

National Curriculum Expectations

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

Aims

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

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

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

Key Stage 1

Pupils should be taught:

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

Key Stage 2

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

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Context 2018/19 (flexible each year)

Skills Progression

Reception

Drawing	Painting	Textiles	Printing	3D and sculpture
<p>I can enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>I can use and begin to control a range of media.</p> <p>I can start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>I can look and talk about what I have produced, describing simple techniques and media used.</p>	<p>I can enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>I can recognise and name the primary colours being used.</p> <p>I can mix and match colours to different artefacts and objects.</p> <p>I can look and talk about what I have produced, describing simple techniques and media used.</p>	<p>I can play with and using a variety of textiles and fabric.</p> <p>I can decorate a piece of fabric.</p> <p>I can show experience in simple weaving : paper, twigs.</p> <p>I can show experience in fabric collage: layering fabric.</p> <p>I can look and talk about what I have produced, describing simple techniques and media used.</p>	<p>I can take rubbings: leaf, brick, coin.</p> <p>I can create simple pictures by printing from objects.</p> <p>I can develop simple patterns by using objects.</p> <p>I can use stencils to create a picture.</p> <p>I can look and talk about what I have produced, describing simple techniques and media used.</p>	<p>I can use a variety of malleable media such as clay, papier Mache, Salt dough.</p> <p>I can impress and apply simple decoration.</p> <p>I can cut shapes using scissors and other modelling tools.</p> <p>I can build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>I can look and talk about what I have produced, describing simple techniques and media used.</p>

Year 1

Drawing	Painting	Textiles	Printing	3D and sculpture
<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations.</p> <p>Draw shapes in between objects.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p>	<p>I can mix and match colours to artefacts and objects.</p> <p>I can work on different scales.</p> <p>I can experiment with tools and techniques e.g. layering, mixing media, scraping through.</p> <p><u>Colour</u> I can name the secondary colours.</p> <p><u>Texture</u> I can create textured paint by adding sand, plaster.</p>	<p>I can match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>I can cut and shape fabric using scissors/snips.</p> <p>I can apply shapes with glue or by stitching.</p> <p>I can apply decoration using beads, buttons, feathers etc.</p> <p><u>Colour</u> I can apply colour with printing, dipping, fabric crayons.</p>	<p>I can print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</p> <p>I can make simple marks on rollers and printing palettes.</p> <p>I can roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>I can create simple printing blocks with press print.</p> <p><u>Colour</u> I can experiment with overprinting motifs and colour.</p> <p><u>Texture</u> I can make rubbings to collect textures and patterns.</p>	<p>I can manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>I can explore sculpture with a range of malleable media.</p> <p>I can manipulate malleable materials for a purpose, e.g. pot, tile.</p> <p>I can understand the safety and basic care of materials and tools</p> <p><u>Form</u> I can experiment with constructing and joining recycled, natural and manmade materials</p> <p>I can use simple 2-D shapes to create a 3-D form.</p>

<u>Texture</u> Investigate textures by describing, naming, rubbing, copying.				
Year 2				
<p align="center">Drawing</p> I can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk I can control the types of marks made with the range of media <u>Lines and marks</u> I can draw on different surfaces with a range of media. Use differently textured and sized media. <u>Shape</u> I can draw shapes in between objects. I can invent new shapes. <u>Tone</u> I can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <u>Texture</u> I can investigate textures by describing, naming, rubbing, copying.	<p align="center">Painting</p> I can work on different scales. I can experiment with tools and techniques e.g. layering, mixing media, scraping through. <u>Colour</u> I can mix primary shades and tones. <u>Texture</u> I can create textured paint by adding sand, plaster.	<p align="center">Textiles</p> I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. I can apply decoration using beads, buttons, feathers etc. I can create cords and plaits for decoration. <u>Colour</u> Create and use dyes i.e. onion skins, tea, coffee	<p align="center">Printing</p> I can take simple prints i.e. mono - printing I can build repeating patterns and recognise pattern in the environment I can create simple printing blocks with press print I can design more repetitive patterns <u>Colour</u> I can experiment with overprinting motifs and colour. <u>Texture</u> I can make rubbings to collect textures and patterns.	<p align="center">3D and sculpture</p> I can explore sculpture with a range of malleable media. I can manipulate malleable materials for a purpose, e.g. pot, tile. I can understand the safety and basic care of materials and tools. <u>Form</u> I can use simple 2-D shapes to create a 3-D form. <u>Texture</u> I can change the surface of a malleable material e.g. build a textured tile
Year 3				
<p align="center">Drawing</p> I can use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. I can experiment with different grades of pencil and other implements to create lines and	<p align="center">Painting</p> I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. I can work on a range of scales e.g. thin brush on small picture etc. <u>Colour</u> I can mix colours and know which primary colours make secondary colours. I can mix and use tints and shades.	<p align="center">Textiles</p> I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. I can develop my skills in stitching, cutting and joining.	<p align="center">Printing</p> I can create printing blocks using a relief or impressed method. I can create repeating patterns. I can print with two colour overlays.	<p align="center">3D and sculpture</p> I can plan, design and make models from observation or imagination. I can join clay adequately and construct a simple base for extending and modelling other shapes . I can create surface patterns and textures in a malleable material. I can use papier mache to create a simple 3D object.

