**National Curriculum:**

Purpose of study Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Aims**

The national curriculum for art and design aims to ensure that all pupils:

♣ produce creative work, exploring their ideas and recording their experiences

♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques

♣ evaluate and analyse creative works using the language of art, craft and design

♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**EYFS**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Expressive Arts and Design**

**ELG:**

Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;

- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

**Key stage 1**

**Pupils should be taught:**

♣ 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.

**Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**Pupils should be taught:**

♣ to create sketch books to record their observations and use them to review and revisit ideas

♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

♣ about great artists, architects and designers in history.

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| **Every lesson MUST include a range of these areas:** |
| **Responding to Art**   * To be able to talk about what they have produced (technically) and the methods/techniques they have used to produce it; * To talk about how the work of other artists has influenced what they have done - and this is OK; * To be able to say what they like and dislike about works of art that they look at; * To know it is OK to say they don’t like things; * To make simple comparisons between different pieces of the same media, * Understand the difference between real and abstract; * Understanding that art appears in many different forms and styles, all with their very individual qualities and beauty; * To understand that artists produce work to communicate ideas, thoughts and feelings; * Looking at art can sometimes make you feel things; * To learn over time to discuss their own work and talk about what it means or what feelings it represents; * Children should be encouraged to understand the value of taking creative risks in their work. * To look at and respond to art from other cultures and historical periods and talk reflectively about the techniques and media used to create them; * To be able to change and modify their own work as they evaluate it - either formatively as they do it or summatively at the end if, on reflection it does not meet their expectation.   **Methodology:**   * **Children should be given the opportunity to work on a variety of scales.** Drawing can be physical as well as studious. Drawing should be an adventure. * **Traditional drawing skills, including drawing from observation, should be balanced alongside more experimental drawing skills**. Drawing comes in many forms and each form should be equally valued. * **Access to varied drawing materials from the outset.**There is no reason why children should not be introduced to a varied range of drawing materials from Year One. The more experience children have of using a wide range of material the more they will feel able to make independent, confident, drawing decisions * **Use of Sketchbooks as a Creative Tool.** The sketchbooks should be owned by the pupils, and should be at the centre of the pupils’ creativity. Sketchbooks can be used to gather, collect, experiment and reflect. Teachers should not be afraid if sketchbooks [seem chaotic](https://www.accessart.org.uk/encouraging-children-to-understand-risk-in-drawing/)- they are a place to put unresolved ideas into the world, which can be assimilated later. Sketchbooks are rarely linear. * **Teachers should not be afraid to approach drawing as a “journey”**, in which the process is as important (sometimes more) than the outcome. Working from a “display-backwards” mentality (where a teacher has an idea of an end result in mind) often jeopardises the true creative journey. * **“Starting points” (in terms of materials, exercises and subject matter) should not be seen as something to progress*away* from.** Creative adults return to fundamentals time and time again. Pupils should be encouraged to revisit key exercises time after time to build knowledge and experience. There is no linear progression in drawing, only a gathering of experience and intention. |

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| **Expectations for each phase:** | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Ongoing skills for all areas of the Art Curriculum** | Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas - try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.  Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.  Record work in a sketchbook. | Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas - try things out, change their minds  Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities  Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.  Record work in a sketchbook. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. |
| **Vocabulary**: Each year group has key art vocabulary linked to colour, pattern, texture, line, shape, form and space. This vocabulary must be taught within the year group but reference to previous year group’s vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills. Children should use this art vocabulary when they are talking about artwork as well as when they are annotating work in their sketchbooks. | The art vocabulary; colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as subject specific vocabulary linked to the art unit being taught.  These can include (but not be limited to):  2D Shapes, 3D shapes, abstract, assemble, blend, brush, cartoon, contemporary, dark, design, detail, drawing, experiment, fine, horizontal, ink, landscape, light, line, modern, observation, opaque, pattern, primary colours, portrait, rubbing, sculpture, secondary colours, self-portrait, shade, shape, sketch, smudge, textile, tint, tone, transparent, translucent, vertical. | | Primary - primary colours are red, yellow and blue.  Secondary - secondary colours are made by mixing two primary colours. They make orange, green and purple.  Texture - what artwork feels like or looks like it might feel like.  Pattern - a design in which lines, shapes, forms or colours are repeated.  Perspective - depicting 3D objects on a 2D piece of paper.  Tint - is a mixture of a colour with white, which reduces darkness.  Tone - is produced either by mixing a colour with grey, or by both tinting and shading.  Complementary colours - are opposite to each other on the colour wheel, so they create a strong contrast.  Focal Point - is the area the viewer's eye is naturally drawn.  Horizon - is a horizontal line that runs across the paper to represent where the sky meets the ground.  Background and foreground - what is perceived as furthest away and closest to the viewer. | | Shade - shade is a mixture with black, which increases darkness.  Atmosphere - a feeling or mood created pictorially.  Geometric - the use of straight lines and shapes.  Composition - the arrangement and placement of objects in a piece of art.  Scale - refers to the size of an object in relationship to another object.  Proportion - refers to the size of the parts of an object in relationship to other parts of the same object.  Tonal contrast - is created when light tones and dark tones lie alongside each other e.g. monochrome images  Mixed media - art form that combines a variety of media in a single artwork  Form - the shape in artwork.  Negative and positive space - positive space is the area taken up by objects in the picture and negative space is the area around. | |

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| **EYFS & Year 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| Print making / collage  (Yr1)  Colour mixing – Looking at Kandinsky  (EYFS) | Look at Kandinsky and his work  To understand how to create **line drawings**.. | Look at Kandinsky and his work  To understand what a **repeated pattern** is. | To know how to **print.**  Practice using a roller in paint and rolling, pressing, rubbing and stamping to create a print | To know how to **print.**  Practice using a roller in paint and rolling, pressing, rubbing and stamping to create a print | To know how to create a **Styrofoam painting** using **mono-print.** | To create a final piece in the style of an **artist.**  Create a pattern in the Styrofoam that will be repeated. |

**Cycle A, Autumn Term**

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| **Year 2 & Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Drawing**  **William Morris** | I know who William Morris was.  I can create a piece of mindful colouring, in the style of William Morriss | To know that a **sketch** is a rough or loose visualisation of a subject or composition.  To know that **lines** are used to create shapes which form the basis of a drawing. | To know that **shape** is a flat, enclosed area of an artwork created through lines, textures, colours or an area.  To know that **shade** is where an artist adds black to a colour to darken it down.  To know that **shade** creates the illusion of form, space, and light and dark of an object. | To know that **tone** is the light and dark values of colour.  To know that different pencils give different **tone.**  To know that **texture** is the way something feels to the touch or looks as if it may feel if it were touched. | To know what **techniques** to choose to create and draw my final piece of artwork in the style of William Morris  *A drawing of flowers on a white background  Description automatically generated* | |

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| **Year 4,Year 5 & Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| Clay - Islamic Clay art | To know different types of clay tools including a **rolling pin, modelling sticks, tipped shaping tools, metal or plastic knife and a wire loop.** | To know how clay can be **sculpted** using different techniques. | To know how to shape clay into different **shapes** to add detail.  To be able to accurately create the same shape, out of clay, to make a repeated pattern. | To know about different forms of Islamic art | To know what **techniques and styles** to choose to make my final clay piece.  Islamic Tiles | To know what **techniques and styles** to choose to make my final clay piece.  Islamic Tiles |