

Art and Design

at Hook-with-Warsash C of E Academy

VISION STATEMENT: The teaching of art reflects our school and values by offering the children a bespoke curriculum, with chances to engage in a range of activities promoting self-expression and collaboration. Art at Hook-with-Warsash, across both key stages, allows children to develop a range of skills and grow as artists and individuals, providing a range of opportunities to explore the work of great artist, craft makers, designers and architects from past and present – and different cultures – to inspire, provoke and engage. In discussing, analysing and evaluating their own and others’ work, children are encouraged to develop their own visual language using the skills of drawing, painting, collage, sculpture, textiles, printing and ICT. Through the experience of using a range of materials, tools and techniques, the children are able to record the beauty of the world around them as well as understand the people who live within it. We believe art is fundamental to personal wellbeing: in lessons, we facilitate an environment in which pupils are free to experiment, interact with others and feel a sense of accomplishment.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to ‘**Art Objectives within the EYFS Framework**’.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
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.	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; • 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

Intent

At Hook-with-Warsash C of E Academy, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. The intent is to ensure all pupils produce creative and imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as explore the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting and colour, sculpting, collage, printing and textiles. Children will also develop their knowledge of famous artists, designers, architects and craft makers. Throughout lessons, pupils will develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation

Each unit comes with an overview, an end of unit assessment grid (currently under development) and additional resources to give the teacher and member of staff leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Lessons develop the children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We implement a series of lessons for each year group, which offer structure and clear learning journey. They are by no means to be used exclusively, but can be used to support planning. The teaching of art is flexible, with teachers choosing to deliver lessons spread across a half term, within a block, or a mixture of the two. CPD is via Hampshire training and network meeting for the Art and Design manager who then disseminates to staff through: staff meeting time, help with planning and general discussions about art.

Impact

Art and design learning is loved and valued by teachers and pupils across the school. Children are confident in using a range of materials and resources to create artwork and display a sense of pride over their creations; these are celebrated with the wider school community through displays across the school. Children can use subject-specific vocabulary, can speak confidently about their work and skills, and have a growing knowledge of great artists, craft makers and architects throughout history. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competence in improving their resilience and perseverance by continually evaluating and improving their work.

Art and Design Progression Map

Skills: drawing, painting and colour, sculpture, collage, textiles, printmaking and ICT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing To be covered in every scheme of work.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: - to select colours appropriate to what is being drawn/coloured - use line in order to create drawing of people, places or things - use dots and lines to demonstrate pattern - use different materials to draw, for example pastels, chalk, felt tips -work within the boundaries of size of paper being used - use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, drawings, line, size, space. Draw from observation and imaginations. Begin to draw for a range of purposes. Look at drawings from a range of artists representing a variety of cultures. HB pencils, colouring pencils, chalk and charcoal, felt-tipped pens, wax crayons.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: - colour in accurately, staying within the given lines - draw lines of varying thickness - use dots and lines to demonstrate pattern and texture - use different materials to draw, for example pastels, chalk, felt tips - work to the size of the paper being used - use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, drawings, line, bold, size, space. Draw from observation, experience and imaginations, emphasis on first-hand experience. Begin to draw for a range of purposes. Draw from the human figure in a range of poses and circumstances. Draw on a range of surfaces and scales. Look at drawings from a range of artists representing a variety of cultures, relating them to their own work. HB and 2B pencils, colouring pencils, chalk and charcoal, felt-tipped pens, ballpoint pens, wax crayons.