



# Scheme of Work for

## ART AND DESIGN

Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They explore ideas and meanings in the work of artists, craftspeople and designers. Through a range of activities, they learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## INTRODUCTION

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another. They are continually given opportunities to explore colour, texture, shape, form and space in objects and the environment; to think about what they see, touch and feel; to express their ideas, thoughts and feelings through the use of a widening range of materials and suitable tools for designing and making. As they progress, this scheme of work sets out the necessary knowledge, skills and understanding to:

extend the **breadth** of content by providing opportunities for children to

- respond to personal, social and environmental issues within the broad themes of 'themselves and their experiences' and 'natural and made objects' and 'environments';
  - participate in an increasing range of practical experiences of art, craft and design;
  - engage with art, craft and design in a variety of genres, styles and traditions.
- increase children's **depth** of knowledge and understanding of:
- visual and tactile elements of line, shape, pattern, texture, colour, tone, form and space;
  - the materials and processes used by artists, craftspeople and designers;
  - the role and function of art, craft and design in different times and cultures.
- improve the **quality** of children's response and outcomes through the development of:
- practical and technical skills;
  - the ability to reflect on, adapt and improve their work and make independent choices and decisions about its purpose and meaning;
  - the ability to critically evaluate the work of artists, craftspeople and designers and to apply their learning in the context of their own ideas, methods and approaches.

## ONGOING SKILLS

- to have confidence to experiment with a variety of materials
- colour mixing

*Experience a variety of painting techniques*

- finger painting
- large and small scale work
- brushes
- sponge painting/stamps
- bubble/string painting
- different size brushes
- choose appropriate tools
- wall and water painting
- hold paintbrush properly
- be able to use media appropriately

*Experience cutting*

- be able to cut along straight lines
- be able to cut out curves/different shapes
- to use a variety of implements e.g. craft knives

## Drawing

- to make sketches
- to hold pencil properly
- variety of materials/mark makers
- to develop awareness of
  - scale
  - line
  - form
  - tone
  - perspective
- experience a range of media
- select appropriate materials/media to use
- evaluate media and use this for choice
- to experience, practise, identify and evaluate various techniques
- to join materials – experiment, evaluate and choose ways to join materials

## Modelling

- to develop spacial awareness
- to develop an awareness of scale
- to use a variety of materials and tools e.g. clay, modroc, junk, wire, papier mache
- to experiment with and evaluate different textures

## EY: EARLY YEARS (NURSERY AND RECEPTION)

*Throughout Early Years, pupils will be given opportunities:*

- To show an interest in what they see, hear, smell, touch and feel
- To begin to differentiate colours
- To make 3 dimensional structures
- To differentiate marks and movements on paper
- To begin to describe the texture of things
- To use lines to enclose a space then begin to use these shapes to represent objects
- To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- To explore what happens when they mix colours
- To understand that different media can be combined
- To choose particular colours to use for a purpose
- To experiment to create different textures
- To work creatively on a large or small scale
- To try to capture experiences and responses with paint and other materials
- To make comparisons

**KEY LANGUAGE**  
Blue, red, yellow,  
green, orange,  
purple, brown,  
black, white, pink,  
square, triangle,  
rectangle, circle,  
cube, cuboid,  
sphere, cylinder,  
mix, paint, draw,  
pencil, pen,  
crayon, brush,  
water, paper,  
rough, smooth,  
hard, soft, stick,  
glue, spread, cut,  
scissors, big,  
small, little, build

***By the end of EY most children will be able to:***

Respond in a variety of ways to what they see, hear, smell, touch and feel and express their ideas, thoughts and feelings, using their imagination in art and design- exploring colour, texture, shape, form and space in 2 or 3 dimensions

## KS1 : YEARS 1 AND 2

During key stage 1, art and design is about developing children's creativity and imagination through providing art, craft and design activities that relate to children's own identity and experiences, the natural and made objects and materials with which they are familiar and the locality in which they live. This builds on knowledge, skills, concepts and attitudes from the foundation stage. In addition:

### **Knowledge, skills and understanding**

Teaching will ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding informs this process.

