

Level Expected End of EYFS

Expressive Arts and Design (Exploring and using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression ladder can support any teacher to ensure progression of skills and knowledge.

Implementation

Each term teachers will be provided with an overview to ensure skills are built upon progressively. Each term focuses on different themes and artists to ensure continued interest in the subject as well as acquiring new knowledge. The artists and skills we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to culture and creativity. We have suggested artists and progressive skills for each year group, which will offer structure and narrative. They are by no means to be used exclusively, but can be used to support planning.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

	EYFS	KS1		Lower KS2		Upper KS2	
Thread	Early Learning Goal To Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of different artists, craft makers and designers, describing the similarities and differences between different practises and disciplines, and making links to their own work.</p>		<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>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).</p> <p>To learn about great artists, architects and designers in history.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas	Look at and talk about what they have produced, describing simple techniques and media used.	<p>Start to record simple media explorations.</p> <p>Build information on colour mixing and the colour wheel.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketchbook to express feeling about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketchbook to adapt and improve original ideas.</p> <p>Keep notes to indicate their intentions/purpose of a piece of work.</p>	<p>Use sketchbooks to plan through drawing and other preparatory work.</p> <p>Keep notes which consider how a piece of work may be developed further.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt works when necessary and explain why.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook.</p> <p>Use the sketch book to plan work e.g. sculpture to plan how to join parts.</p>

Drawing	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the type of marks made with different media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, stippling and blending to create light/dark lines.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen and chalk. Understand tone through the use of different grades of pencils.</p>	<p>Develop intricate patterns/marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings. Begin to show consideration in the choice of pencil grade they use.</p>	<p>Develop intricate patterns/marks using different grade pencils and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Begin to show an awareness of representing texture through the choice of marks and lines made. Begin to use media and techniques to show representation of movement in figures and forms.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes e.g. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop and awareness of composition, scale and proportion in their work. Use drawing techniques to work from a variety of sources including observation. Photographs and digital images. Develop close observation skills using viewfinders.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes e.g. shading, hatching within their own work, understanding which works well and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p>
Painting	<p>Enjoy using a variety of tools including different size brushes and tools e.g. sponge, brushes, fingers twigs.</p>	<p>Experiment with paint using a range of tools e.g. different brush sizes, sponges, rollers, twigs, hands.</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing</p>	<p>Use a range of brushes to demonstrate increasing control of the types of marks made and experiment</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking colour,</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of:</p>

	<p>Recognise and name the primary colours being used. Explore colour and colour mixing. Mix and match colours to different objects. Explore working with paint on different surfaces and in different ways e.g. coloured, sized and shaped paper.</p>	<p>Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>media and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel. Be able to mix secondary colours using primary colours confidently. Use a suitable brush to produce marks appropriate marks e.g. a small brush for small marks.</p>	<p>with different effects and textures including blocking in colour, washes, thickened paint creating texture. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Understand how to create a background using a wash.</p>	<p>colour, washes, thickened paint creating textural effects. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</p>	<p>washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colours, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.</p>	<p>colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which techniques and colours work well in their work and why.</p>
3-D	<p>Enjoy using a variety of malleable media such as clay or salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/sculpture using a variety of objects e.g. recycled, natural and man-made materials. Explore ways of joining different materials.</p>	<p>Experiment with a variety of malleable media such as clay, papier mache and salt dough. Shape and model materials for a purpose (e.g. a pot, tile), from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling,</p>	<p>Use equipment and media with increasing confidence. Use clay or other malleable material to create and imaginary or realistic form e.g. clay pot, figure or structure. Explore carving as a form of 3D art.</p>	<p>Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to join two parts successfully. Construct a simple base for extending and modelling other shapes.</p>	<p>Work in a safe organised way, caring for equipment. Make slip to join pieces of clay. Decorate, coil, and produce marquettes confidently when necessary. Use recycled, natural and man-made materials to create sculptures.</p>	<p>Work in a safe organised way, caring for equipment. Show experience in combining, pinching, slabbing, and coiling to produce end pieces. Develop understanding of different ways of finishing work. Gain experience in modelling over armature:</p>	<p>Work in a safe organised way, caring for equipment. Model and develop work through a combination of slabbing, pinching and coiling. Work around armatures or over constructed foundations. Demonstrate understanding of</p>

		pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.		Use a sketchbook to plan, collect and develop ideas. Produce more intricate surface patterns and textures. Produce larger products using pinch, slab or coil techniques. Continue to develop carving as a form of 3D art. Use vocabulary appropriate to skill and technique.	Adapt work when necessary and explain why. Gain more confidence carving as a form of 3D art. Use vocabulary appropriate to skill and technique. Demonstrate awareness in environmental structure and found object art.	newspaper/wire frames. Use recycled and man-made materials to create sculpture, confidently and successfully joining. Show increasing confidence to carve a simple form. Use vocabulary appropriate to skill and technique.	different ways of finishing work. Demonstrate experience of freestanding work using a range of media. Recognise sculptural forms in the environment: furniture, buildings etc. Confidently carve a simple form. Solve problems as they occur. Use vocabulary appropriate to skill and technique.
Printmaking	Enjoy taking rubbings: leaf, bricks, coins etc. Create simple pictures from printing objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponges. Experience printing from objects (impressed printing). Use equipment and media correctly and be able to create a clean printed image.	Continue to explore printing simple pictures with a range of hard and soft materials. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing.	Increase awareness of mono and relief printing. Demonstrate experience in fabric painting. Expand experience in 3 colour printing. Create repeating patterns.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Describe how you could develop your work further.	Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further.

		Explore printing in relief e.g. string and card. Use printmaking to create a repeating pattern.	produce a clean printed image. Make simple on rollers and printing palettes. Experiment with overprinting motifs and colour.				
Texture, pattern, colour, line and tone	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art. Use printmaking to create a repeating pattern.	Demonstrate experience in surface patterns/textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture. Express links between colour and emotion.	Create textures and patterns with a wide range of drawing implements. Create artworks from natural materials to show an awareness of different viewpoints of the same object. Experiment with different sketching techniques to show textures.	Experiment with different grades of pencil and other implements to achieve variation in tone. Use complimentary and contrasting colours for effect. Use different sketching techniques to show texture.	Develop use of tones and tints, light and shade becoming increasingly subtle as understanding and the skill in using the technique develops. Show developing skill at using different sketching techniques to show texture. To be able to talk about different sketching techniques.	Include use of tones and tints, light and shade. Show skill at using different sketching techniques to show texture. To be able to talk about different sketching techniques and why they have chosen to use them.
Art through technology	To explore using cameras to take photographs.	Take a self-portrait or a photograph.	Understand how to "zoom" into detail on an object e.g. using a viewfinder	Use printed images taken with a digital camera or ipad and combine them with	Create a piece of art which includes integrating a	Use software to alter digital photographs or imagery.	Have an opportunity to explore modern and traditional artists

		Use simple computer paint program to create a picture.	to focus on a specific part before drawing it.	other media to produce art work. Use IT programs to create a piece of work. Take photographs and talk about what they show.	digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint.	Compose a photo with thought for textural qualities, light and shade. Explore animation software and links with photography (stop motion)	using ICT and other resources. Combine a selection of images using digital technology (Mood Board) Develop skills using animation software and photography (stop motion)
Evaluating their own work and that of other artists	Look and talk about what they have produced, describing simple techniques and media used.	Look at and talk about their own work and that of other artists. Talk about the techniques they had used expressing their likes and dislikes. Explore the work of a range of artist, craft makers and designers, describing the differences and similarities and making links to their own work.	Continue to explore the work of other artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel - link to emotions. Identify changes they might make or how their work could be developed further.	Continue to explore the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own and others work, expressing thoughts and feelings. Respond to art from other cultures and other periods of time.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history.