

# Together We Make a Positive Difference

## ENTHUSIASM

Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.

## KINDNESS

Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.

## RESPONSIBILITY

Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.

## RESILIENCE

Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.

## COURAGE

Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.

## CURIOSITY

Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.

## Art & Design Intent

We study at broad range of artists and styles and use a variety of different media.

We provide opportunities for peer /self-evaluation and constructive feedback.

Pupils develop an understanding of other cultures and styles.

Units are planned with opportunities for practice and re-drafting.

Pupils are encouraged to have a go at new skills.

Pupils create mood boards of their ideas and carry out self/ guided research.

Each outcome piece has a purpose and is displayed in the school gallery.

Pupil outcomes are valued and displayed.

Pupils are responsible for using and looking after resources and materials.

Pupils are encouraged to try again and to learn from mistakes.

Pupils are given the opportunity to express themselves and their views.

Pupils explore a range of materials and styles.

We ensure that our choices have a cultural connection to pupils.

Talent is nurtured and wider opportunities are sought.

Art is used to promote important messages to the community and wider world.

Materials are available for making errors.





Ambitious and challenging outcome pieces are planned.

Pupils complete an Artist Study in each year group.





# Art

**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.




**The national curriculum for art 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

## KS1 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

## KS2 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

# Progression of Knowledge and Skills

Elements	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Colour (C)</b>	<p>I know the names of and can recognise the primary colours (red, yellow and blue).</p> <p>I can sort and match objects based on colour.</p> <p>I can explore mixing colours to make secondary colours (purple, orange, green)</p>	<p>I know the secondary colours and how to make them (purple, orange, green).</p> <p>I can say how colours make me feel.</p>	<p>I know warm (red, orange) and cool (blue, green) colours.</p> <p>I can use colour to show how I feel or as a symbol.</p>	<p>I know the primary, secondary and tertiary colours.</p> <p>I know which colours complement each other.</p> <p>I can mix colours to make the 12-section colour wheel.</p>	<p>I know the difference between a tint, tone and shade.</p> <p>I can add white and black to a hue to create tones and shades.</p> <p>I can begin to explore symbolic meaning of colour in artwork.</p>	<p>I know which colours work in harmony with each other, using the 12-section colour wheel.</p> <p>I can begin choosing colours to create a feeling or atmosphere in my work.</p>	<p>I know which colours contrast with each other, using the 12-section colour wheel.</p> <p>I can begin to create subtle gradients, transitions and blends.</p> <p>I can select colours to create a feeling or atmosphere in my work.</p>
<b>Pattern (P)</b>	<p>I know and can recognise basic patterns such as dots, stripes and zigzags.</p> <p>I can reproduce basic patterns in my work.</p> <p>I can create simple repeating patterns using shapes, colours or objects.</p>	<p>I know that patterns can be found in plants, animals, buildings and objects.</p> <p>I can create symmetry by folding.</p>	<p>I know that patterns can be a symbol of different cultures and beliefs.</p> <p>I can create patterns using repetition or symmetry.</p>	<p>I know that Roman mosaics use shapes such as squares, rectangles, triangles, circles to create repeating patterns.</p> <p>I can create intricate repeating patterns using line, shape and colour.</p>	<p>I know the Egyptians used symbols called Hieroglyphics as decorative patterns.</p> <p>I can begin to explore different media when creating patterns such as collage materials.</p>	<p>I know that Islamic art uses geometric patterns.</p> <p>I can use various materials to create patterns including digital tools.</p>	<p>I can explore symbolism and meaning behind patterns.</p> <p>I can begin to add meaning to my own work.</p>
<b>Texture (T)</b>	<p>I know that materials have different textures such as sandpaper, fabric, cotton wool and feathers.</p> <p>I can explore materials through touch and say how they feel.</p>	<p>I know that different textures exist in the environment such as rough tree bark and smooth glass.</p> <p>I can arrange and glue down different materials to create a textured collage.</p>	<p>I know how different materials can be used to create a collages and prints.</p> <p>I can begin to select materials based on their characteristics.</p>	<p>I know different materials create different textures when mark making such as charcoal, sand, soft chalk and paint.</p> <p>I can use a range of media to create art with texture.</p>	<p>I know how combining materials can create a layered and textured effect.</p> <p>I can use a range of materials within my work to create a mixed-media composition.</p>	<p>I know how artists use a range of unconventional materials to create texture such as Michelle Reader.</p> <p>I can use recycled materials to create a mixed-media composition.</p>	<p>I know how artists use brush strokes, palette knives and tools to create unique textures.</p> <p>I can use texture deliberately to enhance the mood or meaning of my work.</p>

