

LANGTOFT PRIMARY SCHOOL

Art

OUR INTENT FOR ART

Pupils' creativity and imagination are stimulated whilst developing their own critical opinions of cultural heritages and a range of artists. Pupils are engaged, inspired and challenged whilst experimenting, inventing and creating their own works of art, crafts and designs.



Within our curriculum, we focus upon drawing and painting skills. This is our main spine, which underpins all other aspects of the art curriculum. We believe children should be offered experiences, which aren't sequenced, in other disciplines such as sculpture and printing. As our curriculum is embedded, these disciplines shall progressively form part of our curriculum spine.

Within each unit of artwork, linked to other areas of learning within that term, children's creative processing shall navigate through these stages:

- 1) Knowledge - beginning with exploration of processes and media and a context with a focus upon an artist, craft maker, architect or designer. In KS2, children write down key knowledge points
- 2) Generating Ideas – children invent and use their imaginations to develop the skills of designing and developing ideas
- 3) Making – children use materials creatively to develop skills of making art, craft and design.
- 4) Evaluating - Reflection time follows at each stage, where children should act upon verbal feedback given in order to develop skills.

The Skills and Knowledge on which our Art Curriculum is Built

Produce creative work; explore ideas and record experiences; become proficient in drawing, painting, sculpture and other art, craft and design; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers; understand the historical and cultural development of their art forms.

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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. (KS1) | <ul style="list-style-type: none"> • 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. • 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] • learn about great artists, architects and designers in history. (KS2) |
|---|--|

These topics include art as one of the main focus areas:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • All About Me • Let's Celebrate • Traditional Tales / Chinese New Year • Superheroes / Spring • Growing • Minibeasts 	<ul style="list-style-type: none"> • The UK (focus on London) • Australia • Toys • The Human Body • The Enchanted Woodland • Animals 	<ul style="list-style-type: none"> • Local area- Langtoft looking at houses. • Explorers- Columbus & Armstrong • Great Fire of London • China / dragons • Plants • Animals- life cycles, habitats • Seaside & weather 	<ul style="list-style-type: none"> • Stone Age • Bronze Age to Iron Age • Rainforest • Animals, skeletons & nutrition • Egyptians • Forces & magnets 	<ul style="list-style-type: none"> • Ancient Greeks • North America • Electricity • Romans • Habitats – environment • The Tudors 	<ul style="list-style-type: none"> • The Anglo-Saxons • The Vikings • Space • The Victorians • Coasts • The Mayans 	<ul style="list-style-type: none"> • WWII • Mountains • Crime and punishment • Coasts (2002: Rivers) • Electricity • Evolution

Examples of Curriculum Intent

Dedicated Arts day and Arts Week to explore artists, take part in art enrichment experiences.
 Planned Art Exhibition
 World Book Day/Week – some classes took part in a live illustration class.
 Children study a range of picture books throughout their time at school through visual Literacy.
 Children appreciate the illustrations within books for all topics.
 Children are encouraged to read a selection of age-related non-fiction texts around the artist they are studying
 Children take part in themed curriculum weeks such as ‘Around the World and celebrate art from other cultures around the World.
 Children use art to explore and celebrate key events throughout the year such as Christmas, Easter etc
 Teachers ensure that the children study a wide range of artists of varying technique and culture to develop a broad understanding of art, its place in the world and its importance to individuals or groups.

Daily Implementation of Art & Design

- Art and Design is taught on a weekly basis in each year group alternating with DT across the year, but is also delivered through whole school days and activities designed to further enrich their understanding of Art and Design and provide cultural capital, such as our planned Art Exhibition in Art Week.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Art and Design and to use these skills across the curriculum.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including: Exploring Media and Materials and Being Imaginative.
- Text: Children will have access to a growing variety of subject specific books, including non-fiction, as well as appreciating illustrations within their text-based learning.
- Teachers assess children’s work in Art and Design by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child’s next teacher at the end of the year.
- Progress in Art and Design is reported to parents.

Impact

- Children will learn the skills they need to use at the beginning of a topic and are able to refer back to it.
- All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.
- Children will become more confident in analysing their work and giving their opinion on their own and other works of art.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- All children in school can speak confidently about their art and design work and their skills
- Children are able to appreciate various art forms and are able to express respectful opinions about artist’s work.
- Children are able to express their individuality and unique abilities with confidence.
- Children are respectful of their peers, artists, communities and cultures.
- Children have a global awareness of art and its place within the lives of individuals, communities and cultures.

