




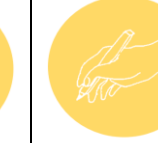









ART AND DESIGN										
BIG IDEAS	DEVELOP IDEAS				MASTER PRACTICAL SKILLS				TAKE INSPIRATION	
Building Blocks	Emotions	Process	Visual Language	Vocabulary	Effects	Techniques	Colour Theory	Media & Materials	Artists & Artisans	Styles & Periods
	 Emotions	 Process	 Visual language	 Vocabulary	 Effects	 Techniques	 Colour theory	 Media and materials	 Artists and artisans	 Styles and periods

BIG IDEAS	BUILDING BLOCKS	EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 2
DEVELOPING IDEAS	 Emotions	Expressive Arts and Design sharing their feelings through a variety of activities in art.	<p>Year 1 - Show interest in and describe their feelings about their own and the work of others.</p> <p>Year 2 – When looking at creative work, express clear preferences and given some reason for these.</p>	<p>Year 3 – Take the time to reflect upon why they like and dislike about their work and that of others.</p> <p>Year 4 – Regularly reflect upon their work and use comparison with the work of others (children and artists) to identify how to improve.</p>	<p>Year 5 – Regularly analyse and reflect on the progress taking account of what they hoped to achieve.</p> <p>Year 6 – Provide reasoned evaluation both of their own and professionals work which takes account of the stating points, intentions and context behind the work.</p>
	 Process	Work purposefully responding to colours, shapes, materials etc. create simple representations of events, people and object	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> </ul>





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Art and Design Progression

			<p>Year 1 - Recognise that ideas can be expressed in artwork experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them.</p> <p>Year 2 - Try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences</p>	<p>Year 3 - Gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Year 4 - Select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p>	<ul style="list-style-type: none"> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketchbook</li> </ul> <p>Year 5 - Engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Year 6 - Independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.</p>
 <p>Visual language</p>	<p>Sharing their thoughts and ideas through a variety of activities in art.</p> <p>Recognise and describe key features of their own and others' work.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• See emotions .</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Comment on artwork using visual language.</li> <li>• See emotions.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Comment on artwork with a fluent grasp of visual language.</li> <li>• See emotions.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Comment on artwork with a fluent grasp of visual language.</li> <li>• See emotions.</li> </ul>





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	 Vocabulary	<p>Know how to explain what they are doing.</p>	<p>Year 1 - Know the names of the tools, techniques and the formal elements (colour, shapes, tones, etc.) that they use.</p> <p>Year 2 – Be able to talk about the materials, techniques and process they have used, using appropriate vocabulary.</p>	<p>Year 3 – Be able to explain how to use some of the tools and techniques they have chosen, using appropriate vocabulary.</p> <p>Year 4 - Be able to demonstrate how tools they have chosen to work with, should be used effectively and with safety, using the appropriate vocabulary.</p>	<p>Year 5 – Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Year 6 – Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p><b>MASTER PRACTICAL SKILLS</b> See identified themes for further progression of skills</p>	 Effects	<p>Explore and using media and materials.</p> <p>Being imaginative.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Explore different methods and materials as ideas to develop.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Adapt and refine ideas.</li> <li>Explore ideas in a variety of ways.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work in progress.</li> </ul>
	 Techniques	<p>Work spontaneously and enjoy the act of making/creating.</p> <p>Sustain concentration and control when experimenting with tools and materials.</p>	<p>Year 1 – try out a range of materials and processes and recognise that they have different qualities.</p> <p>Use materials purposefully to achieve particular characteristics or qualities.</p> <p>Year 2 – Deliberately chose to use particular techniques for a given purpose.</p> <p>Develop and exercise some care and control over the range of materials they use.</p>	<p>Year 3 – develop practical skills by experimenting with and testing the qualities of a range of materials and techniques.</p> <p>Select appropriate technical skills they are learning to improve the quality of their work.</p> <p>Year 4 – Investigate in the mature and qualities of different materials and processes systematically.</p>	<p>Year 5 – confidently investigate and exploit the potential of new and unfamiliar materials.</p> <p>Use their acquired technical expertise to make work which is effectively reflects their ideas and intentions.</p> <p>Year 6 – Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p>



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				Apply the technical skills they are learning to improve the quality of their work.	Independently select and effectively use relevant processes in order to create successful and finished work.
	 <p>Colour theory</p>		<p>Paint - Mix primary colours to make secondary colours.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Paint – Mix colours effectively.</p> <p>Experiment with creating mood with colour.</p>	<p>Paint – Create a colour palette based upon colours observed in the natural and built world.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>
	 <p>Media and materials</p>		<p>Paint</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> </ul>	<p>Paint</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<p>Paint</p> <ul style="list-style-type: none"> <li>• Sketch lightly before painting to combine line and colour.</li> <li>• Use the qualities of watercolour and acrylic paint to create visually interesting pieces.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing, based on ideas from other artists.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> </ul>




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			<ul style="list-style-type: none"> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment, e.g. wallpapers.</li> <li>• Use objects to create prints, e.g. fruit, vegetables or sponges.</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and /or a stitch.</li> <li>• Use plating.</li> <li>• Use dip dye techniques.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p>Digital media</p> <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Digital media</p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
<p>TAKE INSPIRATION</p>	 <p>Artists and artisans</p>	<p>EYFS Expressive Arts and Design Exploring and using media and materials. Being imaginative</p> <p>Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p>	<p>In Key Stage 1 children should be taught 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.</p>	<p>In Key Stage 2 children should be taught about great artists, architects and designers in history.</p>	
				<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>



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Styles and periods

Objectives:

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Year 1 - Know how to recognise and describe some simple characteristics of different kinds of art, craft and design

Year 2 - Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.

Year 3 - Know about and describe the work of some artists, craftspeople, architects and designers

Year 4 - Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. about,

- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Year 5 - Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.

Year 6 - Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.