### **Exploring and developing ideas**

1. Pupils will be taught to:
  - a. record from first-hand observation, experience and imagination, and explore ideas
  - b. ask and answer questions about the starting points for their work, and develop their ideas

### **Investigating and making art, craft and design**

2. Pupils will be taught to:
  - a. Investigate the possibilities of a range of materials and processes
  - b. try out tools and techniques and apply these to materials and processes, including drawing
  - c. represent observations, ideas and feelings and design and make images and artefacts

### **Evaluating and developing work**

3. Pupils will be taught to:
  - a. review what they and others have done and say what they think and feel about it
  - b. identify what they might change in their current work or develop in their future work

### **Knowledge and understanding**

4. Pupils will be taught about:
  - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
  - b. materials and processes used in making art, craft and design
  - c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures

### **KEY LANGUAGE**

Lines, thin, thick, wavy, broken, long, short, colours, bright, dull, light, dark, watery, blend(ing), shape, oval, curvy, square, rectangle, circle, triangle, draw, paint, materials, texture, fabric, form, soft, hard, smooth, rough, shiny, fibre, thread, card, clay, plastic, bumpy, rigid, sculpture, sculptor, carving, modelling, casting, construct, photograph, picture, illustration, collage, plan, outline, overlap, layer, dots, squiggles, patches, regular, symmetrical, flowing, prickly, furry, camera, viewpoint, pattern, printing, sketch, draw.

During key stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings. Opportunities to further explore and deepen their understanding are continuously provided throughout the curriculum.

Pupils are taught the knowledge, skills and understanding through thematic topics. Art and design elements are clearly identified within these topics:

- end of topic expectations (understanding)
- outcomes – art and design skills that pupils will acquire
- objectives – art and design knowledge that pupils will learn

## Y1

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"> <li>- make first hand observations</li> <li>- mix a range of colours</li> <li>- experiment with and use a variety of media to create a range of effects</li> <li>- record self-portraits from observations working on different scales</li> <li>- plan, compose and make a self-portrait painting</li> <li>- use descriptive and expressive vocabulary to talk about their portrait work</li> <li>- identify successful parts of their portrait, explaining why and what they might change.</li> <li>- review what they and others have done and say what they think and feel about it</li> <li>- choose colours for a particular purpose</li> <li>- explore colour, texture, shape, form and space in two and three dimensional forms</li> <li>- record from first-hand observations and experiences using a range of means, e.g. use of digital camera, drawings</li> <li>- use everyday words and phrases to describe the visual and tactile qualities of different materials</li> <li>- select appropriate materials suitable for their intended design based on their investigations of materials and processes</li> <li>- design and make own images using observations as a stimulus</li> <li>- use and develop basic skills when working with malleable materials like clay</li> <li>- adapt and alter image as they work</li> <li>- identify successful parts of a sculpture, explaining why and what they might change</li> <li>- ask and answer questions about the starting points for their work, and develop their ideas</li> <li>- try out tools and techniques and apply these to materials and processes</li> <li>- identify what they might develop in their future work</li> <li>- ask a range of questions as starting points and to help develop ideas</li> <li>- use a range of tools and techniques to record from first hand experience</li> <li>- select the tools and materials most suited to the task and their ideas</li> <li>- mix shades</li> <li>- create still life drawings and representations including colours, lines, shapes and textures seen in observations</li> </ul>	<ul style="list-style-type: none"> <li>- how to observe carefully and describe what they can see</li> <li>- how to comment on portraits created by different artists, identifying similarities and differences between the pieces or artwork</li> <li>- how to create portraits using a range of media</li> <li>- that different media can be combined</li> <li>- how to represent observations, ideas and feelings, and design and make a painting</li> <li>- how to review that they have done</li> <li>- what happens when they mix colours</li> <li>- what a sculpture is</li> <li>- how sculptures are used in the environment, e.g. use on buildings, as decoration in gardens etc</li> <li>- about the materials and processes used in making sculpture, e.g. natural and man-made materials</li> <li>- the tactile qualities of different materials used in sculptures</li> <li>- the possibilities of a range of materials and processes used when making sculptures</li> <li>- about different weather, seasons and plants through landscape pictures, photographs, real life artefacts, etc</li> <li>- appropriate vocabulary to describe shapes, textures and colours</li> <li>- how to represent colours, lines, shapes, textures and colours</li> <li>- how to represent colours, lines, shapes and textures seen in observations in their own work</li> </ul>

