

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.

Foundation Stage

Pupils should be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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.

	Nursery Artist	Reception Artist	Year 1 Artist	Year 2 Artist
National Curriculum	<p><i>(30-50 months)</i></p> <p>Children:</p> <ul style="list-style-type: none"> • Explore colour and how colours can be changed. (LM, Sn, CR) • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (Sn,D) • Begin to be interested in and describe the texture of things. (CB,D) • Realise tools can be used for a purpose. (LM,D) • Develop preferences for forms of expression. (CB) • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. (Sn,CB,CR) 	<p><i>(40-60 months)</i></p> <p>Children:</p> <ul style="list-style-type: none"> • Explore what happens when they mix colours. • Experiment to create different textures. • Understands that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Use simple tools and techniques competently and appropriately. • Select appropriate resources and adapt work where necessary. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Create simple representations of events, people and objects. (F) • Choose particular colours to use for a purpose. • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Being an artist</p> <ul style="list-style-type: none"> • Know how to show how people feel in paintings and drawings. (S) • Know how to use IT to create a picture. (MZ) <p>Drawing</p> <ul style="list-style-type: none"> • Know how to use pencils to create lines of different thickness in drawings. (S, EW) • Know how to create different effects with different drawing techniques. (S, EW) <p>Painting</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. (EW) • Know how to mix my own colours. (EW) • Know how to create a repeating pattern in print. (EW) <p>Sculpture</p> <ul style="list-style-type: none"> • Know how to cut, roll and coil materials. (S, PCW) • Know how to shape and make a pot, bowl, tile from mouldable material e.g. clay, salt dough etc. (S) 	<p>Being an artist</p> <ul style="list-style-type: none"> • Know how to create moods in art work. (SD, GFL) • Know how to use different effects within an IT paint package. (GFL, LA) <p>Drawing</p> <ul style="list-style-type: none"> • Know how to use charcoal, pencil and pastel to create art. (SD) • Know how to use a viewfinder to focus on a specific part of an artefact before drawing it. (SD) <p>Painting</p> <ul style="list-style-type: none"> • Know how to mix paint to create all the secondary colours. (GFL, SG) • Know how to create warm and cool colours. (GFL, SG) • Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. (GFL, SG) <p>Sculpture</p> <ul style="list-style-type: none"> • Know how to shape, form, construct and model from observations. (TTT, SG)

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	<p>Adults:</p> <ul style="list-style-type: none"> Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties. Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'. Talk about children's growing interest in and use of colour as they begin to find differences between colours. Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...". <p>Environments:</p> <ul style="list-style-type: none"> Provide a place where work in progress can be kept safely. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping. Introduce children to a wide range of music, painting and sculpture. Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion. <p><i>In nursery children will be using enquiry skills in their everyday play within their local environment throughout the year.</i></p>	<p>Adults:</p> <ul style="list-style-type: none"> Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. Help children to gain confidence in their own way of representing ideas. <p>Environments:</p> <ul style="list-style-type: none"> Provide resources for mixing colours, demonstrating where appropriate. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. <p><i>In reception children will be using enquiry skills in their everyday play within their local environment throughout the year.</i></p>	<p>The work of artists</p> <ul style="list-style-type: none"> Describe what I can see and give an opinion about the work of an artist. (S, EW) Ask questions about a piece of art or work of an artist. (S, EW) 	<p>The work of artists</p> <ul style="list-style-type: none"> Suggest how artists have used colour, pattern and shape. (SD, LA, SG) Know how to create a piece of art in response to the work of another artist. (SD, LA, SG)
Themes	<ul style="list-style-type: none"> Why do you love me so much? (LM) Where does snow go? (Sn) Why can't I have chocolate for breakfast? (CB) How many colours in a rainbow? (CR) Can I have a dog? (D) 	<ul style="list-style-type: none"> Do you want to be friends? (F) Why do squirrels hide their nuts? (Sq) Are we there yet? (Y) Will you read me a story? (RS) Why do zebras have stripes? (ZS) 	<ul style="list-style-type: none"> Superheroes (S) Enchanted Woodlands (EW) Paws, Claws and Whiskers (PCW) Dinosaur Planet (DP) Moon Zoom (MZ) 	<ul style="list-style-type: none"> Street Detectives (SD) The Great Fire of London (GFL) Baddies, Towers and Tunnels (BTT) Land Ahoy (LA) Scented Garden (SG)