Knowledge Building and Progress in Art

EYFS

Art and Design elements in the ELG *Expressive Arts and Design*

Expressive Arts and Design (Exploring and Using Media and Materials)

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EYFS

Knowledge to be Gained (intent)

MAKING SKILLS (Procedural Knowledge) Become	Drawing	Skill & Control	Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.
		Techniques	Pupils learn to draw in different ways to create different effects.
		Purpose	Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.

<p>proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Painting & Mixed Media</p>	<p>Skill & Control</p>	<p>Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.</p>
		<p>Techniques</p>	<p>Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.</p>
		<p>Formal Elements</p>	<p>Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc. Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.</p>
	<p>Design</p>	<p>Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.</p>	
	<p>Craft</p>	<p>Use simple wax resist using crayons and ink is used to make pictures. Art is made by cutting, sewing, gluing and forming fabrics. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	
	<p>3D Sculpture, Printmaking, Digital, Clay etc.</p>	<p>Printing: Pupils make simple printing blocks from soft materials they have cut, shaped or moulded. Digital: Children take photographs with digital cameras, learning to focus & position what they see then apply filters to the results. 3D sculpture: Pupils learn to create Form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p>	
<p>GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences</p>	<p>Develop & share ideas</p>	<p>Learn how ideas change, grow and develop as work is produced.</p>	
	<p>Experiences, Imagination</p>	<p>Create art from personal experiences and imagination.</p>	
<p>KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements</p>	<p>Artists, Craftspeople, Designers</p>	<p>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.</p>	
	<p>Formal Elements</p>	<p>Pupils should orally describe their work and learn the meaning of the words colour, line, tone, shape, texture and pattern.</p>	
<p>EVALUATION (Metacognition) Evaluate & analyse own & others' work.</p>	<p>Identify similarities & differences to others' work</p>	<p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work.</p>	
	<p>Make choices & decisions</p>	<p>Compare their art to significant works of art recognising what is the same and what is different.</p>	

	YEAR 1		
	Intent - Knowledge to be Gained		
<p>MAKING SKILLS (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Drawing</p>	<p>Skill & Control</p>	<p>Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practise shading tones neatly and accurately. Pupils learn how to control the pressure of their drawing materials.</p>
		<p>Techniques</p>	<p>Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines / marks to describe a range of surfaces, textures and forms.</p>
		<p>Purpose</p>	<p>Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination and observation.</p>
	<p>Painting & Mixed Media</p>	<p>Skill & Control</p>	<p>They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.</p>
		<p>Techniques</p>	<p>They know and have used different types of painting surfaces such a cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a given task.</p>
		<p>Formal Elements</p>	<p>Colour: Pupils use colours imaginatively learning that colour can be used to express their thoughts and feelings. Tone/Form: Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</p>

		Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. Line/Shape: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.
	Design	Pupils should design and make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.
	Craft	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.
	Other materials	Printing: Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, cards, string, foam, textured materials and paper, clay, poly-printing etc. Digital: They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos. 3D sculpture: Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen.
GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences	Develop & share ideas	This may be coming up with an idea linked to a theme or topic they are studying.
	Experiences, Imagination	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.
KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements	Artists, Craftspeople, Designers	Study famous works of artists, craftspeople & designers, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.
	Formal Elements	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.
EVALUATION (Metacognition) Evaluate & analyse own & others' work.	Identify similarities & differences to others' work	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.
	Make choices & decisions	Compare their art to appropriate works of art recognising what is the same and what is different.

	YEAR 2		
	Intent - Knowledge to be Gained		
MAKING SKILLS (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Drawing	Skill & Control	Greater skill & control is evident when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.
		Techniques	Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.
		Purpose	Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.
	Painting & Mixed Media	Skill & Control	Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.
		Techniques	Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.
		Formal Elements	Colour: Develop colour mixing to make finer variations in secondary colours. Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Pattern & Texture: Create original patterns & make textures. Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.
Design	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.		
Craft			

		Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.
	Other materials	Printing: Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Digital: Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images. 3D sculpture: Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.
GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences	Develop & share ideas	Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.
	Experiences, Imagination	Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.
KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements	Artists, Craftspeople, Designers	Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.
	Formal Elements	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.
EVALUATION (Metacognition) Evaluate & analyse own & others' work.	Identify similarities & differences to others' work	Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.
	Make choices & decisions	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.

