



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

Art and Design Primary Curriculum Curriculum Plan



Art and Design Curriculum Intent

We believe in the power of Art and Design and are committed to offering all our pupils a high-quality Art and Design education which inspires pupils to develop creativity and self-expression. Our curriculum is designed to equip pupils with a range of artistic skills and contextual knowledge which will enable them to create their own original works of art inspired by successful artists and well-known works of art as well as emerging local artists and creative practitioners. Artistic skills sit at the heart of our curriculum, where core component knowledge in the artistic disciplines of drawing, painting, printing, mixed media and 3D form are sequentially built upon within a spiral curriculum. When they leave us, our pupils will have formed a strong foundation of Art and Design skills through mastery of a range of tools and skills which will be built on as they continue their artistic journey.

We will deliver a knowledge-rich curriculum that:

- Systematically develops the component disciplinary knowledge within the artistic disciplines of drawing, painting, printing, mixed media and 3D form.
- Equips pupils with the taught the component knowledge of the formal elements: line, tone, shape, colour, form, pattern and texture.
- Allows pupils to experience meaningful learning journeys, starting with a focus on an element of substantive knowledge from the history of art, develops discrete component skills and the applies these to a meaningful composite outcome.
- Ensures children master the use and application of a range of tools and equipment.
- Gives children the opportunity to explore, develop and communicate their personal responses to experiences.
- Teaches pupils how art and design contributes to our country's history and culture.
- Provides children with knowledge and understanding of historic, modern, and contemporary artists.
- Equips children with an appreciation of art.

Art and Design Curriculum Implementation

The teaching of Art and Design begins in the Early Years, where children develop a fundamental foundation of core artistic skills, together with vital fine and gross motor skills, through a mixture of child initiated and adult directed activities linked to core themes. Children are given opportunity to explore materials and techniques through a hands-on approach, exploring material capabilities and uses. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children's learning is contextualised through the study of artists and the study of key works of art. Children begin to use language of art and design to share their creations and explain the processes they have used.

In KS1 children are introduced to sketchbooks. Children are taught that sketchbooks are a safe place to explore and practise without fear of making mistakes. Children are taught that sketchbooks are a work of art in themselves and they begin to use these to record progress and practise. In KS1, children build on their learning from EYFS, refining their core skills in a more structured approach. Children develop a wide range of art and design techniques, introducing and exploring the formal elements. Children learn about colour, pattern, texture, line, shape, form and space and they use a range of materials creatively to design and make works of art. Children dive deeper into substantive knowledge through artist studies and are given opportunity to think like an artist to create their own unique artist creations. Children learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Children are encouraged to think like an artist by applying their contextual knowledge to their own work through making links and comparisons.

In KS2, pupils continue to develop their use of sketchbooks to record their observations and use them to review and revisit ideas. Children begin to use sketchbooks more freely to creatively present their thinking through visual notes. Children are encouraged to take ownership of their sketchbooks, looking back at their ideas and progress over a unit and



a year. In KS2 children improve their mastery of art and design techniques, within the artistic disciplines of drawing, painting, printing, mixed media and 3D form. They dive even further into their contextual studies to learn about great artists, architects and designers in history which act as stimulus for their own creative ideas. This learning is framed by meaningful art and design learning journeys which begin with appreciation of a response to an artist, art movement and/or focus piece/s of art work, move onto the development of discrete component knowledge, and then finish with the creation and presentation of pupils' own authentic artwork.

Adapting the curriculum for pupils with SEND in Art and Design

Art and Design is inclusive, and all pupils are given opportunity to travel the same creative journey regardless of their ability to access core lessons.

- SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.
- For visually impaired pupils, art learning may need audio description of images. Art may also be a tactile experience – handling real paintings/sculptures to feel the textures.
- For dyslexic pupils, artists research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.
- For pupils with fine motor difficulties, chunky tools may be provided to support grip and control. Other equipment to support access may also be used.
- Teachers may identify and break down the components of the subject curriculum into manageable chunks using an 'I Do – You Do' sequence to allow pupils to see a modelled technique or outcome before creating their own.
- The use of high quality WAGOLLS that are easily accessible often scaffold the learning for SEND pupils.