	Year 3 Artist	Year 4 Artist	Year 5 Artist	Year 6 Artist
Progression and Assessment Criteria	<p>Being an artist</p> <ul style="list-style-type: none"> Know how to show facial expressions in my art. (GM) Know how to use sketches to produce a final piece of art. (TT,UP,GM) Know how to improve my work over a period of time, mixing media to produce an effect. (TT,UP,GM) Know how to use IT to create art which includes my own work and that of others. (UP) <p>Drawing</p> <ul style="list-style-type: none"> Know how to use different grades of pencil to shade and to show different tones and textures. (TT,GM) <p>Painting</p> <ul style="list-style-type: none"> Know how to create tints with paint by adding white. (TT,GM) Know how to create tones with paint by adding black.(TT,GM) Know how to use an increasing range of brushes and other tools to create different effects in painting. (TT, GM) <p>Sculpture</p> <ul style="list-style-type: none"> Know how to sculpt and carve using clay. (TT, GM) <p>The work of artists</p> <ul style="list-style-type: none"> Know how to identify the techniques used by different artists. (TT, UP, GM) Know how to compare the work of different artists and recognise when art is from different cultures and historical periods. (TT, UP, GM) Know how to express an opinion on pieces of art. (TT, UP, GM) 	<p>Being an artist</p> <ul style="list-style-type: none"> Know how to show facial expressions and body language in sketches and paintings. (TR) Know how to show reflections in my art. (Po) Know how to use perspective and dimension in my art. (IW, MMS) Know how to integrate digital images into my art. (BBB, MMS) <p>Drawing</p> <ul style="list-style-type: none"> Know how to use marks and lines to show texture in my art. (Po, MMS) <p>Painting</p> <ul style="list-style-type: none"> Know how to create a background using a wash. (Po, MMS) Know how to use colours of a single hue plus monochromatic tints. (Po) Know how to make mosaics / print onto different materials using at least four colours. (IW, TR) <p>Sculpture</p> <ul style="list-style-type: none"> Know how to sculpt other mouldable materials. (TR) <p>The work of artists</p> <ul style="list-style-type: none"> Experiment with the styles used by other artists. (TR, IW, Po) Explain some of the features of art from historical periods. (TR, IW, Po) Explain what I like and dislike about different pieces of art. (TR, IW ,Po) 	<p>Being an artist</p> <ul style="list-style-type: none"> Know how to express emotion in my art. (OWH,SM) Know how to use line, tone, shape and colour to represent figures and forms in movement. (Ph) Know how to use images which I have created, scanned and found; altering them where necessary to create art. (A) <p>Drawing</p> <ul style="list-style-type: none"> Identify and draw objects and use marks and lines, to produce texture. (Ph) Know how to successfully use shading to create mood and form. (A) <p>Painting</p> <ul style="list-style-type: none"> Know how to use a variety of painting techniques in my paintings (S, A) Know how to create an accurate print design following criteria. (A) <p>Sculpture</p> <ul style="list-style-type: none"> Know how to use fabric and other materials to create a functional piece of art or sculpture. (Ph) <p>The work of artists</p> <ul style="list-style-type: none"> Research the work of an artist and use their work to replicate a style. (Ph, A) Explain why I like particular pieces of art. (Ph, A) 	<p>Being an artist</p> <ul style="list-style-type: none"> Explain why I have used specific tools and techniques to create my art. (HM, BH, FK) Know how to use feedback to make amendments and improvement to my art. (HM, BH, FK) Know how to use a range of e-resources and digital media to create art. (FK) <p>Drawing</p> <ul style="list-style-type: none"> Know how to organise line, tone, shape and colour to represent figures and forms. (BH, FK) <p>Painting</p> <ul style="list-style-type: none"> Know how to create an accurate print design following criteria.(HM, FK) Know how to overprint and collage to create different patterns and effects. (HM, FK) <p>Sculpture</p> <ul style="list-style-type: none"> Know how to sculpt using Plaster of Paris or paper mache' (HM) Know how to use recycled, manmade and natural materials to create a sculpture/model. (BH) <p>The work of artists</p> <ul style="list-style-type: none"> Explain the style of my work and how it has been influenced by a famous artist or culture. (FK) Identify different techniques and styles used in the work of others and famous artists. (HM, FK)
	Year 3 Artist	Year 4 Artist	Year 5 Artist	Year 6 Artist
Themes	<ul style="list-style-type: none"> Tremors (T) Tribal Tales (TT) Mighty Metals (MM) Urban Pioneers (UP) Gods and Mortals (GM) Flow (F) 	<ul style="list-style-type: none"> Burps, Bottoms and Bile (BBB) I am Warrior (IW) Traders and Raiders (TR) Potions (Po) Misty Mountain Sierra (MMS) Playlists (PI) 	<ul style="list-style-type: none"> Off with her head (OWH) Alchemy Island (AI) Pharaohs (Ph) Stargazers (S) Scream Machine (SM) Allotment (A) 	<ul style="list-style-type: none"> Darwin's Delights (DD) Blood Heart (BH) Frozen Kingdom (FK) Child's War (CW) Hola Mexico (HM)