<p><b>Line (L)</b></p>	<p>I know and can replicate basic types of lines such as straight, curved, wavy and zigzag lines.</p> <p>I can trace line and shapes using pencils, markers or finger painting.</p>	<p>I know that different tools such as brushes, pens and charcoal can be used for line making.</p> <p>I can create different lines with growing precision and control.</p>	<p>I know that different pressures and strokes create thick and thin lines.</p> <p>I can say how different lines represent different feelings such as sadness, happiness or excitement.</p>	<p>I know lines can be smooth, rough, jagged or flowing.</p> <p>I can experiment with line quality to add texture and interest to my work.</p>	<p>I know that lines can be horizontal, vertical or diagonal.</p> <p>I can consider shapes and proportions when drawing from observation.</p>	<p>I know how techniques such as stippling, cross-hatching and shading create depth.</p> <p>I can begin use a range of line techniques in combination to create volume and texture.</p>	<p>I know that lines can be parallel and perpendicular.</p> <p>I can use lines in combination with other art techniques and materials, such as collage, printmaking or sculpture.</p>
<p><b>Shape (S)</b></p>	<p>I know basic shapes such as circle, square, triangles and rectangles.</p> <p>I can recognise and name these shapes in my environment.</p>	<p>I know the names of some 3D shapes such as cube and pyramid.</p> <p>I can sort objects based on shape.</p> <p>I can create collages using a range of shapes.</p>	<p>I know that some artists such as Paul Klee uses shape to create abstract art.</p> <p>I can cut, arrange and combine shapes to create simple compositions.</p>	<p>I know that cave paintings use shapes of animals, symbols, human figures and geometric shapes.</p> <p>I can create more complex compositions using a variety of shapes, focusing on creating visual interest and harmony.</p>	<p>I know the difference between positive and negative space.</p> <p>I can use positive and negative space to create a more complex composition.</p>	<p>I know the difference between 2D and 3D shapes.</p> <p>I can incorporate 2D and 3D shapes into my work.</p>	<p>I know the basic principles of perspective.</p> <p>I can use these principles of perspective to create the illusion of depth and three-dimensionality.</p>
<p><b>Form (F)</b></p>	<p>I know that some objects are 3D and I can explore through touch and observations.</p> <p>I can use playdough or clay to create basic 3D shapes such as a cylinder, sphere, cube or cones.</p>	<p>I know art comes in different forms such as paintings and sculptures.</p> <p>I can use playdough and clay to sculpt a simple plant pot.</p>	<p>I know that 3D art can use a range of materials such as clay, wood, ceramics, stone and metal.</p> <p>I can create a sculpture using 3D form.</p>	<p>I know that geometric form is using shapes with clear, defined edges.</p> <p>I know photography is a form of art.</p> <p>I can identify geometric form in the natural world and unnatural world.</p>	<p>I know that organic form is using natural and irregular shapes.</p> <p>I can use organic form to sculpt canopic jars.</p>	<p>I know that light can cast shadows and create highlights.</p> <p>I can depict the effects of light in my work to create the illusion of depth, volume and mass.</p>	<p>I know that different styles of art use form in different ways such as realism, abstraction and expressionism.</p> <p>I can incorporate different forms into my own artwork.</p>
<p><b>Space (SP)</b></p>	<p>I know what is meant by personal space.</p>	<p>I know the difference between foreground and background space.</p>	<p>I know how size and scale of objects can create depth.</p>	<p>I know what a horizon line is.</p>	<p>I know the difference between positive and negative space.</p>	<p>I know that objects closer to the viewer appear larger and objects further way</p>	<p>I know how using a vanishing point and foreshortening creates perspective.</p>

	I can say which objects or elements appear closer and further away.	I can use overlapping to create depth.	I can consider the size and scale of materials when collaging.	I can identify a horizon in photographs and paintings.	I can use positive and negative space to create a more complex composition.	from the viewer appear smaller.  I can use spatial illusion to create realist work with depth and space.	I can use these principles of perspective to create the illusion of depth and three-dimensionality.
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## Progression of Skills