Understanding Different Types of Knowledge in Art

Substantive knowledge is the subject-specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of theoretical topics including History of Art and modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. The substantive knowledge of Art and Design is outlined in the National Curriculum. At Star, our substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

The **disciplinary knowledge** of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting and evaluating. Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative piece of artwork. Procedural knowledge is represented by the stages of 'visual literacy', 'generating ideas', 'create' and 'present'.

- **Visual Literacy:** The study of art history, art theory, specific artists and historical, social and economic contexts.
- **Generating ideas:** The opportunity to use mediums and materials, explore material properties & uses, and the chance to develop skills & ideas through practical approaches.
- **Create:** Invitation to plan creatively, make outcomes using original ideas, and the opportunity to adapt, refine and change creative outcomes.
- **Present:** The chance display and talk about our own creations and engage in critical discussions about own work and the work of our peers.



The Relationship of Different Kinds of Knowledge in Art

National Curriculum and EYFS Framework

Substantive Knowledge

- Theoretical knowledge of art movements, artists and artistic disciplines.

Disciplinary Knowledge

- Practical knowledge of artistic skills and techniques within the artistic disciplines of drawing, painting, printing, mixed media and 3D form.
 - Language of art

Procedural Knowledge

Visual Literacy

(Artist research, historical context, social context)



Generate Ideas

(Exploring mediums, materials, tools and techniques, developing skills generating ideas)



Create

(Planning, making, refining, adapting)



Present

(Evaluating, critiquing, displaying, analysing)



Star Art and Design Guidance on Implementation

- **Create a context** for the unit through a **specific theme or focus** such as an individual artwork, a specific art movement or a specific artist.
- Check prior learning has been retained through the **Do Now Activity (DNA)/starter**.
- Introduce the **Learning Outcome** of the lesson, making explicit **how the small step fits into the wider learning journey**.
- Introduce the **'knowledge components'**, ensuring children know how they will achieve their outcome by the end of the lesson
- **Bring the artwork to life** in the classroom using all senses through physical artefacts or digital tools such as online galleries.
- Provide opportunities for **subject-specific enrichment** both inside and outside of school – allow children to see the artwork/ artists in real life as often as possible.
- Model and develop key knowledge using the **"I do, we do, you do"** pedagogical structure, ensuring that teacher modelling is built around appropriate 'Need to Know' criteria.
- Create opportunities for children to engage in the **full process of being an artist**, right through from research to display.
- Maximise engagement, learning and progress through regular use of **Teach Like A Star techniques** such as Cold Call, Turn and Talk, Everybody Writes and Show Call.
- Build in regular checks for understanding during lessons, including through **assertive monitoring** and targeted questioning, addressing misconceptions quickly and remodelling where necessary.
- Check priority knowledge has been retained to the working memory at the end of every lesson, including through the use of **Exit Tickets**.
- Develop theoretical **substantive knowledge** of the key features and characteristics of art movements and artistic contexts studied.
- Ensure that the practical **disciplinary knowledge** of the formal elements, artistic language, use of equipment and component techniques are modelled and systematically developed.
- Ensure pupils experience the process of being an artist – the **procedural knowledge** of critiquing, generating ideas, creating and presenting.
- Ensure there are opportunities for **extended, uninterrupted making** where children can independently work through their ideas.
- Ensure pupils take **pride in their sketchbooks**, treating each page as a work of art. Work should be creatively presented and extensive pieces of writing should be avoided.