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"> <li>- select and record from first-hand observations</li> <li>- question and make thoughtful observations about starting points for their own work</li> <li>- collect visual information and use observations to influence their own artwork</li> <li>- draw from observation, extend patterns and designs</li> <li>- create own versions of artwork based on nature</li> <li>- plan their work through asking and answering questions of others</li> <li>- make representations of the natural world, or images/artefacts that are representative of seasons</li> <li>- apply their experience of materials to their own artwork</li> <li>- select from a variety of methods and approaches to communicate their observations and ideas</li> <li>- adapt their work and describe how they might develop their ideas</li> <li>- compare ideas, methods and approaches used in theirs and other's artwork</li> <li>- self assess their own work and that of their peers and set targets for their future artwork</li> <li>- mix all secondary colours independently, using white and black to shade</li> <li>- select collage materials appropriately thinking about texture, shape and colour</li> <li>- use natural materials and standard art media to create own art work</li> <li>- express their own opinions about what they like and dislike about their own work and the work of others</li> <li>- evaluate theirs and each other's work and make suggestions for future improvement</li> <li>- record from first-hand observations, by looking at sculptures by well-known artists</li> <li>- ask questions about sculptures and artistic intent</li> <li>- suggest answers to questions, giving reasons for choices</li> <li>- use a range of materials, producing different effects, shapes and patterns</li> <li>- create a sculpture using a range of effects of shapes that suggests ideas or feelings and explain this</li> <li>- describe elements (such as colour, pattern, texture, line, tone, shape and form) using appropriate vocabulary in their own or other's work including that of well known artists</li> </ul>	<ul style="list-style-type: none"> <li>- patterns and colours etc in artists work and in the world around them</li> <li>- about different techniques with paint, clay, collage etc</li> <li>- how to make representations of the natural world, or images/artefacts that are representative of seasons</li> <li>- a range of media and how they can be used</li> <li>- how to represent ideas and feelings</li> <li>- about a range of arts and crafts in the world around them and from a range of artists</li> <li>- what sculptures represent</li> <li>- sculpture in the world around them</li> <li>- that artists have intentions about how their work makes others feel</li> <li>- how to plan a sculpture based on a feeling or idea</li> <li>- the range possibilities of each material</li> <li>- the effects of a range of tools on given materials</li> <li>- commonly used materials such as clay, salt dough, play dough, mod-rock, card, paper, wire etc</li> <li>- about how seaside resorts/sea related objects have been portrayed in a range of media, e.g. landscape pictures, photographs, sculptures etc</li> <li>- how to use a range of starting points to generate own ideas</li> <li>- how to create tactile seaside images using a range of media</li> <li>- materials, processes, visual and tactile elements in the work of others, including those used by famous artists and art from a range of cultures</li> </ul>

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"> <li>- select suitable materials for a sculpture based on their knowledge of that material and how different effects and patterns</li> <li>- evaluate their sculpture and to say what they think and feel about it showing an awareness of other's feelings</li> <li>- identify what they might change in their current work or develop in their future work</li> <li>- use first hand experiences to develop ideas</li> <li>- ask and answer questions about the starting points in their work</li> <li>- use a range of media and the related techniques with growing independence and control</li> <li>- join fabric and add embellishments</li> <li>- mix colours using a range of media</li> <li>- create images related to the sea and seaside using a range of media, processes and techniques</li> <li>- select appropriate media for their project and justify choices</li> </ul>	

***By the end of key stage 1 most children will be able to :***

Explore their own and others' ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work and suggest ways of improving their own.

## KS2: YEARS 3, 4, 5 AND 6

During key stage 2, art and design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Further opportunities are then provided to explore media and materials and apply art knowledge and skills throughout the curriculum. Children's experiences help them to have an increasing awareness of different kinds of art, craft and design.

### **Knowledge, skills and understanding**

Teaching will ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding informs this process.