Forms	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing (D)</b>	<p>I can use different mark-making tools such as pencils, crayons and markers.</p> <p>I can explore various ways to make marks on paper.</p> <p>I can develop my hand-eye coordination by tracing simple shapes, coping simple patterns or drawing within a specific boundary.</p>	<p>I can use a range of mark-making tools such as chinks, pastels and pens.</p> <p>I can draw basic shapes such as triangles, squares, rectangles and circles.</p> <p>I can begin to draw from observation of real-life objects and photographs.</p>	<p>I can begin to observe details and proportions and incorporate these into my observational drawings.</p> <p>I can experiment with different pressures and strokes.</p>	<p>I can observe details and proportions and incorporate these into my observational drawings.</p> <p>I can use a range of conventional and unconventional tools and media such as charcoal, pigment, orche, mud, sticks, brushes and hands.</p>	<p>I can draw people and objects from observation with increasing accuracy and precision.</p> <p>I can use my drawing skills to replicate the work of another artist using a range of media.</p>	I can use shading techniques to create a 3D effect with a range of media.	I can draw using perspective to create depth.
<b>Painting and printing (PP)</b>	I can use different brushes to make marks on paper and other surfaces.	I can develop my hand-eye coordination to make more controlled marks with paint.	I can explore different painting techniques such as sponge and stencil painting.	I can use the dry brush technique to create textured and rough effects on the paper and other surfaces.	I can use the resist technique to create interesting effects by using materials like tissue paper, wax	I can use splatter painting to create splatter effects by flicking or tapping a loaded brush or	I can use a palette knife to scrape, spread, and manipulate paint to create thick, textured

	<p>I can explore colour mixing through painting.</p> <p>I can use sponges and leaves to explore patterns and textures.</p>	<p>I can explore different painting techniques such as long and short brush strokes.</p>	<p>I can match colours to artefacts and objects.</p> <p>I can create patterns and images using simple printing techniques such as stamping and pressing.</p>	<p>I can experiment with dry brushing for depicting tree bark, fur, or other textured surfaces.</p>	<p>crayons or tape to resist paint.</p>	<p>toothbrush over the paper.</p> <p>I can experiment with different sizes of brushes, paint consistency, and distances to create varied splatter patterns.</p>	<p>strokes and impasto effects.</p>
<b>Collage (Co)</b>	<p>I can explore different collage materials such as paper, fabric, buttons and natural materials.</p> <p>I can develop my fine motor skills by cutting and tearing paper and other materials to create simple collage materials.</p>	<p>I can select and incorporate found objects such as magazine cut-outs, newspaper clippings or recycled materials into my work based on their texture and appearance.</p>	<p>I can create collages with depth and texture by using different collage techniques such as overlapping, folding and crumpling materials.</p>	<p>I can create a Roman mosaic by arranging and embedding small pieces of tesserae onto a surface.</p>	<p>I can create a mixed-media composition by incorporating different art materials, such as paint, ink, or pastels, along with traditional collage materials.</p>	<p>I can create an Islamic mosaic tile using geometric patterns digitally.</p> <p>I can create an Islamic mosaic tile using acrylic paint pens and ceramic tiles.</p>	<p>Use collage to express emotions, ideas and concepts.</p>
<b>Sculpture (Sc)</b>	<p>I can roll, squeeze and shape mouldable materials such as playdough and clay.</p> <p>I can develop my fine motor skills by pinching, rolling or shaping materials to create rolls, balls or flat shapes.</p>	<p>I can use my fingers and thumb to gently pinch and shape clay into a desired form.</p>	<p>I can layer paper mâché over a base structure like a balloon or wire frame.</p> <p>I can tear or cut strips of newspaper, dip them in a paper mâché mixture (usually a mixture of water and glue) and apply the strips to the base structure.</p> <p>I can smooth out the strips and ensure good adhesion.</p>	<p>I can create more complex forms and sculptures using paper mâché.</p> <p>I can build up layers, add details, and refine the shape of my creation.</p> <p>I can create simple supportive structures using materials like wire, cardboard, or recycled objects to provide a solid foundation for my paper mâché creation.</p>	<p>I can manipulate clay to create figurative sculptures by adding and shaping clay to achieve desired shapes and proportions.</p> <p>I can use pinching and blending to create a seamless attachments.</p> <p>I can use scoring to join two pieces of clay together.</p>	<p>I can manipulate modelling clay into more complex shapes.</p> <p>I can use a range of attaching techniques.</p> <p>I can use carving and incising to create texture, patterns and specific details.</p> <p>I can use carving tools, knives, or even everyday objects like toothpicks or nails to carve into the clay and create intricate designs.</p>	<p>I can use a combination of Mod Roc and paper mâché to create more intricate forms and add finer details to projects.</p> <p>I can use painting techniques for paper mâché, including base coats, layering colours, shading and adding details with brushes.</p> <p>I can seal and protect my creations using varnish or sealant.</p>

# Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	I can express my ideas using different art forms.	I can use a sketchbook to plan and gather my ideas.	I can use a sketchbook to practise skills, plan and gather my ideas.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.	I can use a sketchbook to create a mood board of ideas, practice skills and draft outcomes.
<b>Analysing and evaluating artwork</b>	<p>I can observe and describe artwork by answering simple questions like "What do you see?" and "What colours do you notice?"</p> <p>I can express personal preference by answering simple questions like "Which artwork do you like best?" and "Why do you like it?"</p>	I can begin to discuss how art makes me feel by answering questions like "How does this artwork make you feel?" and "What do you think the artist was trying to express?"	I can begin to discuss how the elements of a such as colour, shape, line and texture contribute to the overall composition.	I can analyse and discuss how different artistic techniques, such as shading, blending and perspective contribute to the artwork's overall effect.	I can consider the artist's intention, symbolism and cultural context by answering questions like "What do you think the artist wanted to say with this artwork?" and "How does it relate to the world around us?"	I can consider the strengths and weaknesses of different artworks, supporting my evaluations with reasons and evidence.	I can evaluate the success of artwork based on aspects like creativity, craftsmanship, originality and impact.
<b>Peer and self-evaluation</b>	<p>I can discuss my artwork with my peer.</p> <p>I can describe the colours, shapes and textures I've used.</p> <p>I can say how I feel about my artwork.</p>	<p>I can discuss what I have learned.</p> <p>I can say what I like about my work.</p> <p>I can give simple suggestions for how I can improve my work.</p> <p>I can say what I like about my peer's work.</p>	<p>I can compare my artwork to previous creations, stating how my skills have improved.</p> <p>I can suggest ways in which I can improve my work.</p> <p>I can provide positive feedback to my peers.</p>	<p>I can provide positive feedback to myself and peers using the elements of art to reinforce my opinions.</p> <p>I can offer constructive critique to my peers by focusing on specific aspects of their artwork that can be improved further.</p>	I can consider how effectively the messages, emotions, or ideas I wanted to convey through my creation expresses my artistic intent.	I can take ownership of my artistic growth by identifying what I am proud of, challenges I faced and areas I want to develop further.	I can explain the artistic choices I made in my artwork by discussing my use of colour, composition, technique and materials, and how these choices contribute to the overall effect of my artwork.

# Progression of Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Colour Red Blue Yellow Green Purple Orange Pattern Line Straight Curvy Zigzag Dots Shape Circle Square Triangle Rectangle Texture Rough Smooth Bumpy Soft Line Sandpaper Fabric Wool Fur Space Close Far Pencil Paint Crayon Clay	Primary Secondary Symmetry Bark Glass Plastic Collage Layer Overlapping Recycled Cube Pyramid Cylinder Cuboid Sphere Form Sculpture Foreground Background Chalk Pastels Brushes Artist Impressionism	Warm Cool Symbol Repetition Print Pressure Stroke Thick Thin Sad Happy Excited Calm Abstract Wood Stone Metal Ceramic Size Scale Observation Paper mâché Expressionism	Tertiary Complimentary Mosaic Media Jagged Flowing Gritty Velvety Natural Unnatural Horizon Photography Tesserae	Hue Tint Tone Shade Hieroglyphics Horizontal Vertical Diagonal Proportion Positive Negative Irregular Organic Resist Replicate Manipulate Surrealism	Harmony Atmosphere Geometric Unconventional Stippling Cross-hatching Shading Volume Shadow Highlight Depth Illusion Mass Splatter Acyclic Carve Sculptor	Contrast Gradient Blend Palette Parallel Perpendicular Perspective Realism Abstraction Vanishing point Mod Roc Seal Protect Varnish