National Curriculum Programmes of Study and EYFS Framework

Year R	Key Stage 1	Key Stage 2
<p><u>Development Matters 4-5 Years:</u> Explore, use & refine a variety of artistic effects to express their ideas and feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create pictures/collages using a range of techniques. Create collaboratively, sharing ideas, resources and skills <u>ELG 16a:</u> Safely use & explore materials & techniques, experimenting with colour, design, texture, form and function <u>ELG 16b:</u> Share creations, explaining the process they have used <u>ELG 16c:</u> Make use of props and materials when role playing characters in narratives and stories.</p>	<ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. To learn 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. 	<ol style="list-style-type: none"> 1. To create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. To learn about great artists, architects and designers in history



Substantive Knowledge – theoretical knowledge of art movements and artists

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art Movements and Artists	<ul style="list-style-type: none"> Understand that artists work in different styles Understand that art has changed over time 	<p>Abstract art (Barbara Hepworth/Beatriz Milhazes)</p> <ul style="list-style-type: none"> Abstract art uses colours, line and shapes in a non-representational manner Abstract art can be 2D and 3D Barbara Hepworth is an abstract artist who works in 3D Beatriz Milhazes is an abstract artist who works in 2D and 3D <p>Post - Impressionism (Van Gogh)</p> <ul style="list-style-type: none"> Post-impressionists capture an artists' impression of a person or place, rather than an exact copy Impressionists left their brush strokes visible. This was adopted by some post-impressionists Post-impressionists used vivid colours to create atmosphere Van Gogh is a famous post-impressionist painter <p>Contemporary art (Deborah Roberts)</p> <ul style="list-style-type: none"> Contemporary art is the art of today, made by living, working artists. Contemporary art includes many disciplines Deborah Roberts is a contemporary collage artist <p>Cubism (Picasso)</p> <ul style="list-style-type: none"> Cubism is a type of abstraction - it does not try to represent the subject as it really looks Cubists show multiple views of one image in one picture Picasso was one of the founders of cubism <p>Surrealism (Frida Kahlo)</p> <ul style="list-style-type: none"> Surrealists paint unusual, fantastical and dreamlike images in a realistic style Frida Kahlo is a well-known surrealist painter Frida Kahlo represents her cultural identity in a surrealist manner 	<p>Modernism (Anni Albers)</p> <ul style="list-style-type: none"> Modernism leans towards abstraction Modernism experiments with shape, form & colour Anni Albers was an early modernist Anni Albers blurred boundaries between traditional and modern art Anni Albers made modernist textile artworks <p>Surrealism (Giacometti and Arcimboldo)</p> <ul style="list-style-type: none"> Surrealism is abstract art that paints unusual, fantastical and dreamlike images in a realistic style Surrealism can be both 2D and 3D Giacometti made 3D surrealist figurative sculptures Arcimboldo made 2D surrealist paintings, focusing on surrealist portraits <p>Fauvism (Matisse)</p> <ul style="list-style-type: none"> Fauvism is a form of expressionism – which distorts reality in order to express emotions and feelings Fauvism uses strong colours and fierce brush strokes Matisse is one of the most famous artists from the fauvism movement Matisse became famous for papercut art works <p>Pop Art (Patrick Caulfield)</p> <ul style="list-style-type: none"> Pop Art was based around modern popular culture and mass media Pop Art is characterised by bold & contrasting colours Patrick Caulfield is a Pop Artist who focused upon modern everyday objects in a pared down scene <p>Street Art (Mohammad Ali)</p> <ul style="list-style-type: none"> Street art is art work made in a public space, often without permission Common street art techniques include stencils, free hand painting and stickers Boundaries between graffiti and street art are often blurred Mohammad Ali is a street artist who fuses patterns and images with Islamic script to share powerful messages 	<p>Pop Art (Andy Warhol and Richard Hamilton)</p> <ul style="list-style-type: none"> Pop Art was based around modern popular culture and mass media Pop Art is used bold & contrasting colours Andy Warhol is a famous pop artist Andy Warhol is worked in a variety of media but is best known for his screen prints Warhol used bright colours & repeated imagery Richard Hamilton is a famous pop artist Richard Hamilton is best known for his collage work <p>Architectural Art (Stephen Wiltshire)</p> <ul style="list-style-type: none"> Architectural art focuses upon graphic drawings of buildings and urban environments Stephen Wiltshire creates technical drawings using a freehand technique Stephen Wiltshire draws from memory <p>Post-Impressionism (Rousseau)</p> <ul style="list-style-type: none"> Post-impressionists use exaggerated and unrealistic colours to express emotions Rousseau is well-known for his imaginary jungle scenes <p>Contemporary Art (Britta Marakatt-Labba)</p> <ul style="list-style-type: none"> Contemporary art is the art of today, made by living, working artists Contemporary art includes many disciplines Britta Marakatt-Labba is a contemporary embroidery artist Britta Marakatt-Labba tells stories through her art <p>Archaeological discovery (Terracotta Army)</p> <ul style="list-style-type: none"> Archaeological discoveries are buildings, objects and artworks from ancient history found through digging The terracotta army is one of the most significant archaeological discoveries Archaeologists are still discovering more about the history of the terracotta army The army was built by multiple unknown sculptors Each warrior is unique Archaeologists have identified what the warriors looked like in their original state, though they look different now 			