marks. <u>Form and Shape</u> I can experiment with different grades of pencil and other implements to draw different forms and shapes. <u>Tone</u> I can apply tone in a drawing in a simple way. <u>Texture</u> I can apply a simple use of pattern and texture in a drawing.				
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Year 4

Drawing	Painting	Textiles	Printing	3D and sculpture
<p>I can experiment with ways in which surface detail can be added to drawings.</p> <p>I can use sketchbooks to collect and record visual information from different sources.</p> <p><u>Lines and Marks</u> I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><u>Form and Shape</u> I can begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> I can experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p><u>Texture</u> I can create textures with a wide range of drawing implements.</p>	<p>I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>I can work on a range of scales e.g. thin brush on small picture etc.</p> <p>I can create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> I can use more specific colour language.</p>	<p>I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>I can match the tool to the material.</p> <p>I can develop skills in stitching, cutting and joining.</p> <p>I can experiment with paste resist.</p>	<p>I can create printing blocks using a relief or impressed method.</p> <p>I can create repeating patterns.</p> <p>I can print with two colour overlays.</p>	<p>I can plan, design and make models from observation or imagination.</p> <p>I can join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>I can create surface patterns and textures in a malleable material.</p> <p>I can use papier mache to create a simple 3D object.</p>

Year 5

Drawing	Painting	Textiles	Printing	3D and sculpture
I can work from a variety of sources including observation, photographs	I can develop a painting from a drawing.	I can use different grades of threads and needles.	I can create printing blocks by simplifying an initial sketch book	I can shape, form, model and construct from observation or imagination.

<p>and digital images.</p> <p>I can work in a sustained and independent way to create a detailed drawing.</p> <p>I can develop close observation skills using a variety of view finders.</p> <p>I can identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> I can use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>I can start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> I can use simple perspective in their work using a single focal point and horizon.</p>	<p>I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p><u>Colour</u> I can identify primary secondary, complementary and contrasting colours.</p> <p>I can use complementary colours.</p>	<p>I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>	<p>idea.</p> <p>I can use relief or impressed method.</p> <p>I can work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>I can use recycled, natural and man-made materials to create sculptures.</p> <p>I can plan a sculpture through drawing and other preparatory work.</p> <p>I can produce intricate patterns and textures in a malleable media.</p>
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Year 6

Drawing	Painting	Textiles	Printing	3D and sculpture
<p>I can experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>I can explore colour mixing and blending techniques with coloured pencils.</p> <p>I can use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>I can start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> I can develop an awareness of composition, scale and proportion in their paintings e.g. foreground,</p>	<p>I can develop a painting from a drawing.</p> <p>I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p><u>Colour</u> I can mix and match colours to create atmosphere and light effects.</p> <p>I can use complementary colours.</p>	<p>I can use fabrics to create 3D structures.</p> <p>I can experiment with batik techniques.</p>	<p>I can create printing blocks by simplifying an initial sketch book idea.</p> <p>I can create prints with three overlays.</p> <p>I can work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>I can use recycled, natural and man-made materials to create sculptures.</p> <p>I can plan a sculpture through drawing and other preparatory work.</p> <p>I can develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>I can produce intricate patterns and textures in a malleable media.</p>

<p>middle ground and background.</p> <p>I can show an awareness of how paintings are created ie. Composition</p>				
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Assessment

Flic to be completed in all year groups.
 Evidence in books of the planning and evaluation stages
 Observations during the making process
 Photographs to evidence the outcomes

Monitoring

Monitor FLiC
 Book scrutiny x 2 a year
 Child interviews x 2 a year
 Learning walk – focus on Art displays throughout the year
 Complete SEF for Art as part of the Humanities team annually
 Complete an Action Plan for Art and refine and evaluate throughout the year
 Share SEF and Action Plan with link governors and involve governors throughout the year when implementing actions