

School vision:

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Subject definition:

Art and design is the process of creating something with imagination and skill and that is beautiful, interesting or that expresses important ideas or feelings.

Art and design helps us to experience, understand, express and manage what we see or feel about something.

Art and design helps us to appreciate that different people can interpret and express this in many different ways.

Why do we study Art?

We study art to enrich our knowledge and understanding of the world and the different cultures around us and help us to see and appreciate things creatively. We learn to respond thoughtfully to the work of different artists, craftspeople and designers by observing (looking carefully) their techniques and experimenting with different ways to achieve an effect. We learn to develop different skills using a range of different media (tools) to create our own works of art. Art can also be a way to express our thoughts and feelings and explore our creativity without getting the answer 'wrong'.



Curriculum map	Learning Objective/ Disciplinary skills <i>State; show</i>	EYFS
Ongoing continuous provision	To master techniques Drawing	<ul style="list-style-type: none"> . Hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with control to make marks (from observation or imagination). . Select coloured drawing implements for a purpose. . Use drawing tools to make marks, lines and curves. . Draw accurate representations of people and objects. . To talk about their own and others' work.
Ongoing continuous provision	To master techniques Painting	<ul style="list-style-type: none"> . Recognise and name different colours. . Understand that when colours are mixed, new colours are created. . Select and create different colours. . Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. . Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). . Work from direct observation and imagination. . Talk about their own work
Ongoing continuous provision	To master techniques Sculpture	<ul style="list-style-type: none"> . Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. . Impress and apply simple decoration. . Cut shapes using scissors and other modelling tools. . Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. . Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. . Consider their final outcome before making. . Choose own resources and tools
Ongoing continuous provision	To master techniques Textiles/collage	<ul style="list-style-type: none"> . Enjoy playing with and using a variety of textiles and fabric. . Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. . Have a go at threading a needle. . Show experience in simple stitch work. . Show experience in simple weaving: paper, twigs. . Show experience in fabric collage: layering fabric
Ongoing continuous provision	Evaluation <i>Recognise; explain</i>	<ul style="list-style-type: none"> . Recognise and describe key features of their own and others' work. . Look and talk about what they have produced, describing simple techniques and media used.



Curriculum map	Learning Objective/ Disciplinary skills <i>Describe; Create</i>	Year 1
Ongoing throughout continuous provision. Observational drawings: Plants Toys Food	To master techniques Drawing	<ul style="list-style-type: none"> • Experiment with a variety of drawing tools (pencil, runners, crayon, pastels, chalk, pen, felt tip) . Begin to draw lines of different sizes and thickness from observation, recording shapes and positioning all marks/features with some care. • Begin to colour (own work) neatly following the lines. • Begin to investigate and observe pattern and texture by adding dots and lines. • Begin to explore tone with different pencils, pastels and chalk. . Encourage drawings of people focussing on more accurate observation. . Observe and draw landscapes.
Weather Seasonal changes	To master techniques Painting	<ul style="list-style-type: none"> • Recognise and name primary and secondary colours. . Experiment with primary colours and create the secondary colours. . Start to mix a range of secondary colours, moving towards predicting resulting colours. . Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects. . Begin to control the types of marks made with the range of tools. . Paint onto a range of different surfaces with a range of tools.
	To master techniques Sculpture	<ul style="list-style-type: none"> . Design and plan the final outcome of their piece before making. . Experiment with a variety of malleable media such as clay, papier mache, salt dough and modroc. . Use equipment and media with increasing confidence. . Shape, form, join, construct and model materials for a purpose, e.g. pot, tile from observation and imagination. . Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. . Impress and apply simple decoration techniques: impressed, painted, applied, carved. . Select and use tools and equipment safely and in the correct way. . Use surface patterns/ textures when appropriate.
	To master techniques Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
	To take inspiration from the Greats classic and modern	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
Ongoing	Evaluation <i>Review; Identify</i>	<ul style="list-style-type: none"> . Show interest in and describe thoughts about the work of others. . Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used. . Verbally reflect on successes, identifying what went well and what could be improved. . Begin to describe similarities and differences between various techniques and disciplines, making links to own work.



