



Newfield Primary School - Art and Design Progression Map

Year 1 – Art and Design Drawing – Make your mark		
Related Learning in Other Subjects: Maths – pupils should recognise and name common 2-D and 3-D shapes	Key Learning: Generating ideas <ul style="list-style-type: none"> explore their own ideas using a range of media Sketchbooks <ul style="list-style-type: none"> use sketchbooks to explore ideas in an open-ended way Making skills (including Formal elements) <ul style="list-style-type: none"> use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens develop observational skills to look closely and reflect surface texture through mark-making to explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Knowledge of artists <ul style="list-style-type: none"> describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Evaluating and analysing <ul style="list-style-type: none"> describe and compare features of their own and other's art work 	Key Vocabulary: Line, Vertical, Horizontal, Diagonal , Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous , Mark making, Observe, Dots , Circle, Lightly, Firmly , Texture, Shadow, Charcoal, Pastel , Chalk
Prior Learning (EYFS): Pupils should be taught to: Generating ideas <ul style="list-style-type: none"> talk about their ideas and explore different ways to record them Sketchbooks <ul style="list-style-type: none"> experiment with mark making in an exploratory way Making skills (including Formal elements) <ul style="list-style-type: none"> use a range of drawing materials such as pencils, chalk, felt tips and wax crayons work on a range of materials of different textures (eg. playground, bark) begin to develop observational skills by using mirrors to include the main features of faces in their drawings Knowledge of artists <ul style="list-style-type: none"> enjoy looking at and talking about art Evaluating and analysing <ul style="list-style-type: none"> talk about their artwork, stating what they feel they did well 	National Curriculum Objectives: Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	Future learning (Year 2): Pupils will learn to: Generating ideas <ul style="list-style-type: none"> begin to generate ideas from a wider range of stimuli, exploring different media and techniques Sketchbooks <ul style="list-style-type: none"> experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next Making skills (including Formal elements) <ul style="list-style-type: none"> further develop mark-making within a greater range of media, demonstrating increased control develop observational skills to look closely and reflect surface texture through mark-making experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes Knowledge of artists <ul style="list-style-type: none"> talk about art they have seen using some appropriate subject vocabulary be able to make links between pieces of art Evaluating and analysing <ul style="list-style-type: none"> explain their ideas and opinions about their own and other's art work, giving reasons begin to talk about how they could improve their own work

Year 1 – Art and Design
Painting and mixed media – Colour splash

<p>Related Learning in Other Subjects:</p> <p>Maths – creating patterns</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • explore their own ideas using a range of media <p>Sketchbooks</p> <ul style="list-style-type: none"> • use sketchbooks to explore ideas in an open-ended way <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces • begin to explore colour mixing. • play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • describe and compare features of their own and other's art work 	<p>Key Vocabulary:</p> <p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>
<p>Prior Learning (EYFS):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • explore different ways to use paint and a range of media according to their interests and ideas. <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) • use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. • use mixed-media scraps to create child-led artwork with no specific outcome <p>Knowledge of artists</p> <ul style="list-style-type: none"> • enjoy looking at and talking about art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • talk about their artwork, stating what they feel they did well 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Future learning (Year 2):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> • experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint, using different tools to create texture • create a range of secondary colours by using different amounts of each starting colour or adding water • make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects <p>Knowledge of artists</p> <ul style="list-style-type: none"> • talk about art they have seen using some appropriate subject vocabulary • be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • explain their ideas and opinions about their own and other's art work, giving reasons • begin to talk about how they could improve their own work

