

## Art and Design

### Key Stage 1: Year 1

### *Programmes of Study and Key Skills*

Investigating and Making Art, Craft and Design	Exploring Ideas	Evaluating and developing Ideas	Knowledge and Understanding
<i>*Use a range of materials creatively to design and make products.</i>	<i>*Use drawing, painting and sculpture to develop their imagination. *Draw and paint from imagination.</i>	<i>*Share their ideas. *Describe what they think or feel about their own work. *Think of ways to improve their current work.</i>	<i>*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i>

### Progression of skills

Drawing	Painting	3D / Sculpture	Textiles / Collage
<p>* Begin to explore the use of colour, pattern, texture, line and shape.</p> <p>*Begin to control the marks made on a variety of surfaces and papers.</p> <p>*Experiment with a wide range of media including pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball point pens and other dry media.</p> <p>*Investigate texture by rubbing and copying.</p> <p>*Use line to represent objects seen, remembered or imagined.</p> <p>*Observe and draw shapes.</p> <p>* Be spontaneously expressive, using marks, lines and curves.</p>	<p>* Begin to explore the use of colour, pattern, texture, line and shape.</p> <p>*Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>*Work on different scales.</p> <p>*Mix and match colours to artefacts and objects.</p> <p>*Mix secondary colours and shades using different types of paint e.g. poster paint and block water colours.</p> <p>*Create different textures e.g use sawdust.</p> <p>*Be spontaneously expressive with the paint.</p>	<p>*Explore shape and form.</p> <p>*Explore sculpture with a range of malleable media including clay, dough and Model magic.</p> <p>*Manipulate clay in a variety of ways, rolling, kneading and shaping.</p> <p>*Experiment with, construct and join recycled, natural and manmade materials.</p>	<p>*Use a variety of techniques including weaving, finger knitting, fabric crayons, sewing and Binca.</p> <p>*Thread a needle, cut, glue and trim material.</p> <p>*Use a variety of media including photocopied material, fabric, plastic, tissue, printed materials, crepe paper, sandpaper etc.</p> <p>*Create images from imagination, experience or observation.</p>

## Art and Design

### Key Stage 1: Year 2

### *Programmes of Study and Key Skills*

Investigating and Making Art, Craft and Design	Exploring Ideas	Evaluating and developing Ideas	Knowledge and Understanding
<p>*Use a range of materials creatively to design and make products.</p>	<p>*Explore ideas in drawing, painting and sculpture. *Begin to ask and answer questions about the starting points for their work, developing ideas.</p>	<p>*Describe their response to their own or others' work, commenting on the differences in others' work. *Suggest ways of improving and developing their own work.</p>	<p><i>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to their own work.</i> *Show knowledge and understanding of the different materials used in art and design.</p>

### Progression of skills

Drawing	Painting	3D / Sculpture	Textiles / Collage
<p>* Experiment with the use of colour, pattern, texture, line and shape. *Draw for a sustained period of time from real object, including single and grouped objects. *Experiment with a wide range of media including pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball point pens and other dry media. *Layer different media e.g. crayons, pastels, felt tips, charcoal and ball point pens.</p>	<p>* Experiment with the use of colour, pattern, texture, line and shape. *Experiment with tools and techniques including layering, mixing media, scraping etc. *Name different types of paint and their properties. *Work on a range of scales. *Mix and match colours using artefacts and objects. *Mix a range of secondary colours, shades and tones. *Be spontaneously expressive with</p>	<p>*Manipulate clay or other malleable materials for a variety of purposes including thumb pots, simple coil pots and models. *Build a textured relief tile. *Experiment with, and construct and join recycled, natural and manmade materials more confidently. *Understand the safety and basic care of materials and tools.</p>	<p>*Use a variety of techniques including weaving, French knitting, tie-dyeing, fabric crayons, wax or oil resist, applique and embroidery. *Create textured collages from a variety of media. *Make a simple mosaic. *Stitch, knot and use other manipulative skills.</p>

