

# Barnacre Road Primary School



## Art and Design Curriculum Statement November 2023

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

### **Art at Barnacre Road: Our Intent**

We aim to inspire pupils and develop their confidence to experiment and invent their own works of art. We want to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

At Barnacre Road, we follow the Kapow scheme of work of Art. Kapow Primary's Art scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. For EYFS, activities allow pupils to explore and develop skills working towards the Early Learning Goals for Expressive Arts and Design. These skills will support pupils in their further learning in Key Stage 1. We aim to inspire children to create, experience, and participate in arts and culture.

Using the Kapow Scheme of work, we explore these 5 key strands:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

### **Knowledge in our Art Curriculum**

In the Early Years Foundation Stage, Art is delivered pupils within the 'Expressive Arts and Design' and 'Physical Development' parts of the EYFS Curriculum. By the end of reception, children will learn to:

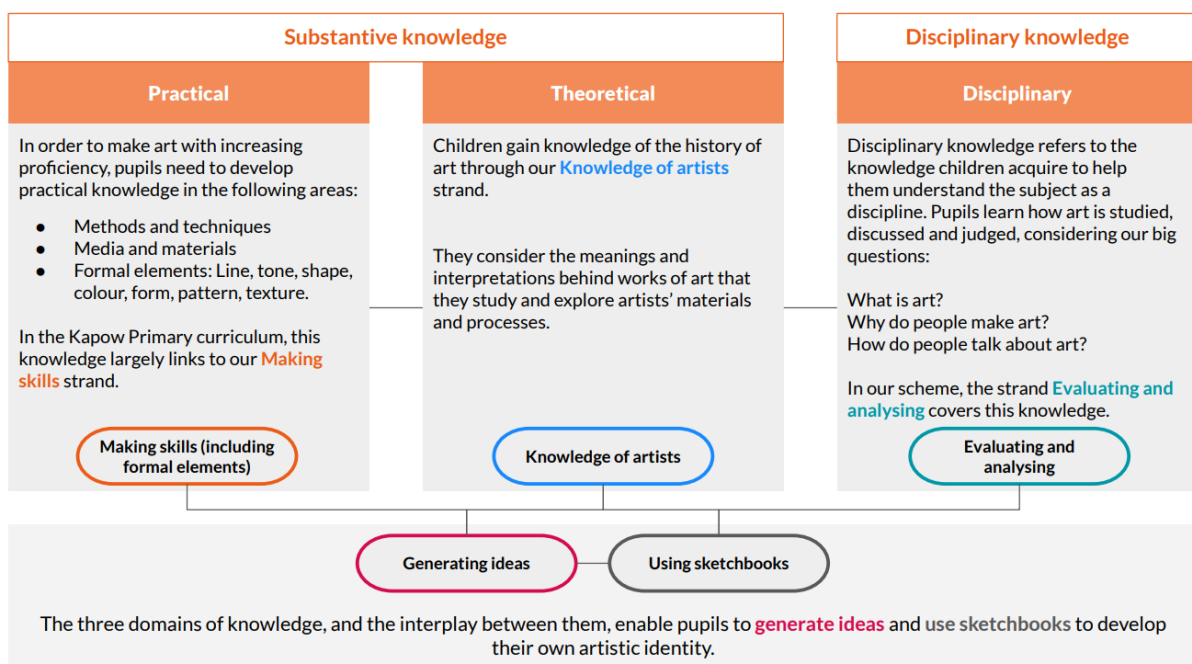
#### **Physical development**

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing

### Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

From year one onwards, our Art Curriculum explores five key strands to build practical, theoretical and disciplinary knowledge and learn about connections between them.



By the end of Key Stage One, children will be able to:

- 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.

By the end of Key Stage Two, children will be able to:

- Use techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history.

### **Key Concepts within our Art Curriculum**

We believe that, in order to succeed as artists, our children should be given the opportunity to build on their skills and knowledge and apply skills for a range of outcomes. Key skills are revisited again and again allowing pupils to revise and build on previous learning.

Using the Kapow Scheme of work, we explore these 5 key strands:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

From the very beginning of our Art curriculum in the EYFS, children begin to explore these core areas and develop skills. They are revisited regularly to allow children to consolidate and develop their understanding. Our Art progression document (appendix 1) details this further.