Year 1 – Art and Design
Sculpture and 3D – Paper play

<p>Related Learning in Other Subjects:</p> <p>Maths</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • explore their own ideas using a range of media <p>Sketchbooks</p> <ul style="list-style-type: none"> • use sketchbooks to explore ideas in an open-ended way <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • use their hands to manipulate a range of modelling materials, including paper and card • explore how to join and fix materials in place • create 3D forms to make things from their imagination or recreate things they have seen <p>Knowledge of artists</p> <ul style="list-style-type: none"> • describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • describe and compare features of their own and other's art work 	<p>Key Vocabulary:</p> <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>
<p>Prior Learning (EYFS):</p> <p>Pupils should:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • explore and play with clay and playdough to make child-led creations <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • push, pull and twist a range of modelling materials to affect the shape • create child-led 3D forms from natural materials • join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough <p>Knowledge of artists</p> <ul style="list-style-type: none"> • enjoy looking at and talking about art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • talk about their artwork, stating what they feel they did well 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Future learning (Year 4):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • 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>Sketchbooks</p> <ul style="list-style-type: none"> • use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire • show an understanding of appropriate finish and present work to a good standard • respond to a stimulus and begin to make choices about materials and techniques used to work in 3D <p>Knowledge of artists</p> <ul style="list-style-type: none"> • use subject vocabulary confidently to describe and compare creative works • use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • build a more complex vocabulary when discussing their own and others' art • evaluate their work more regularly and independently during the planning and making process

Year 2 – Art and Design
Drawing – Tell a story

<p>Related Learning in Other Subjects:</p> <p>PSHE – exploring and understanding emotions and knowing how to express them in healthy ways.</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> further develop mark-making within a greater range of media, demonstrating increased control develop observational skills to look closely and reflect surface texture through mark-making experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes <p>Knowledge of artists</p> <ul style="list-style-type: none"> talk about art they have seen using some appropriate subject vocabulary be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> explain their ideas and opinions about their own and other's art work, giving reasons begin to talk about how they could improve their own work 	<p>Key Vocabulary:</p> <p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>
<p>Prior Learning (Year 1):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> explore their own ideas using a range of media <p>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks to explore ideas in an open-ended way <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens develop observational skills to look closely and reflect surface texture through mark-making to explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. <p>Knowledge of artists</p> <ul style="list-style-type: none"> describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> describe and compare features of their own and other's art work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Future learning (Year 3):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> confidently use of a range of materials, selecting and using these appropriately with more independence draw with expression and begin to experiment with gestural and quick sketching developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons. use sketchbooks as part of the problem-solving process and make changes to improve their work.

Year 2 – Art and Design
Painting and mixed media – Life in colour

<p>Related Learning in Other Subjects:</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint, using different tools to create texture create a range of secondary colours by using different amounts of each starting colour or adding water make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects <p>Knowledge of artists</p> <ul style="list-style-type: none"> talk about art they have seen using some appropriate subject vocabulary be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> explain their ideas and opinions about their own and other's art work, giving reasons begin to talk about how they could improve their own work 	<p>Key Vocabulary:</p> <p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>
<p>Prior Learning (Year 1):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> explore their own ideas using a range of media <p>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks to explore ideas in an open-ended way <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces begin to explore colour mixing. play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. <p>Knowledge of artists</p> <ul style="list-style-type: none"> describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> describe and compare features of their own and other's art work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Future learning (Year 3):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks mix colours with greater accuracy and begin to consider how colours can be used expressively modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how artworks may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons use sketchbooks as part of the problem-solving process and make changes to improve their work

Year 2 – Art and Design
Craft and design – Map it out

<p>Related Learning in Other Subjects:</p> <p>Geography –</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> respond to a simple design brief with a range of ideas apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane follow a plan for a making process, modifying and correcting things and knowing when to seek advice <p>Knowledge of artists</p> <ul style="list-style-type: none"> talk about art they have seen using some appropriate subject vocabulary be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> explain their ideas and opinions about their own and other's art work, giving reasons begin to talk about how they could improve their own work 	<p>Key Vocabulary:</p> <p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>
<p>Prior Learning (Year 1):</p> <ul style="list-style-type: none"> no prior learning for sculpture and 3D 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Future learning (Year 3): Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> learn a new making technique (paper making) and apply it as part of their own project investigate the history of a craft technique and share that knowledge in a personal way design and make creative work for different purposes, evaluating the success of the techniques used <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how artworks may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons use sketchbooks as part of the problem-solving process and make changes to improve their work