## Artist Study

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Artist</b>	Alma Thomas	Van Gogh	Paul Klee	Various artists	Frida Kahlo	Michelle Reader	Claude Monet
<b>Style</b>	Expressionism	Post- impressionism	Expressionism	Evolution of photography	Surrealism	Sculptor	Impressionism
<b>Time period</b>	1891-1978	1853- 1890	1879-1940	Pre 19 <sup>th</sup> century – present	1907-1954	1975- present	1840- 1926
<b>Nationality</b>	African-American	Dutch	Swiss	Worldwide	Mexican	British	French
<b>Influence</b>	Alma Thomas's later art work featured vibrant, abstract paintings influenced by nature and the cosmos. Her love for nature and fascination with space missions inspired her use of bold colours and swirling patterns.	Van Gogh's unique approach to colour, brushwork, and expression laid the groundwork for the development of modern art movements such as expressionism and fauvism.	Paul Klee's art style was characterized by a combination of abstracted forms, vibrant colours, personal symbolism, and a playful and imaginative approach.	The evolution of photography has been marked by continuous advancements in technology, expanding creative possibilities, and increasing accessibility to the medium.	Frida Kahlo's art style, with its combination of symbolism, personal narrative, vivid colours, and emotional intensity, continues to captivate audiences worldwide.	Michelle uses recyclable materials to draw attention to environmental issues in an aesthetic, humorous and non-confrontational way.	Claude Monet's work is celebrated for its vibrant colours, loose brushwork, and ability to evoke a sense of atmosphere and natural beauty.

Units						
Drawing	Painting/printing		Collage	Sculpture	Artist Study	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self- portrait (L,D)	Ghanaian Goldilocks – Kente cloth printing (C,PP,P)	Artist Study Alma Thomas (C,Co,P)	Growing Still Life Water Colour Plants (P,C,L)	Fantasy Sculpture Papier Mache/Clay (Sc,F)	
	Colour Monster Colour Mixing (C,PP)					
Year 1	Self- portrait (L, D,)	Artist Study – Van Gogh a Starry Night (C, L, D)		Clay plant pots (C, F, PP, Sc)	The Tiger Who Came to Tea collage (P, T, S, Sp, Co)	
	David Attenborough collage (P, T, S, Sp, Co,)	Poppies inspired by O’Keefe (C, L, D, PP,)				
Year 2	Self- portrait (L, D)	Queen Victoria collage (T, S, Sp, Co)	Artist Study – Paul Klee Castle in the Sun (C, L, S, D)		Paper mâché sea creature (T, F, Sc)	
	Kente cloth (C, P, PP)					
Year 3	Self- portrait (L, D)	Cave painting (F, T, L, S, PP)	Paper mâché volcano (C, T, PP, Co)		Roman mosaics (C, P, Co)	
	Art study – Photography (Sp, F)					
Year 4	Self- portrait (L, D)	Artist Study – Frieda Kahlo mixed media portrait (C, P, T, Sp, D, Co)	Chocolate packaging (Sp, S, D)		Clay canopic jars (P, F, PP, Sc)	
	Lowry Landscapes (C, L, S, SP, D)					
Year 5	Self- portrait (L, D)	Polymer clay dragon eyes (C, F, Sc)	Galaxy landscape (F, L, S, Sp, PP)		Artist Study – Michelle Reader models that move (T, S)	Islamic tile (C, P, Co)
Year 6	Self- portrait (L, D)	The Titanic (C, L, S, Sp, D)	Artist Study Claude Monet Poppy Field (C, T, PP)			Shakespearean theatre masks (F, Sc)
	Heart art					

## Enrichment



- Gallery presentations
- Gallery visit / Artist [visit](#)
- French Day art event
- Cave painting experience Year 3
- Photography workshop Year 3
- Mothers' day
- Fathers' day
- Festival events
- Golden Time

## Extra-curricular



- Art club
- TMET 7 C's art project
- Art ambassadors
- Lunch time art club