#### **Exploring and developing ideas**

1. Pupils will be taught to:
  - a. record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
  - b. question and make thoughtful observations about starting points and select ideas to use in their work
  - c. collect visual and other information to help them develop their ideas,

#### **Investigating and making art, craft and design**

2. Pupils will be taught to:
  - a. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
  - b. apply their experience of materials and processes, including drawing, developing their control of tools and techniques
  - c. use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

#### **Evaluating and developing work**

3. Pupils will be taught to:
  - a. compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
  - b. adapt their work according to their views and describe how they might develop it further

#### **Knowledge and understanding**

4. Pupils will be taught about:
  - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
  - b. materials and processes used in art, craft and design and how these can be matched to ideas and intentions
  - c. the roles and purposes of artists, craftspeople and designers working in different times and cultures.

### **KEY LANGUAGE**

#### **YEAR 3 / 4**

Background, form, composition, figure, expression, contrast, stencil, stipple, calico, hessian, identical, reflective, rotate, translation, repeat, motif, designer, maquette, image, figurative, abstract, multicolour, viewpoint

collograph, structure function, individual, hand-made, symbol, aerial, birds-eye view, bold, faint, pointillism, texture, weaving, modelling, impressionism

#### **YEAR 5/6**

Still life, contrast, coiling, slabbing, weaving, assembling, technique, tactile, cartoon, animate, sequence, repetition, pose, gesture, contort, boundary, contour, profile, silhouette, lightness, shade, depict, portray, knot, tie, fringe, fold, perspective, foreground, background, scale, enlarge, relative, mould, impressed, incised.



## LOWER KS2: YEAR 3 AND 4

Pupils will build on knowledge, skills and understanding from KS1 and, in addition, be taught increased control of materials, tools and techniques and instructed in processes to communicate what they see, feel and think; beginning to relate these elements to their own critical awareness of art in different times and cultures.

Pupils are taught the knowledge, skills and understanding through thematic topics. Art and design elements are clearly identified within these topics:

- end of topic expectations (understanding)
- outcomes – art and design skills that pupils will acquire
- objectives – art and design knowledge that pupils will learn

### Y3

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"><li>- record their opinions on a table commenting on taste, appearance, smell and texture</li><li>- identify different groups in the balanced plate</li><li>- place food in correct food groups</li><li>- compare ideas, methods and approaches in their own and other's work</li><li>- use sharp tools correctly</li><li>- identify aspects of personal hygiene</li><li>- work through a sequence of tasks to create a 'dish'</li><li>- taste and evaluate different foods</li><li>- work as a team</li><li>- evaluate work and change to make improvement</li><li>- work safely with a range of simple hand tools</li><li>- explore ideas through 3D modelling</li><li>- develop control of different skills and technique</li><li>- follow a design/model</li><li>- collect various information to help develop own ideas</li><li>- record from experience and imagination examples of fashion</li><li>- investigate and combine visual and tactile qualities to suit given purpose</li><li>- design and make an item to given criteria</li><li>- evaluate work and suggest some changes</li><li>- use different levels of concentration to produce fine motor skill work</li><li>- explore a range of starting points for practical work</li><li>- apply their experience of materials</li><li>- collect other information to help develop ideas</li><li>- use a variety of methods to communicate observations</li><li>- compare ideas, methods and approaches in own work</li><li>- match ideas to materials and processes</li><li>- develop control of tools and techniques for portrait</li><li>- mix paints to create various shades</li><li>- create correct proportions</li></ul>	<ul style="list-style-type: none"><li>- how to place different French foods in a balanced plate</li><li>- different foods originate from different places</li><li>- how to create simple French foods</li><li>- how to assemble simple pneumatic systems</li><li>- ways of using pneumatic systems in conjunction with simple levers to control movement</li><li>- that air pressure can be used to produce and control movement</li><li>- that different recipes are associated with different places</li><li>- different materials/ingredients can be used to create models/recipes of different shapes and form</li><li>- that sources of food can impact on diet</li><li>- the effect of various amounts of pressure on malleable material</li><li>- about different styles of Indian fashion</li><li>- that different materials are suitable for different clothes</li><li>- about the roles of artists and craftspeople in different cultures</li><li>- Vikings wore different clothes/armour for different purposes</li><li>- that various materials can be used to construct representations of Viking implements</li><li>- the key features of portraits</li><li>- that portraits were a feature of 'high' society</li><li>- the role and purpose of artists in Tudor times</li></ul>