Year 3 – Art and Design
Drawing – Growing artists

<p>Related Learning in Other Subjects:</p> <p>Maths – Use simple shapes to form the basis of a detailed drawing.</p> <ul style="list-style-type: none"> - Know the difference between organic and geometric shapes 	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> • 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • confidently use of a range of materials, selecting and using these appropriately with more independence • draw with expression and begin to experiment with gestural and quick sketching • developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion <p>Knowledge of artists</p> <ul style="list-style-type: none"> • use subject vocabulary to describe and compare creative works • use their own experiences to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • confidently explain their ideas and opinions about their own and other's art work, giving reasons • use sketchbooks as part of the problem-solving process and make changes to improve their work 	<p>Key Vocabulary:</p> <p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>
<p>Prior Learning (Year 2):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> • experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • further develop mark-making within a greater range of media, demonstrating increased control • develop observational skills to look closely and reflect surface texture through mark-making • experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes <p>Knowledge of artists</p> <ul style="list-style-type: none"> • talk about art they have seen using some appropriate subject vocabulary • be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • explain their ideas and opinions about their own and other's art work, giving reasons • begin to talk about how they could improve their own work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 • 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. 	<p>Future learning (Year 4):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • 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>Sketchbooks</p> <ul style="list-style-type: none"> • use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (Including Formal elements)</p> <ul style="list-style-type: none"> • apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • use growing knowledge of different drawing materials, combining media for effect. • demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • use subject vocabulary confidently to describe and compare creative works • use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • build a more complex vocabulary when discussing their own and others' art • evaluate their work more regularly and independently during the planning and making process

Year 3 – Art and Design
Painting and mixed media – Prehistoric painting

<p>Related Learning in Other Subjects:</p> <p>History - creating pictures referring to a specific historical time period</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks mix colours with greater accuracy and begin to consider how colours can be used expressively modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how artworks may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons use sketchbooks as part of the problem-solving process and make changes to improve their work 	<p>Key Vocabulary:</p> <p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, scaled up, Sketch, Texture, Tone</p>
<p>Prior Learning (Year 2):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint, using different tools to create texture create a range of secondary colours by using different amounts of each starting colour or adding water make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects <p>Knowledge of artists</p> <ul style="list-style-type: none"> talk about art they have seen using some appropriate subject vocabulary be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> explain their ideas and opinions about their own and other's art work, giving reasons begin to talk about how they could improve their own work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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. 	<p>Future learning (Year 4):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> 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>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects work selectively, choosing and adapting collage materials to create contrast and considering overall composition <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary confidently to describe and compare creative works use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> build a more complex vocabulary when discussing their own and others' art evaluate their work more regularly and independently during the planning and making process

Year 3 – Art and Design
Craft and design – Ancient Egyptian scrolls

<p>Related Learning in Other Subjects:</p> <p>Geography –</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> learn a new making technique (paper making) and apply it as part of their own project investigate the history of a craft technique and share that knowledge in a personal way design and make creative work for different purposes, evaluating the success of the techniques used <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how artworks may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons use sketchbooks as part of the problem-solving process and make changes to improve their work 	<p>Key Vocabulary:</p> <p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>
<p>Prior Learning (Year 2):</p> <p>Pupils should:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> begin to generate ideas from a wider range of stimuli, exploring different media and techniques <p>Sketchbooks</p> <ul style="list-style-type: none"> experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> respond to a simple design brief with a range of ideas apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane follow a plan for a making process, modifying and correcting things and knowing when to seek advice <p>Knowledge of artists</p> <ul style="list-style-type: none"> talk about art they have seen using some appropriate subject vocabulary be able to make links between pieces of art <p>Evaluating and analysing</p> <ul style="list-style-type: none"> explain their ideas and opinions about their own and other's art work, giving reasons begin to talk about how they could improve their own work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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. 	<p>Future learning (Year 5): Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design extend ideas for designs through sketchbook use and research, justifying choices made during the design process <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Year 4 – Art and Design
Drawing – Power prints

<p>Related Learning in Other Subjects:</p> <p>Maths – pupils should be taught to</p> <ul style="list-style-type: none"> - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry 	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • 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>Sketchbooks</p> <ul style="list-style-type: none"> • use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • use growing knowledge of different drawing materials, combining media for effect. • demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • use subject vocabulary confidently to describe and compare creative works • use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • build a more complex vocabulary when discussing their own and others' art • evaluate their work more regularly and independently during the planning and making process 	<p>Key Vocabulary:</p> <p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p>
<p>Prior Learning (Year 3):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> • 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • confidently use of a range of materials, selecting and using these appropriately with more independence • draw with expression and begin to experiment with gestural and quick sketching • developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion <p>Knowledge of artists</p> <ul style="list-style-type: none"> • use subject vocabulary to describe and compare creative works • use their own experiences to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • confidently explain their ideas and opinions about their own and other's art work, giving reasons • use sketchbooks as part of the problem-solving process and make changes to improve their work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Future learning (Year 5):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> • confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> • to use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey • apply known techniques with a range of media, selecting these independently in response to a stimulus • draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form <p>Knowledge of artists</p> <ul style="list-style-type: none"> • 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • discuss the processes used by themselves and by other artists, and describe the particular outcome achieved • use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Year 4 – Art and Design
Painting and mixed media – Light and dark

