



Rationale: 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. Children should learn from, and be inspired by, influential historical and current designers and artists.

<p>Intent: For the children to produce creative work, exploring their ideas and recording their experiences. For the children to become proficient in drawing, painting, sculpture and other art, craft and design techniques To provide children with the skills to evaluate and analyse creative works using the language of art, craft and design To teach the children about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>Implementation: All children will have sketch books where they can experiment and develop their ideas. Children will be taught a variety of art and design techniques, using a range of mediums to produce art and design work in 2D and 3D. They will be given opportunities to observe closely, recording what they see in different contexts. They will be provided with the vocabulary to describe and evaluate their work and that of others, suggesting ways in which it could be improved. The children will learn about the great artists and traditions of the art world and begin to understand where these fit in relation to one other.</p>	<p>Impact: Children will produce high quality artwork using observation skills and their imagination. Children will have the confidence to experiment and make improvements to their work. Children will appreciate their own work, and the work produced by others. and will have the vocabulary to talk about it. Children will develop their knowledge of the techniques and works of great artists and designers and apply this in their own work.</p>
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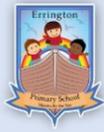
	Early Learning Goal	Y1		Y2		Y3	
Key concepts							
		Knowledge	skills	knowledge	skills	knowledge	skills
2D Art	<p>Expressive arts and design – Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories <p>Painting, drawing, using different media. Free access in the areas of provision continuous access.</p>	I know how to make shapes and lines when drawing and painting.	<p>I can use my sketchbook to experiment and explore my ideas.</p> <p>I can draw and use paints to create a final piece.</p>	<p>I know how to represent what I can observe and what I can imagine in a range of 2D forms including, drawing, painting and printing.</p>	I can create a collection of my work in a sketchbook.	I know how to choose appropriate paper and fabrics for different purposes.	I can make improvements to my artwork.



3D Art	Expressive arts and design – Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Junk modelling – clay	I know how to mould clay.	I can use tools to cut and mould clay into shapes.	I know how to represent what I can observe, and what I can imagine. in 3D forms including, sculpture and modelling with scrap materials.	I can create sculptures and structures using a range of materials.	I know how to use a range of tools and modelling materials.	I can use a range of tools appropriate for a given purpose.
Digital Art	Children will use programmes such as 2paint NO ELG link		I can create a simple picture using a paint application.	I know that images can be combined to create a picture.	I can use a graphics application to create computer art. I can import a background and create my own picture on top of it.	I know that a photo taken with a digital camera or I-pad can be uploaded and used.	I can use a digital camera to take photos I can use in my work.
Significant artists	N/A	I know about the artists Picasso, Kandinsky, Mondrian and Monet, and have looked at some of their paintings.	I can use paints to create concentric circles. I can create a piece of art using primary colours and shapes. I can create observational drawings of plants.	I know about the techniques used by Vincent Van Gogh and LS Lowry.	I can produce artwork in the style of LS Lowry with objects in appropriate sizes in relation to their position in the picture. I can draw flowers, in the style of Van Gogh, using different mediums.	I know who Andy Goldsworthy and James Brunt are, and recognise their style of natural art	I can create natural art that follows the principles of Andy Goldsworthy. I can draw in the style of Giuseppe Arcimboldo (portraits).
Linear themes							
Drawing	Expressive arts and design – Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Fine motor Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. Continuous provision, access to different media to mark make, draw and explore.	I know how to use lines to represent a shape or outline.	I can use a range of tools to create line and shapes.	I know that when I draw things that are close to me should be larger than things that are far away.	I can use dots and lines to represent pattern and texture. I can draw using different materials.	I know how to give detail to natural and man-made objects, observing pattern, shape and form.	I can observe closely to draw natural and man-made objects accurately. I can create texture and pattern when drawing in a range of mediums.
Sculpture	Expressive arts and design – Creating with Materials	I know how to mould clay to represent a 3D shape (dragon eye).	I can use tools to cut clay.	I know how simple tools can be used to mould clay.	I can use modelling materials to make an imagined or realistic form.	I know the techniques used to create Greek pottery.	I can create clay pots using my thumbs.

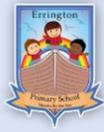


	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Fine motor Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Junk Modelling Clay Playdough</p>	I know how to select materials, considering their shape, to make a model of a castle.			I can use techniques such as rolling, cutting and pinching.		I can attach handles to my pot using a simple joining technique.
Painting	<p>Expressive arts and design – Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Fine motor Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p>Continuous provision paint – colour mixing, painting with different tools.</p>	I know how to use a range of tools to apply paint.	I can mix primary colours to make secondary colours.	I know primary and secondary colours.	<p>I can mix colours to suit a task.</p> <p>I can use tones and shades.</p>	I know how to add surface detail to print or paintings.	<p>I can mix colours using the correct language, including tints and shades.</p> <p>I can create textures and effects using paint.</p>
Print making	<p>Expressive arts and design – Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	I know how to create an Aboriginal piece of art using dots.	I can print using tools to create Aboriginal art.	I know different printing techniques using everyday materials.	I can use printing techniques such as rolling, stamping, pressing and rubbing to create a background for a collage.	I know how to use lines to create a lino print.	I can create single and multicoloured prints using layering.