#### Y4

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"><li>- develop their control of tools and techniques and apply this to produce a final piece</li><li>- build up a portfolio or sketch book of visual and other information</li><li>- question and make thoughtful observations</li><li>- use a variety of methods and approaches to communicate observations, ideas and feelings and to design and make images and artefacts</li><li>- select and use safely kitchen utensils</li><li>- combine components according to taste, appearance and texture to create a certain product</li><li>- create recipes for meals that would have been eaten during <b>relevant historic periods</b></li><li>- use kitchen utensils appropriately and knowledge of basic food preparation techniques to follow a recipe</li><li>- combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work</li><li>- compare ideas methods and approaches in their own and others' work and say what they think and feel about them</li><li>- investigate visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined</li><li>- use a range of processes, including ICT</li><li>- explore a range of starting points for practical work</li><li>- record from experience and imagination, to select and record from first hand observations and to explore ideas for different purposes</li><li>- question and make thoughtful observations about starting points and select ideas to use in their work</li><li>- collect visual and other information to help them develop their ideas</li><li>- plan, carry out and evaluate a painting based on the technique of a famous artist, thinking about any modifications that could be made</li><li>- design and make artefacts for different purposes</li><li>- collect visual and other information to help them develop their ideas</li><li>- compare their work with peers and evaluate</li><li>- adapt their work according to personal and peer views and plan to develop it further</li><li>- create a Roman clock or mosaic pattern based on research</li></ul>	<ul style="list-style-type: none"><li>- how to use visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space</li><li>- how these elements can be combined and organized to design and make a realistic sculpture.</li><li>- how to fix and join materials that suits the intention</li><li>- the difference between food today and food during <b>relevant historic periods</b></li><li>- basic food preparation techniques and ways of combining components to create simple food products for a particular purpose</li><li>- that the quality of the product depends on how well it is made and presented</li><li>- that different methods can be used in order to represent different environments and climates</li><li>- that different materials and textures create a painting/collage representing different environments/climates</li><li>- the work of famous artists, using different techniques, focusing on textures, colours and shapes</li><li>- a comparison the work of two famous artists, based on their own research thinking about their techniques and use of colour and textures.</li><li>- different patterns and textures associated with Roman mosaics</li><li>- the representation of Roman numerals</li><li>- the colour, shape and space of Roman mosaics</li></ul>

***By the end of Lower Key Stage 2 (Y4) most children will be able to:***

Explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

**UPPER KS2 : YEARS 5 AND 6**

Pupils will build on previous knowledge, skills and understanding and continue to be taught greater control of materials, tools and techniques through more complex activities. They will increase their critical awareness of the roles and purposes of art in different times and cultures.

Pupils are taught the knowledge, skills and understanding through thematic topics. Art and design elements are clearly identified within these topics:

- end of topic expectations (understanding)
- outcomes – art and design skills that pupils will acquire
- objectives – art and design knowledge that pupils will learn

**Y5**

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"><li>- research current products in market</li><li>- develop skills in evaluating food characteristics</li><li>- design a product with an end audience/market in mind</li><li>- draw conclusions from research</li><li>- follow instructions and handle food safely</li><li>- adapt a basic recipe</li><li>- create a design</li><li>- record from experience, select and record from 1<sup>st</sup> hand observation</li><li>- question and make thoughtful observations about starting points and select ideas to use in work</li><li>- use a variety of methods and approaches to communicate observations</li><li>- compare ideas, methods and approaches in their own and other's work at key points in a process and modify as necessary</li><li>- identify artists techniques</li><li>- evaluate and improve their drawing skills/techniques</li><li>- identify and comment on the content, ideas and ways that stories are communicated visually</li><li>- draw what they imagine</li><li>- compare their work with the work of a book illustrator</li><li>- collect visual and other information to help them develop their ideas</li><li>- make decisions about how to work individually or in a group and complete a piece of art work</li><li>- make experimental pieces to show the effects of different ideas and techniques</li></ul>	<ul style="list-style-type: none"><li>- about physical and chemical changes in food</li><li>- the process involved making a product</li><li>- biscuits come in many forms</li><li>- how to time manage and create a biscuit for a specific audience</li><li>- how to evaluate food products using given criteria</li><li>- how to draw with perspective</li><li>- how to mirror the work of artists studied</li><li>- that stimulus can inspire work</li><li>- that the visual and tactile qualities of materials produce different affects to fit the purpose of the work</li><li>- that Tudor events can be represented in textiles</li><li>- how to make/evaluate their own moveable vehicle</li><li>- understand how a car moves in a linear direction</li><li>- how to make a moveable vehicle, that can move without being pushed</li><li>- how to control the speed and direction of a motor</li><li>- how to assemble circuits incorporating motors and switches</li><li>- the key cultural themes of the Mardi Gras</li><li>- about food and costumes related to Mardi Gras</li><li>- how animation is planned</li><li>- how to evaluate and improve technique and product</li><li>- the different materials and processes involved</li></ul>