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - experiment with line and texture with different hardness of pencils - use shading to show light and dark - use different materials to draw (e.g. pastels, chalk, felt tips) and explore ways in which they can be applied to achieve particular effects - show an awareness of space when drawing - use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, light, dark, line, pattern, texture, shape, outline. - to describe what they have achieved Draw from observation, experience and imaginations, emphasis on first-hand experience. Draw for different purposes. Working on a range of surfaces and scales. Look at a wide range of drawings made by artists from a variety of cultures and times and relate them to their own work. Experience the work of other artists and begin to identify styles A range of pencils, graphite sticks, colouring pencils, chalk and charcoal, felt-tipped pens, ballpoint pens, oil pastels	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - experiment with line, tone and texture with different hardness of pencils - use shading to show light and dark and shadows - use different materials to draw, (e.g. pastels, chalk, felt tips) and explore ways in which they can be applied to achieve particular effects - show an accurate awareness of space when drawing - use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline. - to describe what they have achieved and how it was produced using art language/vocabulary Draw from observation, experience and imaginations, emphasis on first-hand experience. Draw for different purposes using a range of styles. Select media from a limited range and decide how it might be used. Working on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work. Look at a wide range of drawings made by artists from a variety of cultures and times and relate them to their own work. Experience the work of other artists, identifying styles A range of pencils, graphite sticks, colouring pencils, chalk and charcoal, felt-tipped pens, ballpoint pens, oil pastels	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - begin to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching - depict movement, proportion and perspective in drawings - use a variety of tools - compose work and plan use of space - choose a style of drawing to match purpose - use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, graffiti, fresco, mural. Draw from observation, experience and imaginations, emphasis on first-hand experience. Choose the scale and surface appropriate to the work. Draw the human figure in isolation, in groups and set in different environments. Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work. Choose the style of drawing to match the purpose. A range of pencils, graphite sticks, colouring pencils, chalk and charcoal, felt and fibre-tipped pens, ballpoint pens, wax crayons, water-based crayons, pen and ink.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching - accurately depict movement, proportion and perspective in drawings - use a variety of tools and select the most appropriate - compose work and plan effective use of space - choose a style of drawing to match purpose - correctly and confidently use a range of artistic vocabulary learnt throughout KS1 and 2 to describe, explain and evaluate art. Draw from observation, experience and imaginations, emphasis on first-hand experience. Choose the scale and surface appropriate to the work. Draw the human figure in isolation, in groups and set in different environments. Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work. Choose the style of drawing to match the purpose. Choose from the range of drawing tools introduced throughout KS1 and 2 for a desired effect
Painting and colour To be covered in every scheme of work.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: - name the primary colours - experiment with different painting tools - mix primary colours to make secondary colours -identify cool and warm colours -use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, warm colours, cool colours, watercolour wash, sweep, dab, paint.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: -name the primary and secondary colours -experiment with different brushes, brush strokes and painting tools -mix secondary colours, knowing which primary colours to use -begin to mix tertiary colours -add white and black to alter tints and shades;	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: -use brush techniques to create shapes, textures, patterns and lines -mix secondary and tertiary colours -create different textures with paint -use key vocabulary to demonstrate knowledge and understanding in this strand: colour,	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: -use varied brush techniques to create shapes, textures, patterns and lines; -mix a range of colours effectively using the correct language, e.g. tint, shade, primary and secondary	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: -create a colour palette, demonstrating mixing techniques; -use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: -create a colour palette, demonstrating mixing techniques; -use a range of paint (acrylic, oil paints, water colours) and select the most appropriate