<p>*Investigate tone by drawing light and dark lines, patterns and shapes.          *Use line to represent objects seen, remembered or imagined.          *Draw shapes between objects – space.          *Be spontaneously expressive, create new lines and shapes.</p>	<p>the paint.</p>		
<p><b>Still Life:</b> Jan van Os 1777/8 'Fruit and flowers in a terracotta vase'   <b>Space:</b> work by Pablo Picasso</p>	<p><b>Colour:</b> Henri Matisse 1908 'Harmony in red'   <b>Line:</b> Jackson Pollock 1949 'Number Six' or 1950 'Lavender Mist'</p>	<p><b>Sculpture:</b> Work using natural materials by Andy Goldsworthy.          Work using found materials by Picasso.</p>	

## Art and Design

### Key Stage 2: Year 3

### *Programmes of Study and Key Skills*

Investigating and Making Art, Craft and Design	Exploring Ideas	Evaluating and developing Ideas	Knowledge and Understanding
<p><i>*Develop their techniques, including their control and their use of materials, with creativity and experimentation.</i></p>	<p><i>*Create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>*Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i></p>	<p><i>*Comment on the similarities and differences between their own and others' work and respond to the work of Artists.</i></p> <p><i>*Adapt and improve their own work.</i></p>	<p><i>*Develop and increasing awareness of different kinds of art, craft and design.</i></p> <p><i>* Develop knowledge and understanding of the visual and tactile elements of art and design: line, shape, pattern, texture, colour and tone, and how these are combined and organised for different purposes.</i></p>

### Progression of skills

Drawing	Painting	Sculpture / 3D	Textiles / Collage	Sketchbooks
<p><i>*Control a pencil with increasing confidence.</i></p> <p><i>*Draw for a sustained period of time at their own level.</i></p> <p><i>*Plan and refine their drawings.</i></p> <p><i>*Draw confidently from observation; begin to look carefully at the shape and proportions of the subject.</i></p> <p><i>*Draw from imagination expressing their feelings.</i></p> <p><i>*Experiment with different grades of pencil (HB and 6B) and other implements.</i></p>	<p><i>*Experiment with different effects and textures including blocking in colour, washes, thickened paint.</i></p> <p><i>*Work confidently on a range of scales.</i></p> <p><i>*Mix a variety of colours and know which primary colours make secondary colours.</i></p> <p><i>*Use a developed colour vocabulary.</i></p> <p><i>*Be spontaneously</i></p>	<p><i>*Join clay adequately and work reasonably independently.</i></p> <p><i>*Construct a simple clay base for extending and modelling other shapes.</i></p> <p><i>*Cut and join wood safely and effectively.</i></p> <p><i>*Make a simple papier mache object.</i></p> <p><i>*Plan, design and make models.</i></p>	<p><i>*Use a variety of techniques including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique.</i></p> <p><i>*Name the tools and materials they have used.</i></p> <p><i>*Develop skills in stitching, cutting and joining.</i></p> <p><i>*Experiment with a range of media e.g. overlapping,</i></p>	<p><i>*Use a sketchbook to collect and record visual information from different sources.</i></p> <p><i>*Record explorations and experimentations with different media.</i></p> <p><i>*Use a sketchbook to plan and</i></p>

<p>*Use different media such as pencils, rubbers, crayons, pastels and chalks, felt tips, charcoal, ball point pens and paint to achieve variations in line, form, tone, colour, shape and pattern including producing a range of patterns and textures.</p> <p>*Explore shading using pastels and chalk and begin to infill shapes using coloured pencils producing a range of tones.</p>	<p>expressive with the paint.</p>		<p>layering etc.</p>	<p>develop their ideas.</p>
<p><b>Pattern:</b> Gustav Klimt 1907/8 'The Kiss'</p> <p><b>Expression:</b> Edvard Munch 1893 'The Scream'</p>	<p><b>Colour:</b> Wassily Kandinsky 1925 'Yellow-Red-Blue' or '1913 Squares with concentric circles'</p>			