Substantive Knowledge – <i>theoretical knowledge of artistic disciplines</i>						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5
Drawing	<ul style="list-style-type: none"> Drawing can be done in a wide range of materials Drawing can be representational and non-representational 	<ul style="list-style-type: none"> drawing tools can be held in a variety of ways, by experimenting with pressure, grip and speed to affect line. artists have unique drawing styles 		<ul style="list-style-type: none"> different media can be used for drawing (sometimes combined in one drawing). Drawing can be done with paint. Designers create fonts and work with Typography 		<ul style="list-style-type: none"> Drawing can be a technical process There are technical processes we can use to help us see, draw and scale up our work
Painting	<ul style="list-style-type: none"> Paint is a wet material. Paints can be mixed to make new colours. 	<ul style="list-style-type: none"> A variety of brushes can be used to paint, and they can be held in a variety of ways to make marks. Primary colours can be mixed together to make secondary colours of different hues. White and black can be added to hues to make tints and shades. Some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. 		<ul style="list-style-type: none"> Paint acts differently on different surfaces. Painting can be done with a range of tools, including sponges and spray cans. 		<ul style="list-style-type: none"> Different types of paint can be combined to create different effects. Painting can be done with a range of tools and these create different effects.
Printing	<ul style="list-style-type: none"> Prints can be made using a variety of objects (e.g. found objects). 	<ul style="list-style-type: none"> Prints are made by transferring an image from one surface to another. Patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. 		<ul style="list-style-type: none"> There are a range of printing techniques that give different effects. Mono print can be used effectively to create prints which use line. Relief prints are made when we print from raised images (plates). Printing plates can be relief and engraved 		<ul style="list-style-type: none"> Prints can be repeated and altered for effect. Multiple prints can be combined to make one larger artwork.
Mixed Media <i>(collage and textiles)</i>	<ul style="list-style-type: none"> A range of materials can be joined together in one art work. There are different ways to join materials. 	<ul style="list-style-type: none"> Collage is the art of using elements of paper to make images. Collage can be combined with other disciplines such as drawing, printmaking and 3D form. 		<ul style="list-style-type: none"> Collage can be combined with other disciplines such as drawing, printmaking and 3D form. Collage can be created by combining a range of paper types. Contrasting shapes can be combined for effect. Collage can be abstract. Art can be made with fabric. The history of weaving. The uses of weaving. 		<ul style="list-style-type: none"> Collage can be both 2D and 3D. Collage can be combined with other mediums. What embroidery is. Embroidery can be art. Embroidery can be used to tell a story.
3D form	<ul style="list-style-type: none"> Art can be 3D (e.g. junk model and clay). props can be made for role play and stories. 	<ul style="list-style-type: none"> Sculpture is the name sometimes given for artwork which exists in three dimensions. Sculpting can be done with a range of materials (e.g. clay, play dough, plasticine). 		<ul style="list-style-type: none"> Modelling is when sculptures are made by moulding with fingers. Clay is a soft material which finally dry/set hard. 3D forms can be painted. 		<ul style="list-style-type: none"> There is often a close relationship between drawing and making. 2D drawings can be transferred into 3D objects. Wire can be used as a frame for modelling.