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"> <li>- talk about their finished work and how and why it was made</li> <li>- identify the differences between their work and the work of others</li> <li>- make changes in their work where needed</li> <li>- make a collaborative of the individual textile work that tells a story</li> <li>- describe accurately how toy vehicles work using appropriate vocabulary</li> <li>- identify components parts and their functions</li> <li>- make clear and accurate drawings of toy vehicles</li> <li>- use construction kits to make working models and to investigate movement</li> <li>- use tools safely and accurately to construct a simple frame</li> <li>- use drawing as a way of modelling ideas</li> <li>- select appropriate tools, materials, components and techniques for the task</li> <li>- evaluate their vehicle according to the design criteria and suggest improvements</li> <li>- use a variety of methods and approaches to design artefacts</li> <li>- adapt their work according to their views and describe how to develop it further</li> <li>- design and make artefacts for specific purposes</li> <li>- to evaluate and assess their own work</li> <li>- create design and assess a carnival hat/mask</li> <li>- adapt and improve work to achieve design specifications</li> <li>- evaluate techniques in the use of creating and joining materials</li> <li>- design a celebration dish for carnival</li> <li>- investigate and experiment with different animation techniques matching qualities to the purpose of the work</li> <li>- refine and select a technique appropriate to the purpose</li> <li>- use questions and observations to select ideas for their work</li> <li>- describe how they might develop their work further</li> <li>- design and create an animation</li> <li>- create a storyboard to develop an animated story</li> </ul>	

<b>Children can:</b>	<b>Children know:</b>
<ul style="list-style-type: none"> <li>- collect visual and other information to develop ideas</li> <li>- measure, mark out, cut and shape a range of materials</li> <li>- assemble, join and combine materials and components</li> <li>- adapt their work according to their views and describe how they might develop it further</li> <li>- measure, weigh, combine and time the cooking of a range of ingredients with accuracy</li> <li>- follow safe procedures for food safety and hygiene</li> <li>- recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose</li> <li>- select appropriate tools and techniques for making their product</li> <li>- record from experience and imagination, select and record from first-hand observation and explore ideas for different purposes</li> <li>- question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>- collect visual and other information</li> <li>- apply their experience of materials and processes, including drawing, developing increasing control of tools and techniques</li> <li>- adapt their work according to their views and describe precisely how they might develop it further</li> <li>- communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended</li> <li>- measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately</li> <li>- use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment</li> <li>- develop ideas and explain them clearly, putting together a list of what they want their design to achieve</li> <li>- adapt their work according to their own and other's views and describe how they might refine it further, with predicted results</li> <li>- use imagery of native art to produce own forms of imagery</li> <li>- examine models to utilise construction ideas in own creations</li> </ul>	<ul style="list-style-type: none"> <li>- visual and tactile elements and how these elements can be combined and organised for different purposes</li> <li>- about art and craft materials and how these can be matched to intentions</li> <li>- the purposes of craftspeople, designers and architects working in different times and cultures</li> <li>- processes involved in making a product</li> <li>- about the working characteristics of materials</li> <li>- why we follow safe procedures for food safety and hygiene</li> <li>- that different foods are synonymous with different places</li> <li>- a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts</li> <li>- the roles and purposes of artists, craftspeople and designers working in different periods, modern times and cultures</li> <li>- different styles of art from different forms</li> <li>- which materials are most suited to make strong structures</li> <li>- how materials can be adapted to create strong structures</li> <li>- which materials are best suited for using with water</li> <li>- how the working characteristics of materials affect the ways they are used</li> <li>- that the quality of a product depends on how well it is made and how well it meets its intended purpose</li> </ul>

***By the end of Upper KS2 (Y6) most children will be able to:***

Explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.