## Art and Design

### Key Stage 2: Year 4

### *Programmes of Study and Key Skills*

Investigating and Making Art, Craft and Design	Exploring Ideas	Evaluating and developing Ideas	Knowledge and Understanding
<p><i>* Develop their techniques, including their control and their use of materials, with creativity and experimentation.</i></p> <p>* Design and make images and artefacts for different purposes.</p>	<p><i>*Create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>*Explore ideas; collect visual and other information, including drawings from first hand observation to help them develop work.</p>	<p>*Adapt and improve their work to realise their own intentions.</p> <p>*Respond to the work of Artists and start to work in the style of an Artist.</p>	<p><i>* Develop knowledge and understanding about great artists, architects and designers in history.</i></p> <p>*Understand the role and function of art, craft and design in different times and cultures.</p>

### Progression of skills

Drawing	Painting	Sculpture / 3D	Textiles / Collage	Sketchbooks
<p>*Draw for a sustained period of time at their own level.</p> <p>*Alter and refine drawings and describe changes using artistic vocabulary.</p> <p>*Make informed choices in drawing including the paper and media to use.</p> <p>*Use research to inspire drawings from memory and imagination; express feelings through drawing.</p> <p>*Draw confidently from observation; develop knowledge of the proportions and layout of the human face and draw more complicated still life.</p> <p>*Start to use simple perspective.</p> <p>*Use a range of grades of pencil (HB, 6B)</p>	<p>*Show increasing independence and creativity with the painting process.</p> <p>*Work confidently on a range of scales.</p> <p>*Choose paints and implements appropriate to their task.</p> <p>*Use different thicknesses of paintbrushes and paint to achieve variations in line, form, tone, colour, shape and pattern.</p> <p>*Plan and create different</p>	<p>*Make informed choices about the 3D technique chosen.</p> <p>*Show an understanding of shape, space and form.</p> <p>*Plan, design, make and adapt models.</p> <p>*Talk about their work, understanding that it has been sculpted, modelled or constructed.</p> <p>*Use a variety of materials.</p>	<p>*Match the tool to the material.</p> <p>*Use combining skills more readily.</p> <p>*Choose collage or textiles as a means of extending work already achieved.</p> <p>*Refine and alter ideas and explain choices using an art vocabulary.</p> <p>*Collect visual information from a variety of sources describing with vocabulary the visual and tactile elements.</p>	<p>*Collect images and information independently in a sketchbook using a range of sources.</p> <p>*Use a sketchbook to record explorations and experimentations with different media.</p> <p>*Use a sketchbook for planning and developing ideas, including fantasy ideas from their</p>

<p>and 6H) and other media including pastels and chalk to explore the relationships between line and tone, pattern and shape, line and texture.</p> <p>*Use different media such as pencils, crayons, pastels and chalks, different thicknesses of charcoal to achieve variations in line, form, tone, colour, shape and pattern and produce a range of patterns and textures used in their drawings.</p> <p>*Explore ways in which a rubber may be used to develop tone in pencil and charcoal drawings.</p> <p>*Select different techniques for different purposes e.g. shading or hatching.</p> <p>*Begin to show awareness of objects having a third dimension by solidifying shapes with colour.</p>	<p>effects and textures and paint according to what they need for the task.</p> <p>*Make and match colours with increasing accuracy.</p> <p>*Use more specific colour language e.g. tint, tone, shade, hue.</p>		<p>*Experiment with paste resist.</p>	<p>imagination.</p>
<p><b>Shape and Proportion of the human face:</b>  Lucas Cranach the Elder 1509 'John Friedrich the magnanimous at the age of six'  Vigee-Lebrun 1782 'Self-portrait in a straw hat'  Andy Warhol 1967 'Marilyn'</p>	<p><b>Use of brush strokes:</b>  Vincent van Gogh 1888 'Sunflowers' or 1889 'The starry night'  Shen Quan 1747 'Cat'</p>			