Procedural Knowledge – knowledge of the process of creating art

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual Literacy	<ul style="list-style-type: none"> Know that art comes in many forms. Know that artists have different styles. Demonstrate preferences for a particular artist or art form. 	<ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally ("I liked..."). Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. 	<ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally. Understand artists take their inspiration from around them, collecting and transforming. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Look at the work of artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. 	<ul style="list-style-type: none"> Know about and describe the work of some artists, craftspeople, architects and designers. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). To understand that visual artists look to other artforms for inspiration. Discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 	<ul style="list-style-type: none"> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 	<ul style="list-style-type: none"> Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Deconstruct and discuss an original artwork in reference to the formal elements, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 	<ul style="list-style-type: none"> How to describe, interpret & explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Deconstruct/discuss an original artwork in reference to the formal elements,, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work.
Generate Ideas	<ul style="list-style-type: none"> Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work. Use a range of materials to craft, build and join. Show interest in the work of others. Copy the work of others. 	<ul style="list-style-type: none"> Try out a range of materials/processes. Show interest in the work of others. Use the names of some tools, techniques and formal elements. Understand that a sketchbook is for experimentation and exploration. 	<ul style="list-style-type: none"> Deliberately choose to use particular techniques. Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve. Understand that the way each persons' sketchbook looks is unique to them. 	<ul style="list-style-type: none"> Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Continue to build understanding that sketchbooks are places for personal experimentation. 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials and processes systematically. Continue to build understanding that sketchbooks are places for personal experimentation. 	<ul style="list-style-type: none"> Confidently investigate and exploit the potential of new and unfamiliar materials (e.g. try out several different ways of using tools and materials that are new to them). Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. 	<ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.



Procedural Knowledge – knowledge of the process of creating art

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create	<ul style="list-style-type: none"> Work in a playful, exploratory way. 	<ul style="list-style-type: none"> Work in a playful, exploratory way, responding to a simple brief. 	<ul style="list-style-type: none"> Create with a variety of materials to make an outcome which responds to a loose brief. 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes). 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. Independently select and use relevant processes in order to create successful work.
Present	<ul style="list-style-type: none"> Know and use the names of different art processes (drawing, painting, printing, collaging, etc) and explain them. Use the correct vocabulary for some tools and materials. 	<ul style="list-style-type: none"> Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Share their response about classmates work. 	<ul style="list-style-type: none"> Know about the materials, techniques and processes they have used, using an appropriate vocabulary Talk about intention. Share responses to own and classmates work, appreciating similarities and differences. 	<ul style="list-style-type: none"> Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 	<ul style="list-style-type: none"> Know how to describe the processes they are using and how they hope to achieve high quality outcomes Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 	<ul style="list-style-type: none"> Know how to describe the processes they are using and how they hope to achieve high quality outcomes Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 	<ul style="list-style-type: none"> Know how to describe the processes they are using and how they hope to achieve high quality outcomes Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.