## Our Art Curriculum Content

	Autumn	Spring	Summer			
Nursery	<p>During the course of the year we will...</p> <ul style="list-style-type: none"> <li>• Show different emotions in drawings.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Explore colour and mixing colour.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>					
Reception	<p>Drawing: Marvellous marks</p> <p>Hanoch Piven Artist Study</p>	<p>Painting and mixed media: Paint my world</p> <p>Magan Coyle Artist Study</p>	<p>Sculpture and 3D: Beth Cavener/ Julie Wilson Artist Study</p>	<p>Revisiting to develop skills</p>	<p>Craft &amp; design: Let's get crafty</p>	<p>Revisiting to develop skills</p>
Year 1 <i>A1, S1, S1</i>	<p>Drawing: Exploring line and shape</p> <p>Paul Klee &amp; Bridget Riley Artist study</p>	<p>Sculpture and 3D: Paper play</p> <p>Balich, Bourgeois &amp; Stephenson Artist Study</p>	<p>Painting and mixed media: Colour splash</p> <p>Clarice Cliff Artist Study</p>			
Year 2 <i>A1, S1, S1</i>	<p>Craft and design: Map it out</p> <p>Various Artists- see progression document</p>	<p>Painting and mixed media: Life in colour</p> <p>Romare Bearden Artist Study</p>	<p>Sculpture and 3D: Clay houses</p> <p>Ranti Bam &amp; Rachel Whiteread Artist Study</p>			
Year 3 <i>A2, S2, S2</i>	<p>Drawing: Developing drawing skills</p> <p>Various Artists- see progression document</p>	<p>Sculpture and 3D: Abstract shape and space</p> <p>Anthony Caro Artist Study</p>	<p>Craft and design: Ancient Egyptian scrolls</p>			
Year 4 <i>A1, S1, S1</i>	<p>Drawing: Exploring tone texture and proportion</p> <p>Various Artists (see progression document)</p>	<p>Painting and mixed media: Light and dark</p> <p>Clara Peeters Artist Study</p>	<p>Craft and design: Fabric of nature</p> <p>William Morris Artist Study</p>			
Year 5 <i>A1, S1, S1</i>	<p>Craft and design: Architecture</p> <p>Friedensreich Hundertwasser Artist Study</p>	<p>Drawing: Depth, emotion and movement</p> <p>Charlie Mackesy Artist Study</p>	<p>Painting and mixed media: Portraits</p> <p>Chila Kumari Singh Burman Artist Study</p>			
Year 6 <i>A2, S2, S2</i>	<p>Craft and design: Photo opportunity</p> <p>Various Artists- see progression document</p>	<p>Drawing: Expressing ideas</p> <p>Various Artists- see progression document</p>	<p>Sculpture and 3D: Making memories</p> <p>Louise Nevelson &amp; Joseph Cornell Artist Study</p>			

Our progression document (appendix 1) details the precise knowledge taught in each unit of work.

## **Implementation**

In the EYFS, Art is taught through a balance of adult directed input and group activities as well as time to explore materials and resources in continuous provision. Children will have opportunities in adult-led groups to develop skills and then revisit these skills through activities and continuous provision.

From year one onwards, Art is taught as a discrete subject discipline for approximately one hour per week, in alternate half terms. Teachers follow the planning guidance from the Kapow Scheme of work to plan what will be taught in what order.

Our Art curriculum has been designed to be a spiral curriculum. This means that essential knowledge and skills are revisited in new contexts with a higher degree of complexity, allowing pupils to revise and add to their existing knowledge. Teachers are familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

In key stages one and two, each unit scaffolds and supports age-appropriate sequenced learning. Creativity and independent outcomes are robustly embedded supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills, processes, key facts and vocabulary. These are shared with parents via our school website.

Art lessons begin with a recap of prior learning, from prior year groups, terms or lessons. Key vocabulary is included in lesson starters, modelled by adults within lessons and displayed in the classroom. Teachers adapt lessons to best meet the needs of their class.

Artwork may be completed in sketchbooks or photographed and stored on children's SeeSaw profiles.

## **Children with Special Educational Needs and Disabilities**

Our Art curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the Art curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources and adult support. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

## **More Able Children**

Teachers may identify children as more able in Art, by outlining those working 'above' objectives. Children who are considered more able in Art may:

- Think and express themselves in creative and original ways.
- Have a strong desire to create in visual form.
- Use materials, tools and techniques skilfully and learn new approaches easily.
- Initiate ideas and define problems.
- Critically evaluate visual work and other information.

## **Impact**

The expected impact of our curriculum is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps. Assessments are moderated in staff teams annually.

Children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve.

Standards of teaching and learning in Art are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor Art provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.