## Art and Design

### Key Stage 2: Year 5

### *Programmes of Study and Key Skills*

Investigating and Making Art, Craft and Design	Exploring Ideas	Evaluating and developing Ideas	Knowledge and Understanding
<p><i>* Develop their techniques, including their control and their use of materials, with creativity and experimentation.</i></p> <p>* Communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.</p>	<p><i>*Create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p>*Explore ideas; collect visual and other information, including drawings from first hand observation to help them develop work.</p> <p>*Generate work showing a personal response to experiences.</p> <p>*Use music, stories and artefacts to develop ideas for work.</p>	<p>*Recognise and discuss different approaches to their own and other people's work.</p> <p>*Consider how work might be developed in the future, evaluating and discussing in depth.</p> <p>*Start to work in the style of different Artists.</p>	<p><i>* Develop knowledge and understanding about great artists, architects and designers in history.</i></p> <p>*Be familiar with artists from different times.</p>

### Progression of skills

Drawing	Painting	Sculpture / 3D	Textiles / Collage	Sketchbooks
<p>*Explore the potential properties of the visual elements line, tone, pattern, form, colour and shape.</p> <p>*Work in a sustained and independent way from observation, experience and imagination.</p> <p>*Use a variety of source material for their work.</p> <p>*Draw familiar things from different viewpoints.</p> <p>*Show knowledge of the correct</p>	<p>*Explore the potential properties of the visual elements line, tone, pattern, form, colour and shape.</p> <p>*Create imaginative work from a variety of sources.</p> <p>*Work on preliminary studies to test media and materials.</p> <p>*Demonstrate a secure</p>	<p>*Describe the different qualities involved in modelling, sculpture and construction.</p> <p>*Use recycled, natural and man-made materials to create a sculpture.</p> <p>*Plan a sculpture through drawing and preparatory work.</p>	<p>*Join fabrics in different ways, including stitching.</p> <p>*Use different grades and uses of threads and needles.</p> <p>*Extend their work within a specified technique.</p> <p>*Use a range of media to create collage.</p> <p>*Experiment with using Batik safely.</p>	<p>*Use a sketchbook to plan and develop ideas.</p> <p>*Use a sketchbook to collect source material and research required information.</p> <p>*Start to develop their own style using explorations and</p>

<p>proportions and layout of the human face and figure.</p> <p>*Begin to use simple perspective in their work using a single focal point and a horizon.</p> <p>*Use a viewfinder to focus on small areas.</p> <p>*Use a range of grades of pencil (4H to 6B), charcoal, fibre tip pen, pen and ink, graphite, crayon and ICT.</p> <p>*Use a range of dry media to make different marks, lines and shapes within a drawing e.g. pencils, crayons, pastels and chalks, different thicknesses of charcoal and ball point pens.</p> <p>*Use a range of materials to produce tone and shade, show experience in creating tonal contrast and select different techniques for different purposes eg shading or hatching.</p> <p>*Colour mix with colouring pencils to create a wide tonal range within their work.</p>	<p>knowledge of primary and secondary, warm and cold, complementary and contrasting colours.</p>			<p>experimentations with different media.</p>
<p><b>Different view points:</b> Auguste Renoir 1876 'Dance at the Moulin de la Galette' Edgar Degas 1897 'Dancers in blue'</p> <p><b>Proportion and layout of the human face and figure:</b> Leonardo da Vinci 1505 'Mona Lisa' Jan Vermeer 1665-75 'The girl with the pearl earring' Edgar Degas 1890 'Blue dancers'</p>		<p><b>Sculpture:</b> use sculptures made of recycled items by artists such as Katherine Harvey, Aurora Robson, David Edgar (all contemporary)</p>		