Disciplinary Knowledge - Practical knowledge of artistic skills and techniques; language of art						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Drawing	<ul style="list-style-type: none"> Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels) Experiment with line - patterns, dots, and colour Observe and draw from real-life using lines and patterns Draw freely and with pleasure 	<ul style="list-style-type: none"> Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk Experiment with line, shape, pattern and colour Observe and draw landscapes, patterns and anatomy Use a sketchbook to gather and develop ideas 	<ul style="list-style-type: none"> Experiment with different grades of pencil; explain choices about use of media Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people Use a sketchbook to research, collect and record 	<ul style="list-style-type: none"> Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people) Draw effect of light on people and objects from different directions and develop the concept of perspective Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media 		
Painting	<ul style="list-style-type: none"> To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes Name colours; begin to mix primary colours to make others. Begin to paint 'in the style of' key artists 	<ul style="list-style-type: none"> Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques Use a sketchbook to gather and develop ideas 	<ul style="list-style-type: none"> Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint Work confidently on different scales Use a sketchbook to research, collect and record 	<ul style="list-style-type: none"> Test media and materials before independently employing a range of effects, including texture with sand/sawdust Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects Create imaginative work from a variety of sources and show an awareness of painting composition Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media 		
Printing	<ul style="list-style-type: none"> Know that we can make several copies of the same picture; experiment with the relief method Design and build repeated patterns 	<ul style="list-style-type: none"> Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing Design and build repeated patterns Use a sketchbook for practising skills and recording knowledge 	<ul style="list-style-type: none"> Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering Design patterns of increasing complexity, exploring pattern & shape Use a sketchbook for recording and developing print ideas 	<ul style="list-style-type: none"> Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks Design complex patterns, including using repetition and symmetry Use a sketchbook for recording, developing & evaluating print ideas 		
Mixed Media including collage and textiles	<ul style="list-style-type: none"> Begin to explore different textiles; undertake some simple textile weaving and decoration Begin to experiment with a range of tools and joins – e.g. cut, and glue material Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea 	<ul style="list-style-type: none"> Begin to experiment with different joining techniques – Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea Use a sketchbook for practising skills and recording knowledge 	<ul style="list-style-type: none"> Develop different techniques – e.g. weaving, fabric crayons Develop skills in stitching, cutting and joining Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper Collect, refine and alter ideas 	<ul style="list-style-type: none"> Develop different techniques – e.g., fabric crayons, embroidery, applique Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage Collect, refine, adapt, extend and evaluate ideas 		



Disciplinary Knowledge - Practical knowledge of artistic skills and techniques; language of art							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D Form <i>Clay, dough, boxes, wire, paper mache</i>	<ul style="list-style-type: none"> Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials 	<ul style="list-style-type: none"> Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot Construct with recycled, natural and man-made materials Use a sketchbook for practising skills and planning a design 	<ul style="list-style-type: none"> Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form Cut and join wood with support; make a simple paper mache object using wire or assembled found materials Plan and design in a sketchbook; make models 	<ul style="list-style-type: none"> Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form Cut and join wood with support; make a simple paper mache object using wire or assembled found materials Plan and design in a sketchbook; make models 	<ul style="list-style-type: none"> Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster Plan, design, make and adapt models; evaluate other sculptures 	<ul style="list-style-type: none"> Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster Plan, design, make and adapt models; evaluate other sculptures 	<ul style="list-style-type: none"> Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching,; creating surface patterns and textures, slabs, coils and slips Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster Plan, design, make and adapt models; evaluate other sculptures

Art and Design Long Term Plan						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic 1	Self-Portraits <i>Artist Study – Deborah Roberts</i> (Mixed Media – collage)	Cubism <i>Artist Study – Picasso</i> (Mixed media – Paint and Collage)	Pop Art <i>Artist study – Patrick Caulfield</i> (Printing)	Street Art <i>Artist Study -Mohammed Ali</i> (Painting- Stencils/ Spray paint)	Pop Art <i>Artist study - Andy Warhol</i> (Printing)	Clay Sculpture <i>Art work study – Terracotta Army- X'ian</i> (3D form)
Topic 2	Investigating Sculpture <i>Artist study - Barbara Hepworth</i> (3D Form)	Surrealism <i>Artist study –Frida Kahlo</i> (Painting)	Surrealism <i>Artist study – Arcimboldo</i> (Drawing)	Fauvism <i>Artist Study- Matisse</i> (Mixed media – Paper cutting)	Contemporary Art <i>Artist Study Britta Marakatt-Labba</i> (Mixed media - Textiles)	Pop Art <i>Artist study – Richard Hamilton</i> (Mixed media)
Topic 3	Post - Impressionism <i>Artist Study - Van Gogh</i> (Drawing and Painting)	Abstract Art <i>Artist Study - Beatriz Milhazes</i> (Printing)	Clay Sculpture <i>Artist Study - Alberto Giacometti</i> (3D form)	Modernism <i>Artist study – Anni Albers</i> (Mixed media - Textiles)	Post-Impressionism <i>Artist study - Rousseau</i> (Painting)	Perspective <i>Artist study –Stephen Wiltshire</i> (Drawing)