<p>Related Learning in Other Subjects:</p> <p>History - creating pictures referring to a specific historical time period</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> 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>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects work selectively, choosing and adapting collage materials to create contrast and considering overall composition <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary confidently to describe and compare creative works use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> build a more complex vocabulary when discussing their own and others' art <p>evaluate their work more regularly and independently during the planning and making process</p>	<p>Key Vocabulary:</p> <p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>
<p>Prior Learning (Year 3):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks mix colours with greater accuracy and begin to consider how colours can be used expressively modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how artworks may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons use sketchbooks as part of the problem-solving process and make changes to improve their work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning (Year 5):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials develop a painting from a drawing or other initial stimulus. explore how collage can extend original ideas combine a wider range of media, eg photography and digital art effects <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Year 4 – Art and Design
Sculpture and 3D – Mega materials

<p>Related Learning in Other Subjects:</p> <p>Maths -</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> 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>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire show an understanding of appropriate finish and present work to a good standard respond to a stimulus and begin to make choices about materials and techniques used to work in 3D <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary confidently to describe and compare creative works use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> build a more complex vocabulary when discussing their own and others' art evaluate their work more regularly and independently during the planning and making process 	<p>Key Vocabulary:</p> <p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>
<p>Prior Learning (Year 1):</p> <p>Pupils should:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> explore their own ideas using a range of media <p>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks to explore ideas in an open-ended way <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> use their hands to manipulate a range of modelling materials, including paper and card explore how to join and fix materials in place create 3D forms to make things from their imagination or recreate things they have seen <p>Knowledge of artists</p> <ul style="list-style-type: none"> describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> describe and compare features of their own and other's art work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning (Year 6):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Sketchbooks</p> <ul style="list-style-type: none"> using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> uses personal plans and ideas to design and construct more complex sculptures and 3D forms combine materials and techniques appropriately to fit with ideas confidently problem-solve, edit and refine to create desired effects and end results <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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>Evaluating and analysing</p> <ul style="list-style-type: none"> give reasoned evaluations of their own and others work which takes account of context and intention <p>independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>

Year 5 – Art and Design
Drawing – I need space

<p>Related Learning in Other Subjects:</p> <p>Science – History -</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> to use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey apply known techniques with a range of media, selecting these independently in response to a stimulus draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>Key Vocabulary:</p> <p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose, Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>
<p>Prior Learning (Year 4):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> 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>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. use growing knowledge of different drawing materials, combining media for effect. demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary confidently to describe and compare creative works use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> build a more complex vocabulary when discussing their own and others' art evaluate their work more regularly and independently during the planning and making process 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning (Year 6):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Sketchbooks</p> <ul style="list-style-type: none"> using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently apply new drawing techniques to improve their mastery of materials and techniques push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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>Evaluating and analysing</p> <ul style="list-style-type: none"> give reasoned evaluations of their own and others work which takes account of context and intention independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Year 5 – Art and Design
Painting and mixed media – Portraits

<p>Related Learning in Other Subjects:</p> <p>History - creating pictures referring to a specific historical time period</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials develop a painting from a drawing or other initial stimulus. explore how collage can extend original ideas combine a wider range of media, eg photography and digital art effects <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved <p>use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>Key Vocabulary:</p> <p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p>
<p>Prior Learning (Year 4):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> 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>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects work selectively, choosing and adapting collage materials to create contrast and considering overall composition <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary confidently to describe and compare creative works use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> build a more complex vocabulary when discussing their own and others' art evaluate their work more regularly and independently during the planning and making process 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning (Year 6):</p> <p>Pupils will learn to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Sketchbooks</p> <ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece analyse and describe the elements of other artists' work, e.g. the effect of colour or composition consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus work collaboratively on a larger scale <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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>Evaluating and analysing</p> <ul style="list-style-type: none"> give reasoned evaluations of their own and others work which takes account of context and intention independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work

