminology to describe the work.</p>

	Year 4 - Art					
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question/ Theme	Painting Landscapes Gary Hall – Cornish artist		Collage Roman Mosaics		3D/ Sculpture Greek Clay Pots – Compare to Barbara Hepworth	
Milestone Coverage	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines  Mix colours effectively  Use watercolour paint to produce washes for backgrounds and then add detail  Experiment with creating mood with colour		Ensure work is precise  Use coiling, overlapping, tessellation, mosaic and montage.  Use ceramic mosaic materials and techniques		Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)  Include texture that conveys feelings, expression or movement  Use clay and other mouldable materials	
Knowledge categories	Media & Materials Techniques Effects Colour Theory Emotions Artists & Artisans Styles and Periods Visual Language Process		Media & Materials Techniques Effects Styles and Periods Visual Language Process		Media & Materials Techniques Effects Artists & Artisans Styles and Periods Visual Language Process	
Artists	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by the study of others					

Digital Media	Create images, video and sound recordings and explain why they were created
Sketch books	<p>Develop ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>Comment on the artworks using visual language</p>
Continuous Provision	<p><b>Artist</b> Display a range of artist's work. Describe media used. 'Artist of the Month'</p> <p><b>Drawing Corner</b> Set up a 'still life' drawing corner with a range of paper and media.</p> <p><b>Sketch books</b> Encourage use of sketch books to gather and develop ideas</p> <p><b>Devices and Apps</b> Access a range of devices and apps to explore digital media techniques</p> <p><b>Art Vocabulary</b> Look at art works regularly and use/display art terminology to describe the work.</p>

	Year 5 - Art					
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question/ Theme	Printing Landscapes		Drawing Mayan Masks			Painting Monet
Milestone Coverage	<p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p> <p>Create moods and atmosphere using different techniques/colours</p>		<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work (e.g. realistic, impressionistic)</p> <p>Use lines to represent movement</p> <p>Use a range of media</p>			<p>Sketch lightly before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones, and tints to enhance mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>
Knowledge Categories	<p>Media &amp; Materials</p> <p>Techniques</p> <p>Effects</p> <p>Emotions</p> <p>Styles and Periods</p> <p>Visual Language</p> <p>Process</p>		<p>Media &amp; Materials</p> <p>Techniques</p> <p>Effects</p> <p>Artists &amp; Artisans</p> <p>Styles and Periods</p> <p>Visual Language</p> <p>Process</p>			<p>Media &amp; Materials</p> <p>Techniques</p> <p>Effects</p> <p>Colour Theory</p> <p>Artists &amp; Artisans</p> <p>Styles and Periods</p> <p>Visual Language</p> <p>Process</p>
Artists	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p>					

Digital Media	Enhance digital media by editing (including sound, video, animation, still images and installations)
Sketch books	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book</p> <p>Use the qualities of materials to enhance ideas</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artworks with a fluent grasp of visual language</p>
Continuous Provision	<p><b>Artist</b> Display a range of artist's work. Describe media used. 'Artist of the Month'</p> <p><b>Drawing Corner</b> Set up a 'still life' drawing corner with a range of paper and media.</p> <p><b>Sketch books</b> Encourage use of sketch books to gather and develop ideas</p> <p><b>Devices and Apps</b> Access a range of devices and apps to explore digital media techniques</p> <p><b>Art Vocabulary</b> Look at art works regularly and use/display art terminology to describe the work.</p>

	Year 6 - Art					
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question/ Theme	Collage Stained Glass Window - Matisse		Fabric/ Textiles Anglo Saxon Weaving			3D/ Sculpture Clay Cornish Landscapes
Milestone Coverage	Mix textures (rough and smooth, plain and patterned)  Combine visual and tactile qualities  Select and arrange materials for a striking effect  Choose colours and shapes to evoke a mood.		Show precision in techniques  Choose from a range of stitching techniques  Combine previously learned techniques to create pieces			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
Knowledge Categories	Media & Materials Techniques Effects Colour Theory Emotions Artists & Artisans Styles and Periods Visual Language Process		Media & Materials Techniques Effects Artists & Artisans Styles and Periods Visual Language Process			Media & Materials Techniques Effects Styles and Periods Visual Language Process
Artists	Give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists					

Digital Media	<p>Create original pieces that show a range of influences and styles</p> <p>Enhance digital media by editing (including sound, video, animation, still images and installations)</p>
Sketch books	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book</p> <p>Use the qualities of materials to enhance ideas</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artworks with a fluent grasp of visual language</p>
Continuous provision	<p><b>Artist</b> Display a range of artist's work. Describe media used. 'Artist of the Month'</p> <p><b>Drawing Corner</b> Set up a 'still life' drawing corner with a range of paper and media.</p> <p><b>Sketch books</b> Encourage use of sketch books to gather and develop ideas</p> <p><b>Devices and Apps</b> Access a range of devices and apps to explore digital media techniques</p> <p><b>Art Vocabulary</b> Look at art works regularly and use/display art terminology to describe the work.</p>

Key Stage 3	<p>The national curriculum for art and design in KS3 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.</p>	<p>Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: ☐ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ☐ to use a range of techniques and media, including painting ☐ to increase their proficiency in the handling of different materials ☐ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ☐ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
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