YEAR 3			
Intent - Knowledge to be Gained			
MAKING SKILLS (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Drawing	Skill & Control	Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.
		Techniques	Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.
		Purpose	Record experiences such as trips and experiences or to describe sequences of events. Describe, copy and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)
	Painting & Mixed Media	Skill & Control	Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.
		Techniques	Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)
		Formal Elements	Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Line/Shape: Painting with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	Other materials	Printing: Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.	

		<p>3D sculpture: They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>
GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
	Develop Ideas	Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.
KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements	Learn about artists, craftspeople, architects & designers	Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
EVALUATION (Metacognition) Evaluate & analyse own & others' work.	Increasing understanding or purpose and intention for art	Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.

	YEAR 4		
	Intent - Knowledge to be Gained		
MAKING SKILLS (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Drawing	Skill & Control	Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order. Make progress in controlling line & shading with graphite, chalks and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
		Techniques	Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
		Purpose	Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)
	Painting & Mixed Media	Skill & Control	Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties.
		Techniques	Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.
		Formal Elements	<p>Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>Line/Shape: Use line with greater confidence to highlight form and shape.</p> <p>Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p>
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	Other materials	<p>Printing: Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture: Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p> <p>Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>	

GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space.
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
	Develop Ideas	Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.
KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements	Learn about artists, craftspeople, architects & designers	Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
EVALUATION (Metacognition) Evaluate & analyse own & others' work.	Increasing understanding or purpose and intention for art	Orally describe their work and the work of others, describing the formal elements of colour, line.
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.

YEAR 5			
Intent - Knowledge to be Gained			
MAKING SKILLS (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Drawing	Skill & Control	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.
		Techniques	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.
		Purpose	Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.
	Painting & Mixed Media	Skill & Control	Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.
		Techniques	They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
		Formal Elements	Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. Line/Shape: Uses line or shape to create original compositions. Pattern Texture: Uses pattern & texture for purposeful effect.
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design and see clear links to how this works in the creative industries.	
	Craft	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
	Other materials	Printing Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. 3D Sculpture: Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Digital: Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.	

GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.
	Experiences, Imagination	Take risks when trying out materials, investigate and explore the properties of materials.
	Develop Ideas	Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.
KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements	Learn about artists, craftspeople, architects & designers	Study significant works of art using the following method: • Content – Describe the art. Social, historical factors affect the work. • Process – When & how made? What materials & techniques are used? • Formal elements – line, tone, colour, shape, form, comp, pattern, texture. • Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.
EVALUATION (Metacognition) Evaluate & analyse own & others' work.	Increasing understanding or purpose and intention for art	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
	Awareness of choices & decisions	Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.

YEAR 6			
Intent - Knowledge to be Gained			
MAKING SKILLS (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Drawing	Skill & Control	Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.
		Techniques	Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.
		Purpose	Learn more styles of drawing and learn how drawing is used in art; 1. graphic (cartoon, graffiti, fashion design etc.) 2. realistic (portrait, still life etc.) 3. technical (architecture, product design, plans, diagrams, instructions) 4. Illustration (books, magazines) 5. Abstract (fine art) 6. Sculptural (3D, wire, card, architectural models) 7. Digital (using computers, tablets, film) other materials.
	Painting & Mixed Media	Skill & Control	Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.
		Techniques	Paints from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.
		Formal Elements	Colour: Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. Tone/Form: They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. Line/Shape: Uses line with confidence to represent own ideas and compositions. Pattern/Texture: Understands how to apply pattern and texture with confidence to decorate or embellish paintings.
	Design	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.	
	Craft	Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.	
	Other materials	Printing Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. 3D sculpture Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Digital: Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.	

GENERATING IDEAS (Conceptual Knowledge) Explore ideas Record feelings & experiences	Sketchbooks	Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.
	Experiences, Imagination	Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media
	Develop Ideas	Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.
KNOWLEDGE (Factual) Learn great artists, craft & design Learn how artists use formal elements	Learn about artists, craftspeople, architects & designers	Study significant works of art using the following method: <ul style="list-style-type: none"> • Content – Describe the art. What social, historical factors affect the work? • Process – When & how was the work made? What materials & techniques are used? • Formal elements – line, tone, colour, shape, form, composition, pattern, texture. • Mood – what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>
EVALUATION (Metacognition) Evaluate & analyse own & others' work.	Increasing understanding or purpose and intention for art	They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.
	Awareness of choices & decisions	Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.

PHOTOS OF WT/EXP/GDS for each year group for skills