## Art and Design

### Key Stage 2: Year 6

### *Programmes of Study and Key Skills*

Investigating and Making Art, Craft and Design	Exploring Ideas	Evaluating and developing Ideas	Knowledge and Understanding
<p><i>* Develop their techniques, including their control and their use of materials, with creativity and experimentation.</i></p>	<p><i>*Create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>*Explore ideas; collect visual and other information, including drawings from first hand observation to help them develop work.</i></p> <p><i>*Keep notes in sketchbooks about how work might be developed further.</i></p>	<p><i>*Adapt and refine their work to reflect their own view of its purpose and meaning.</i></p> <p><i>*Identify and discuss the ways in which Artists have worked and use this to develop their own style.</i></p>	<p><i>* Develop knowledge and understanding about great artists, architects and designers in history.</i></p> <p><i>*Know about the role and purpose of artists, craftspeople and designers working in different times and cultures.</i></p> <p><i>*Discuss similarities and differences in the work of artists.</i></p>

### Progression of skills

Drawing	Painting	Sculpture / 3D	Textiles / Collage	Sketchbooks
<p><i>*Work in a sustained and independent way to create a detailed drawing.</i></p> <p><i>*Identify artists who have worked in a similar way in their own work.</i></p> <p><i>*Select appropriate media and techniques to achieve a specific outcome.</i></p> <p><i>*Show awareness of how pictures are created e.g. composition.</i></p> <p><i>*Begin to develop an awareness of composition, scale and proportion in their pictures e.g. foreground, middle ground and background.</i></p>	<p><i>*Show awareness of how paintings are created.</i></p> <p><i>*Choose and use appropriate paint, paper and implements to adapt and extend their work.</i></p> <p><i>*Work from a variety of sources including those researched independently.</i></p> <p><i>*Carry out preliminary studies, test media and materials and mix</i></p>	<p><i>*Develop skills in using clay including slabs, coils, slips etc.</i></p> <p><i>*Make a mould and use plaster safely.</i></p> <p><i>*Create a sculpture and constructions with increasing independence.</i></p>	<p><i>*Show awareness of the potential of the uses of materials.</i></p> <p><i>*Use different techniques, colours and textiles when designing and making pieces of work.</i></p> <p><i>*Be expressive and analytical in order to adapt, extend and justify their work.</i></p>	<p><i>*Develop ideas using different and mixed media using a sketchbook.</i></p> <p><i>*Use a sketchbook to plan and develop ideas; collecting source material and research required information.</i></p> <p><i>*Use a sketchbook to plan and develop</i></p>

<p>*Develop close observation skills using a viewfinder to focus on small areas.        *Manipulate and experiment with the elements of art; line, tone, pattern, form, colour, shape and space.        *Use a full range of grades of pencil (6H to 6B), charcoal, fibre tip pen, pen and ink, graphite, crayon and ICT.        *Demonstrate a wide variety of ways to create marks, patterns and textures with combinations of wet and dry media.        *Use different techniques for different purposes with confidence eg shading or hatching within their own work.        *Show increasing attention to detail and skill in colour mixing, matching and blending techniques with colouring pencils to create a wide tonal range within their work.        * Create tonal contrast and use tone to achieve depth.</p>	<p>appropriate colours.        *Create shades and tints using black and white.</p>			<p>ideas from their own imagination.</p>
<p><b>Composition:</b> Thomas Gainsborough 1750 'Mr and Mrs Andrews'        Katsushika Hokusai 1829-33 'The Great Wave'        J M W Turner 1839 'Fighting Temraire'        Edward Hopper 1942 'Nighthawks'</p> <p><b>Using a viewfinder:</b> Georgia O'Keeffe 1927 'Oriental Poppies'</p> <p><b>Tone:</b> Jan van Eyck 1434 'The Arnolfini Portrait'</p>		<p>Alberto Giacometti        1949 'The square'</p>		