Year 5 – Art and Design
Craft and design – Architecture

<p>Related Learning in Other Subjects:</p> <p>Geography – Design and Technology -</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design extend ideas for designs through sketchbook use and research, justifying choices made during the design process <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>Key Vocabulary:</p> <p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p>
<p>Prior Learning (Year 3):</p> <p>Pupils should:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <p>Sketchbooks</p> <ul style="list-style-type: none"> 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>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> learn a new making technique (paper making) and apply it as part of their own project investigate the history of a craft technique and share that knowledge in a personal way design and make creative work for different purposes, evaluating the success of the techniques used <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary to describe and compare creative works use their own experiences to explain how artworks may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> confidently explain their ideas and opinions about their own and other's art work, giving reasons use sketchbooks as part of the problem-solving process and make changes to improve their work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning : Pupils will learn to:</p> <ul style="list-style-type: none">

Year 6 – Art and Design
Drawing – Make my voice heard

<p>Related Learning in Other Subjects:</p> <p>History -</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Sketchbooks</p> <ul style="list-style-type: none"> using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently apply new drawing techniques to improve their mastery of materials and techniques push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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>Evaluating and analysing</p> <ul style="list-style-type: none"> give reasoned evaluations of their own and others work which takes account of context and intention independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>Key Vocabulary:</p> <p>Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>
<p>Prior Learning (Year 5):</p> <p>Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> to use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey apply known techniques with a range of media, selecting these independently in response to a stimulus draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning (Year 7):</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none">

Year 6 – Art and Design
Painting and mixed media – Artist study

<p>Related Learning in Other Subjects:</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Sketchbooks</p> <ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece analyse and describe the elements of other artists' work, e.g. the effect of colour or composition consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus work collaboratively on a larger scale <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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>Evaluating and analysing</p> <ul style="list-style-type: none"> give reasoned evaluations of their own and others work which takes account of context and intention <p>independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>Key Vocabulary:</p> <p>Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p>
<p>Prior Learning (Year 5): Pupils should be taught to:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Sketchbooks</p> <ul style="list-style-type: none"> confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials develop a painting from a drawing or other initial stimulus. explore how collage can extend original ideas combine a wider range of media, eg photography and digital art effects <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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 <p>Evaluating and analysing</p> <ul style="list-style-type: none"> discuss the processes used by themselves and by other artists, and describe the particular outcome achieved use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning (Year 6): Pupils will learn to:</p> <ul style="list-style-type: none">

Year 6 – Art and Design
Sculpture and 3D – Making memories

<p>Related Learning in Other Subjects:</p> <p>Maths -</p>	<p>Key Learning:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Sketchbooks</p> <ul style="list-style-type: none"> using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> uses personal plans and ideas to design and construct more complex sculptures and 3D forms combine materials and techniques appropriately to fit with ideas confidently problem-solve, edit and refine to create desired effects and end results <p>Knowledge of artists</p> <ul style="list-style-type: none"> 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>Evaluating and analysing</p> <ul style="list-style-type: none"> give reasoned evaluations of their own and others work which takes account of context and intention independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>Key Vocabulary:</p> <p>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>
<p>Prior Learning (Year 4):</p> <p>Pupils should:</p> <p>Generating ideas</p> <ul style="list-style-type: none"> 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>Sketchbooks</p> <ul style="list-style-type: none"> use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome <p>Making skills (including Formal elements)</p> <ul style="list-style-type: none"> explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire show an understanding of appropriate finish and present work to a good standard respond to a stimulus and begin to make choices about materials and techniques used to work in 3D <p>Knowledge of artists</p> <ul style="list-style-type: none"> use subject vocabulary confidently to describe and compare creative works use their own experiences of techniques and making processes to explain how art works may have been made <p>Evaluating and analysing</p> <ul style="list-style-type: none"> build a more complex vocabulary when discussing their own and others' art evaluate their work more regularly and independently during the planning and making process 	<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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 	<p>Future learning ():</p> <p>Pupils will learn to:</p>