***More able pupils might be able to:***

Explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.

***Pupils identified as gifted and talented will be able to :***

Explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience. They manipulate materials and processes and analyse outcomes. They interpret visual and tactile qualities to communicate ideas and meanings, and realise their intentions. They analyse and comment on how ideas and meanings are conveyed in their own and others' work. They explain how their understanding of the context affects their views and practice.

SEE C21 – POLICY FOR MORE ABLE PUPILS.

**Promoting pupils' spiritual, moral, social and cultural development through art and design**

Our art and design curriculum provides opportunities to promote:

- *Spiritual development*, through helping pupils to explore ideas, feelings and meanings and to make sense of them in a personal way in their own creative work, and to make connections with the experiences of others, as represented in works of art, craft and design.
- *Moral development*, through helping pupils to identify and discuss how artists, craftspeople and designers represent moral issues in their work
- *Social development*, through helping pupils to learn to value different ideas and contributions and develop respect for the ideas and opinions of others, and to work on collaborative projects, making the most of different strengths and interests within a team
- *Cultural development*, through helping pupils to recognise how images and artefacts can have an influence on the way people think and feel, and to understand the ideas, beliefs and values behind their making, relating art, craft and design to its cultural context.

**Promoting key skills through art and design**

Art and design provides opportunities for pupils to develop the key skills of:

- *communication*, through exploring and recording ideas, discussing starting points and source materials for their work, finding out about art, craft and design using appropriate sources of information, and evaluating their own and others' work
- *application of number*, through understanding and using patterns and properties of shape in visualising and making images and artefacts, working in two and three dimensions and on different scales, understanding and using the properties of position and movement (e.g. rotating and transforming shapes for a repeat pattern), and scaling up a preparatory drawing for a large-scale painting
- *ICT*, through developing and recording ideas, using the Internet to investigate the work of artists, craftspeople and designers, using ICT to extend and enhance their use of materials

and processes, exchanging work and ideas using e mail, and developing their own class art gallery as a web site

- *Working with others*, through collaborating on projects, working in two and three dimensions and on different scales; and meeting a design brief through learning for enjoyment and catering for different learning styles.
- *Improving pupils' own learning and performance*, through learning for enjoyment and catering for different learning styles. Discussing and critically questioning visual and other information, including the starting points for their work; and reflecting on and evaluating their own and others' work and planning ways to develop their own work further
- *Problem solving*, through manipulating materials, processes and technologies, responding, experimenting, adapting their thinking and arriving at diverse solutions, synthesising observations, ideas, feelings and meanings, and designing and making art, craft and design.

### **Promoting other aspects of the curriculum**

Art and design provides opportunities to promote:

- *thinking skills*, through encouraging pupils to ask and answer questions about starting points for their work, explore and develop ideas, collect and organise visual and other information and use this to develop their work, investigate possibilities, review what they have done, adapt or refine their work, and make reasoned judgements and decisions about how to develop their ideas.
- *Enterprise and entrepreneurial skills*, through developing pupils' willingness to explore and consider alternative ideas, views and possibilities, developing characteristics such as being prepared to take risks and to persevere when things go wrong, and encouraging pupils to be creative and imaginative, to innovate, to use their intuition and to develop self-confidence and independence of mind
- *Work-related learning*, through broadening pupils' understanding of what an artist, craftsperson or designer is or does; developing pupils' understanding of the relevance of the art and design curriculum to what artists, craftspeople and designers do in their work; developing pupils' knowledge and understanding of the diverse roles and functions of art, craft and design in contemporary life; and helping pupils recognise the range of possibilities for employment in the creative and cultural industries.
- *Education for sustainable development*, through developing pupils' knowledge and understanding of the role of art and design in shaping sustainable environments, and exploring values and ethics within art and design.

### **Use of ICT in Art and Design**

1. Pupils will be given opportunities' to apply and develop their ICT capability through the use of ICT tools to support their learning in cross-curricular work in the ICT suite
2. Pupils will be given opportunities to support their work by being taught to:
  - a. Find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility.
  - b. Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
  - c. Exchange and share information, both directly and through electronic media
  - d. Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.