Appendix 1: Progression in our Art Curriculum

**Art progression of skills**

	Reception	Year 1	Year 2
<b>Drawing</b>	<p>How to:</p> <ul style="list-style-type: none"> <li>• Explore mark making using a range of drawing materials.</li> <li>• Investigate marks and patterns when drawing.</li> <li>• Identify similarities and difference between drawing tools.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• Combine materials when drawing.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</li> </ul>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Make choices about which materials to use to create an effect.</li> <li>• Develop observational skills to look closely and reflect surface texture.</li> </ul> <p><b>Knowledge of artists:</b> Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	

	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul> <p><b>Knowledge of artists:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p><b>Evaluating and analysing:</b> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works.</p> <p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art.</p>	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriate to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul> <p><b>Knowledge of artists:</b> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>• Discuss how art is sometimes used to communicate social, political, or environmental views.</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>

	Reception	Year 1	Year 2
<b>Painting &amp; mixed-media</b>	<ul style="list-style-type: none"> <li>• Explore paint, using hands as a tool.</li> <li>• Describe colours and textures as they paint.</li> <li>• Explore what happens when paint colours mix.</li> <li>• Make natural painting tools.</li> <li>• Investigate natural materials eg paint, water for painting.</li> <li>• Explore paint textures, for example mixing in other materials or adding water.</li> <li>• Respond to a range of stimuli when painting.</li> <li>• Use paint to express ideas and feelings.</li> <li>• Explore colours, patterns and compositions when combining materials in collage.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> </ul>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Make choices about which materials to use to create an effect.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
<b>Painting &amp; mixed-media</b>		<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art, considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>	

<b>Sculpture &amp; 3D</b>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Explore the properties of clay.</li> <li>• Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>• Select and arrange natural materials to make 3D artworks.</li> <li>• Talk about colour, shape and texture and explain their choices.</li> <li>• Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials.</li> <li>• Develop 3D models by adding colour.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</li> </ul>	<p><b>Year 1</b></p> <p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<p><b>Year 2</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas.</li> <li>• Use sketchbooks to help make decisions about what to try out next.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>
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	Year 3	Year 4	Year 5	Year 6
<b>Sculpture &amp; 3D</b>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> </ul> <p><b>Knowledge of artists:</b> Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>			<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriate to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>• Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</li> <li>• Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> <li>• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences.</li> <li>• Sometimes people make art to create reactions.</li> <li>• People use art as a means to reflect on their unique characteristics.</li> </ul>

	Reception	Year 1	Year 2
<b>Craft &amp; design</b>	<p>How to:</p> <ul style="list-style-type: none"> <li>• Explore differences when cutting a variety of materials.</li> <li>• Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>• Follow lines when cutting.</li> <li>• Experiment with threading objects, holding equipment steady to do so.</li> <li>• Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>• Apply craft skills eg. cutting, threading, folding to make their own artworks.</li> <li>• Design something on paper ready to make in three dimensions.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> </ul>		<p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Create work from a brief, understanding that artists are sometimes commissioned to create art.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
<b>Craft &amp; design</b>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul> <p><b>Knowledge of artists:</b> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Use growing knowledge of different materials, combining media for effect.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works.</li> <li>Work as a professional designer does by collating ideas to generate a theme.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Use more complex vocabulary when discussing their own and others' art.</li> <li>Evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p><b>Knowledge of artists:</b> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Evaluating and analysing:</b> Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.</p>	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</li> <li>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</li> </ul> <p><b>Evaluating and analysing:</b></p>

				<ul style="list-style-type: none"><li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li><li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li><li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li></ul>
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Artist Study

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing units	Explore the work of Hanoch Piven (mixed media and caricature)	A study of the work of Bridget Riley & Paul Klee		Explore the work of Yellena James, Katie Daisy, Sara Boccaccini, Edgar Degas, Dianne Sutherland & Dale Chihuly	Exploring the work of Sarah Graham, Nicola McBride, Beatriz Milhazes & Henry Maryam Arslan	A study of the work of Elizabeth Catlett (sculpture)	Explore the work of Edgar Müller, Diego Rivera & Ian Storey
3D units	A study of the work of Beth Cavener/ Julie Wilson (sculptor)	A study of the work of Balich, Bourgeois & Stephenson (sculpture)	A study of the work of Ranti Bam & Rachel Whiteread (sculptors)	A study of the work of Anthony Caro (sculptor)			A study of the work of Louise Nevelson & Joseph Cornell (sculptor & visual artist)
Craft units			Explore the work of Susan Stockwell, Josef Albers, Matthew Cusick		A study of the work of William Morris (textile artist)	A study of the artist Friedensreich Hundertwasser & Zaha Hadid	Explore the work of Derek O Boateng, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch Chris Plowman Edward Weston
Painting Units	A study of the work of Megan Coyle (collage)	A study of the work of Clarice Cliff (ceramist)	A study of the work of Romare Bearden (painter and cartoonist)		A study of the work of Clara Peeters (still life painting)	A study of the work of Chila Kumari Singh Burrman	