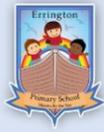


	Using different media, stamps – Potatoe stamps. Patterns.						
Collage	Expressive arts and design – Creating with Materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>Continuous provision to different materials – junk modelling . Also as adult focus</p>	I know what a collage is.	I can cut, tear and glue materials to make a picture. I can sort and arrange materials.	I know that collages can be created by layering materials.	I can cut and tear fabrics and papers, attaching them using different joining techniques. I can add texture by mixing materials.	I know how to use a variety of materials to create a collage on a theme.	I can select colours and materials to create effects. I can refine and improve my work.
Pattern	No ELG I can recognise shapes and patterns in the environment around me Making repeated patterns – noticing patterns all around, strips, spots etc	I know how to make a simple pattern using colours and shapes.	I can use a range of mediums to create a repeated pattern.			I know how to create a repeated pattern on 3D sculptures.	I can create a repeated pattern in clay

		Y4		Y5		Y6	
Key concepts							
		Knowledge	skills	Knowledge	Skills	Knowledge	Skills
2D Art		I know about the effects I can create using different mediums.	I can develop a range of pieces of art that reflect the style or artist explored. I can use a range of mediums, such as chalk, wax and pencils to experiment with blending, shading and creating textures.	I can use my knowledge of tools and materials to select appropriate ones for a task.	I can use a sketchbook to develop skills taught, and to experiment with the styles and techniques used by the artists taught. I can explain how a piece of art makes me feel, explaining my views by referencing effects (e.g., colour and pattern).	I can explain how a piece of art makes me feel, explaining my views by referencing effects (e.g., colour and pattern).	I can use sketchbooks to record observations, explore and develop ideas, experiment with different shading and colouring techniques and to create my own work based on that of notable artists.
3D Art		I know what is needed to make Papier-Mache. I know how to improve my design upon reflection of the initial plan.	I can mould and construct a 3-D structure of a helmet using Papier-Mache.	I know how to join pieces of clay together.	I know how to successfully create a clay model/sculpture using appropriate tools and materials.	I know how Egyptian deaths masks were created and the cultural reasons why these were made.	To use clay and sculptural techniques to create Egyptian death Masks.



Digital Art		I know that to develop a short animation clip, it requires many frames.	I can use a simple animation tool to create a short animation clip.	I know that a graphics application will allow a variety of effects to be added to a picture.	I can use photo editing software to apply effects to a photograph. I can use a graphics application independently, choosing the appropriate tools and techniques to create a desired effect.		
Significant artists		I can identify Modigliani portraits by their distinct style. I can recognise abstract art by the artist Matisse and discuss what the forms represent.	I can draw my own portraits, and create collages, in the style of Modigliani. I can use shape and colour to represent the human form in the style of Matisse.	I know about the contribution William Morris made to the world of design and can identify his work and style. I understand how Van Gogh used vibrant colours and textures effectively in his work. I know about the work of Henri Rousseau.	I can experiment with taught techniques and styles of significant artists and use these in my own artwork.	I know about art techniques from different cultures, including those linked to religion. I understand how his wartime experiences influenced the artwork of Joe Cole (local artist).	I can experiment with a variety of tools and materials to create effects inspired by significant artists.
Linear themes							
Drawing		I know how to develop observational drawings by considering perspective, size, light and shadow.	I can experiment with line, tone and texture using pencils of different grades. I can use shading to show light and shadow effects.	I know that observing the shapes that make up an animal will help me to draw it.	I can use simple rules of perspective in drawings of figures and buildings. I can use a variety of techniques to add effects.	I know how artists show movement in their drawings.	I can use a variety of tools and materials and select the most appropriate. I can choose and use techniques appropriate to a task.
Sculpture		I know how to improve my clay sculpture by smoothing, carving, moulding and scoring to make it more detailed.	I can create Islamic patterns on clay tiles.	I know about the styles and uses of Viking pottery.	I can create clay pottery using sculpting and smoothing techniques. I can use tools and techniques to add shape, pattern and texture.		I can carve and sculpt materials using a range of tools and finishing techniques (e.g., sanding, etching and smoothing). I can evaluate my work and make changes.
Painting		I know that I must add different amounts of water to create tints.	I can develop water colour paintings using layering techniques. I can choose appropriate brushes and brush techniques.	I know that different tools can be used to create a variety of paint effects.	I can choose an appropriate tool to create a specific effect. I can use paint techniques to create texture in my paintings.	I know about different types of paint and their uses.	I can use paint application techniques to create a specific mood and atmosphere in a painting. I can use different types of paint e.g., water colours, acrylics to create different effects.
Print making		I know that symmetrical patterns can be created using printing.	I can make a geometric printing block based on geometric Islamic patterns.	I know that we can print onto different materials, including paper, card and fabric.	I can create a detailed block for printing using string, card, foam or lino.		



Collage		I know that collages consist of different layers and textures of materials that when combined produce a final image. I understand how mosaics are created.	I can learn and practise a range of techniques, including overlapping, tessellation, mosaic and montage.	I know that collage can be added to painted or printed backgrounds.	I can make a mixed media collage.	I know what constitutes a collage and how to create one adding layers. I know how original posters were produced during wartime.	I can make a collage that incorporates text based on wartime propaganda posters.
Pattern		I understand the different forms that Islamic geometric designs take.	I can create symmetrical and tessellating geometric designs.	I know how to repeat patterns to create an effect.	I can create patterns inspired by nature.	I understand that a mandala is a complex representation of the universe, with different parts of the universe representing different aspects of the Buddhist teachings.	I can create patterns based on Tibetan Buddhist art- Kalachakra/ mandala- using paint and textiles.