Curriculum map	Learning Objective/ Disciplinary skills <i>Describe; Create</i>	Year 2
Observational drawings: People (Quentin Blake – illustrator) Local landscapes Animals Habitats Historical artefacts	To master techniques Drawing	<ul style="list-style-type: none"> • Use line and tone to represent objects from observation, memory and imagination. . Make deliberate choices of size and thickness when drawing lines to represent objects. . Begin to experiment with a variety of drawing techniques: hatching, scribbling, stippling, blending, shading and erasing making sensible choices about what to do next. • Exercise care and control over the materials they use by colouring (own work) neatly following the lines and thinking about direction of strokes. • Select particular techniques for a given purpose (show different tones, pattern and texture).
Quentin Blake - watercolour	To master techniques Painting	<ul style="list-style-type: none"> . Confidently mix primary colours to make secondary colours. . Investigate mixing a wider variety colours, to create different tones (adding white to colours to make tints and black to colours to make tones). . Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixing media and adding texture. . Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail, thick brush to cover more area.
Great Fire of London Paul Klee	To master techniques Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.
Puppets	To master techniques Textiles	<p>Begin to identify different forms of textiles, e.g. weaving, batik, tie dye.</p> <ul style="list-style-type: none"> . Match and sort fabrics and threads for colour, texture, length, size and shape. . Have some experience of weaving and understand the process and some techniques, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. . Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. . Use appropriate language to describe colours, media, equipment and textures. <p><i>DT Y1 Textiles</i> <i>Shape textiles using templates.</i> <i>Colour and decorate textiles</i></p> <ul style="list-style-type: none"> . Begin to identify different forms of textiles, e.g. sewing, collage. . Have experience in colouring textiles: printing, fabric crayons, painting. . Match and sort fabrics and threads for colour, texture, length, size and shape. . Explain how to thread a needle and have a go. Use more than one type of stitch (running stitch, cross stitch) with increasing confidence. . Begin to identify different types and textures of fabric and materials for collage. . Use appropriate language to describe colours, media, equipment and textures. <p>Join textiles using running stitch.</p> <p><i>DT Y2 Textiles</i> <i>Join textiles using running stitch.</i> <i>Colour and decorate textiles using a number of techniques</i> <i>Compare and contrast these.</i></p>
Quentin Blake Paul Klee	To take inspiration from the Greats classic and modern	<ul style="list-style-type: none"> • Use some of the ideas of artists studied to create pieces. • Describe the work of notable artists, artisans and designers.
Ongoing	Evaluation <i>Review; Identify</i>	<ul style="list-style-type: none"> . Express clear preferences when looking at creative work and give reasons for these. . Identify changes that could be made or suggest how work could be developed further. . Reflect on successes, identifying what went well and what could be improved. . Describe similarities and differences between various techniques and disciplines, making links to own work.



Curriculum map	Learning Objective/ Disciplinary skills	Lower Key Stage 2 - Year 3
Ongoing	To develop ideas using a sketchbook – ongoing <i>Interpret; consider</i>	<ul style="list-style-type: none"> • With support, develop ideas from starting points throughout the curriculum. • Collect simple information in the form of notes and sketches to explain ideas. • Begin to make simple adaptations and refine ideas as they progress. • Explore ideas in more than one way. • Begin to develop visual language by making simple comments on artworks.
Observational drawing: Fossils Plants Roman artefacts	To master techniques Drawing	<ul style="list-style-type: none"> • Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance. • Use different grades of pencil to begin to explore line, tone, pattern, colour, texture and shape, and mark with care to represent things observed, imagined or remembered. • Create line drawings with care and begin to draw in scale applying rules of simple perspective • Begin to understand why we should sketch lightly and avoid using a rubber to correct mistakes. • Explore shading using different media to achieve a range of light and dark tones, black to white. • Experiment with different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing) to show tone and texture and make sensible choices about what to do next. • Develop drawing faces with increased accuracy
Stone Age	To master techniques Painting	<ul style="list-style-type: none"> • Mix paint with an understanding of primary and secondary colours making appropriate selections. • Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). • Begin to explore complementary colours. • Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects. • Record experiments and explorations. • Confidently create different effects and textures with paint according to what is needed for the task. • Use a brush with control to produce marks appropriate to the work e.g. small brush for detail. Alternate brush size depending on background and foreground • Produce work 'in the style' of an artist (not copying directly).
Romans – mosaic	To master techniques Collage	<ul style="list-style-type: none"> • Begin to select and arrange materials for effect. • Begin to make work more precise. • Begin to use ceramic mosaic materials and techniques.
Fossils – Styrofoam and collagraph	To master techniques Print	<ul style="list-style-type: none"> • Use layers of two colours. • Replicate patterns observed in natural or built environments. • Make simple printing blocks (e.g. from coiled string glued to a block). • Create repeating patterns.
Print maker – Roman mosaics/ Gaudi	To take inspiration from the Greats classic and modern	<ul style="list-style-type: none"> • Investigate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
Ongoing	Evaluation <i>Compare; reflect; adapt; annotate</i>	<ul style="list-style-type: none"> • Reflect on what they like and dislike about their work and suggest improvements. • Discuss own and others work, expressing thoughts and feelings, referring to knowledge and understanding of great artists, architects and designers in history and techniques they use.



Curriculum map	Learning Objective/ Disciplinary skills	Lower Key Stage 2 - Year 4
Ongoing	To develop ideas using a sketchbook – ongoing <i>Interpret; consider</i>	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources make simple annotations explaining and elaborating ideas. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Observational drawings: Historical artefacts Animals/skeletons	To master techniques Drawing	<ul style="list-style-type: none"> • Make quick studies from observation to record action or movement with some fluency. • Investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning • Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades). • Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. • Understand why we should sketch lightly and adapt mistakes rather than rubbing out. • Develop use of scale, proportion and perspective. Uses drawing to design and plan sculptures, paintings or prints. • Produce increasingly accurate drawings of people.
Landscapes – jungles & deserts	To master techniques Painting	<ul style="list-style-type: none"> • Confidently mix paint making appropriate selections of primary and secondary colours. • Demonstrate an understanding of monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). • Develop their understanding complementary colours. • Demonstrate deliberate choices in the types of marks made and with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Record and begin to annotate experiments and explorations. • Make decisions about different effects and textures with paint showing relevance to the task. • Demonstrate decision making by alternating brush sizes to create different marks for purpose. • Produce work 'in the style' of an artist (not copying directly).
Egyptians – canopic jars Jim Irvine Troika slab pots (Cornwall)	To master techniques Sculpture	<ul style="list-style-type: none"> • Work in a safe and organised way, caring for equipment. • Recognise sculptural forms in the environment: furniture, buildings. • Solve problems and discuss possible solutions as they occur. Use language appropriate to skill and technique • Adapt work as and when necessary and explain why. • Compare different styles and approaches. • Make a clay slip to join two pieces of clay. • Continue to model and develop work through a combination of pinch, slab, and coil. • Develop understanding of different ways of finishing work: glaze, paint, polish. • Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab. • Produce more intricate surface patterns/ textures and use them when appropriate.
	To master techniques Textiles	<ul style="list-style-type: none"> • Show awareness and name a range of different fabrics. • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Create and use dyes. • Become confident in applying colour with printing, tie dye, fabric pens etc. • Explore using resist paste and batik. • Record textile explorations and experimentations as well as try out ideas. • Demonstrate experience in looking at fabrics from other countries. • Adapt work as and when necessary and explain why
Jim Irvine	To take inspiration from the Greats classic and modern	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers with greater accuracy to detail. • Create original pieces that are influenced by studies of others.
Ongoing	Evaluation <i>Compare; reflect; adapt; annotate</i>	<ul style="list-style-type: none"> • Regularly reflect upon work, and compare with others (pupils and artists) to identify how to improve. • Begin to express thoughts and feelings about own and others' work in discussion and identify modifications/changes for further development. • Begin to look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.



Art - Progression of skills and learning

Curriculum map	Learning Objective/ Disciplinary skills	Upper Key Stage 2 - Year 5
Ongoing	To develop ideas using a sketchbook – ongoing Analyse; Develop	<ul style="list-style-type: none"> • Begin to develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Begin to use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks demonstrating an increasingly fluent grasp of visual language. <p>.Annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs.</p>
Space Art Observational drawings: Historical artefacts Sea creatures	To master techniques Drawing	<ul style="list-style-type: none"> . Continue to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form). . Drawings show an understanding of the effect of light on objects and people. <p>Confidently, experiment with different ways of using a tool or material that is new to them.</p> <ul style="list-style-type: none"> . Develop use of different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing, side strokes, circularism) within their work and make sensible choices about what to do next. . Demonstrate more accurate use of scale, proportion and perspective. . Express ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. . Produce increasingly accurate drawings of people. • With guidance, choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
Space Art Volcanoes	To master techniques Painting	<ul style="list-style-type: none"> . Create a colour wheel to show complementary colours. . Look at the work of artists that may use complementary colours. . Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects. . Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours. . Mix colour, shades and tones with confidence.
Link to sustainability	To master techniques Textiles Re-purpose an old t-shirt into a drawstring bag with initials.	<ul style="list-style-type: none"> . Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. . Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc. . Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting, and stitching into printed fabric. . Adapt their work according to their views and describe how they might develop it further. <p>DT textiles skills (Y3 to 6) Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>
Link to Mayans	To master techniques Collage	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) for effect. • Combine visual and tactile qualities. • Use coiling, overlapping, tessellation, mosaic and montage. <p>DT Materials skills Y6 Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).</p>
Peter Thorpe	To take inspiration from the Greats classic and modern	<ul style="list-style-type: none"> • Give details about the style of some notable artists, artisans and designers. • Begin to describe how the work of those studied was influential in both society and to other artists. • Create original pieces that begin to show a range of influences and styles
Ongoing	Evaluation Question; suggest; justify; annotate	<ul style="list-style-type: none"> . Regularly analyse and reflect on progress taking account of what they hope to achieve. . Express thoughts and feelings about own and others' work in discussion and identify modifications/changes for further development . Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.



Curriculum map	Learning Objective/ Disciplinary skills	Upper Key Stage 2 - Year 6
Ongoing	To develop ideas using a sketchbook – ongoing Analyse; Develop	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect detailed information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Adapt unexpected results as their work progresses. • Comment on artworks demonstrating a fluent grasp of visual language.
Observational drawings: Historical artefacts Buildings Sculptures/ human form	To master techniques Drawing	<ul style="list-style-type: none"> . Develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail. . Develop use of the effect of light on objects and people from different directions. . Convey tonal qualities well, showing good understanding of light and dark on form. . Independently select and effectively use relevant drawing materials and processes, using them successfully and sharing reasons for their choices. . Increase accuracy in the use of scale, proportion and perspective. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) . Develop more accurate drawings of people and in particular faces.
Rivers Stand-alone project? Hundertwasser compare with another architect	To master techniques Painting	<ul style="list-style-type: none"> . Introduce the idea of tertiary colours (primary + secondary) and harmonious colours. . Look a different tints (colours with white added) and shades of a pure hue (a colour). . Work in a sustained and independent way to develop own style of painting. . Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects. • Make deliberate choices about different brush techniques and the qualities of paint to create texture. . Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. .Take a real scene and interpret in an abstract style.
	To master techniques Print	<ul style="list-style-type: none"> • Build up layers of colours to achieve an effect. • Create an accurate pattern, showing fine detail. • Use a range of visual elements (line, shape, tone, colour, pattern, texture and form) to reflect the purpose of the work.
Ancient Greek sculptures Compare with Barbara Hepworth/ Henry Moore	To master techniques Sculpture	<ul style="list-style-type: none"> . Use equipment and media with confidence, safely and in an organised way. . Plan, collect and develop ideas. . Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. . Develop skill in applying modroc to a framework or over other constructed foundations. . Construct a simple base for extending and modelling other shapes. . Join two parts of a sculpture successfully. . Produce and decorate models confidently. . Demonstrate awareness in environmental sculpture and found object art. . Use language appropriate to skill and technique. . Adapt work as and when necessary and explain why.
Hundertwasser + another architect Ancient Greek sculptures Barbara Hepworth/ Henry Moore	To take inspiration from the Greats classic and modern	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles
Ongoing	Evaluation Question; suggest; justify; annotate	<ul style="list-style-type: none"> . Provide a reasoned evaluation of both their own and professionals' work taking account of the starting points, intentions and context behind the work. . Discuss and review own and others work, clearly expressing thoughts and feelings to explain views and identify/explain modifications/ changes for further development. . Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.