	Paint from observation and imagination. Increasing range of media for painting. Paint on a range of surfaces and scales. Look at paintings of other artists representing a variety of cultures. Poster paint in primary colours. Round brushes, spatulas and fingers. Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.	-use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, monochrome. Paint from observation, imagination and experience, emphasis on first hand experience. Selecting media from a limited range and deciding how it might be used. Working on a range of surfaces and scales. Look at a wide range of paintings made by artists from a variety of cultures and times and relate them to their own work. Experience the work of other artists to begin to identify styles. Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.	foreground, background, abstract, emotion, warm, cool, blend, mix, line, tone, Paint from observation, imagination and experience, emphasis on first-hand experience. Selecting media from a limited range and deciding how it might be used. Working on a range of surfaces and scales. Look at a wide range of paintings made by artists from a variety of cultures and times and relate them to their own work. Experience the work of other artists to begin to identify styles. Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.	-begin to match the approach to the scale of the work -create different textures and effects with paint -use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. Paint from observation, imagination and experience, emphasis on first-hand experience. Selecting media from a limited range and deciding how it might be used. Working on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work. Look at a wide range of painting s made by artists from a variety of cultures and times and relate them to their own work. Experience the work of other artists to begin to identify styles. Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.	-use the primary colours and black and white to mix a full range of hues and tones -use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. Paint from observation, imagination and experience, emphasis on first-hand experience. Select the media and predict how they might be used. Choose the scale and surface appropriate to the work. Experience a wide range of paintings made by other artists from a variety of cultures and times and relating them to their own work. Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.	-use the primary colours and black and white to mix a full range of hues and tones - correctly and confidently use a range of artistic vocabulary learnt throughout KS1 and 2 to describe, explain and evaluate art. Paint from observation, imagination and experience, emphasis on first-hand experience. Select the media and predict how they might be used. Choose the scale and surface appropriate to the work. Experience a wide range of paintings made by other artists from a variety of cultures and times and relating them to their own work. Opaque and transparent paints (watercolours). Range of brushes, round and flat. Mixing palettes.
Sculpture To be covered at least once a year.	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: -use a natural or recycled materials for sculpting, e.g. clay, straw and card; - to be able to cut and tear materials; -mould and create simple shapes with malleable materials. -use a wider range of simple tools to cut, shape and impress patterns. -use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, land art, sculptor, sculpture, shapes, materials. Build and construct structures from separate objects (e.g. junk). Work on a range of scales. Model with malleable materials. Explore tactile qualities of materials. Talk about the materials, how they have been worked and the result. Talk about their sculpture and relating them to the work of other sculptures. Malleable materials. Construction materials. Adhesives. Tools: fingers, scissors, spatulas	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: -use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - to be able to accurately cut materials to required level of accuracy -use a variety of techniques within their sculpting, e.g. rolling, cutting, pinching; -use a variety of shapes, including texture; -mould and create simple shapes with malleable materials. -use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work of art, 2D, land art, sculptor, sculpture, shapes, materials, abstract, geometric. Build and construct structures from separate objects (e.g. junk). Work on a range of scales. Model with malleable materials. Explore tactile qualities of materials. Talk about the materials, how they have been worked and the result. Talk about their sculpture and relating them to the work of other sculptures. Malleable materials. Construction materials. Adhesives. Tools; fingers, scissors, spatulas, modelling tools.	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: -cut and combine shapes to create recognisable forms; -use clay and other malleable materials and practise joining techniques; -use a wider range of tools to cut, shape and impress patterns -use papier mache to model 3D shapes -add materials to the sculpture to create detail; -use key vocabulary to demonstrate knowledge and understanding in this strand: architect, 3D shape, shape, form, shadow, light Build and construct structures from a wide range of materials and objects. Work with specific malleable and resistant materials to explore their qualities. Plan the sculpture and select appropriate tools. Talk about their sculpture and relate it to the work of other sculptors. Malleable materials. Construction materials e.g. paper, card, wood, fabric, wire, plasters. Adhesives. Tools.	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: -cut, make and combine shapes to create recognisable forms; -use clay and other malleable materials and practise joining techniques; -use a wider range of tools to cut, shape and impress patterns -use papier mache to model 3D shapes -add materials to the sculpture to create detail; -use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. Build and construct structures from a wide range of materials and objects. Work on a range of scales and sizes. Combine materials and processes to achieve required effects and meet specific design requirements. Work with specific malleable and resistant materials to explore their qualities. Plan the sculpture and select appropriate tools. Talk about their sculpture and relate it to the work of other sculptors. Malleable materials. Construction materials e.g. paper, card, wood, fabric, wire, plasters. Adhesives. Tools.	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: -plan and design a sculpture; -use tools and materials to carve, add shape, add texture and pattern; -develop cutting and joining skills, e.g. using wire, coils, slabs and slips; -use materials other than clay to create a 3D sculpture; -weaving patterns using threads and varying materials. -make armatures to support the work. -plaster/papier-mâché over armatures allowing modelling of more intricate/complex 3D shapes -use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. Planning the sculpture, methods, tools and materials. Choosing materials appropriate to the subject. Talk about their sculpture and how they were created, and the ideas being investigated. Relating their work to the work of other sculptors. Malleable materials. Construction materials e.g. paper, card, wood, willow, fabric, wire, plasters. Adhesives. Tools e.g. scissors, sponges, modelling tools, saws, pliers and knives.	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: -effectively plan and design a sculpture; -confidently use tools and materials to carve, add shape, add texture and pattern; -continue developing cutting and joining skills, e.g. using wire, coils, slabs and slips; -use materials other than clay to create a 3D sculpture; -weaving patterns using threads and varying materials. -make armatures to support larger work -plaster/papier-mâché over armatures allowing modelling of more intricate/complex 3D shapes -correctly and confidently use a range of artistic vocabulary learnt throughout KS1 and 2 to describe, explain and evaluate art. Planning the sculpture, methods, tools and materials. Choosing materials appropriate to the subject. Talk about their sculpture and how they were created, and the ideas being investigated. Relating their work to the work of other sculptors. Malleable materials. Construction materials e.g. paper, card, wood, willow, fabric, wire, plasters. Adhesives. Tools e.g. scissors, sponges, modelling tools, saws, pliers and knives.
Collage	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum

To be covered at least once a year.	To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: -use a combination of materials that can be cut, torn and glued; -add texture by mixing materials; -cut straight from a range of materials with some accuracy -tear paper into strips and shapes with some accuracy -glue and stick accurately -use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, cut, place, arrange. Handle and manipulate a range of natural and man-made materials. Make their own simple collage. Talk about their own work and the work of others in relation to shape and colour. Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors.	To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: -use a combination of materials that can be cut, torn and glued; -sort and arrange materials; -add texture by mixing materials; -cut straight and curved lines from a range of materials with some accuracy -tear paper into strips and shapes with some accuracy -glue and stick accurately -classify materials into colours and surface textures -use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. Handle and manipulate a wide range of natural and man-made materials, making choices to match texture and colour to purpose. Make their own simple collage. Talk about their own work and the work of others in relation to shape, texture and colour. Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: -select colours and materials to create effect, giving reasons for their choices; -learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; -cut complex shapes from a range of materials with some accuracy -tear paper to pre-determined strips and shapes -apply adhesive sparingly and stick shapes accurately -use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. Produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. Experiment with materials to achieve new textures and colours. Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results. Work as a member of a group to produce a single collage. Look at and talk about collages created by other artists. Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: -select colours and materials to create effect, giving reasons for their choices; -refine work as they go to ensure precision; -learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; -cut complex shapes from a range of materials with accuracy -change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying -tear paper to pre-determined strips and shapes -apply adhesive sparingly and stick shapes accurately -use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. Produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. Experiment with materials to achieve new textures and colours. Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour and identify how they combine in the work to achieve specific results. Work as a member of a group to produce a single collage. Look at and talk about collages created by other artists. Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Scissors. Sewing equipment.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: -cut complex shapes from a range of materials; -alter and amend a range of surfaces to create new textures; -add collage to a painted background; -create and arrange accurate patterns; -use a range of mixed media; -plan and design a collage; -use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Plan and produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. Further experimentation with materials to achieve new textures using a range of colour tones. Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. Look at and talk about collages created by other artists, analysing the materials and processes used and the effects achieved. Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Sewing equipment. Safety scissors, fabric scissors and approved craft knives.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: -accurately cut complex shapes from a range of materials; -alter and amend a range of surfaces to create new textures appropriate to the work; -add collage to a painted or printed background; -create and arrange accurate patterns; -select from a range of mixed media to meet a particular purpose; -plan and design a collage; -use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Plan and produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. Further experimentation with materials to achieve new textures using a range of colour tones. Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. Look at and talk about collages created by other artists, analysing the materials and processes used and the effects achieved. Various papers and fabrics. (Excluding those that create airborne dust when cut/pulled e.g. fur) Threads, objects, natural and man-made e.g. pasta and leaves. PVA. Sewing equipment. Safety scissors, fabric scissors and approved craft knives.
	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: -experiment with a variety of materials (e.g. sponges, fruit, blocks) to print; -demonstrate simple techniques (e.g. stamping and rubbing); -use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, objects. Begin to experiment with a few simple printing methods. Choose an object to print with. Print to make pictures and patterns. Begin to identify pattern and texture in natural and man-made objects. Talk about their prints and how they were made. Opaque ready mixed paint with a little washing up liquid. Hard and soft objects to print with. Wax crayons for rubbings. Heavy card/polystyrene for making blocks. Inks, plates and rollers. Suitable absorbent papers.	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: -make a simple printing block -use a variety of materials, e.g. sponges, fruit, blocks; -demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; -use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects. Experiment with a growing range of printing methods. Choose an object to print with to achieve specific results. Print to make pictures, patters or textures. Print on a range of surfaces and textures. Identify and talk about pattern and texture in natural and man-made objects. Talk about their prints and how they were made. Opaque ready mixed paint with a little washing up liquid. Hard and soft objects to print with. Wax crayons for rubbings. Heavy card/polystyrene for making blocks. Inks, plates and rollers. Suitable absorbent papers.	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: -use one colour to print; -replicate patterns from observations; -make a printing block from polystyrene printing tiles or similar. -make repeated patterns -ink up a block and print a regular and off-set pattern. -use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. Experimenting with a growing range of printing methods. Choose objects to print to achieve specific results. Developing monoprints to show use of line, pattern and texture. Printing to make pictures, patterns and textures. Designing and creating printed patterns for collage. Identifying and discussing pattern and texture in natural and man-made objects. Talk about about their print, and the works of others including other artists. Polystyrene printing tiles. Wax crayons for rubbings. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers.	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: -use more than one colour to layer in a print; -replicate patterns from observations; -make a more complex printing block from polystyrene printing tiles or similar. -make repeated patterns with precision; -build a printing block by applying card, string wool, etc. -ink up a block and print a regular and off-set pattern. -use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. Experimenting with a growing range of printing methods. Choose objects to print to achieve specific results. Developing monoprints to show use of line, pattern and texture. Printing to make pictures, patterns and textures. Printing more complex patterns. Working on a range of scales and surfaces including fabric. Designing and creating printed patterns for collage. Identifying and discussing pattern and texture in natural and man-made objects. Talk about about their print, and the works of others including other artists. Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks,	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: -design and create more complex printing blocks/tiles; -build a complex printing block by applying card, string and wool. -apply more than one colour when printing -develop techniques in mono, block and relief printing; -create and arrange accurate patterns; -relate their work to the work of other artists -use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph. Experiment with and combine a range of printing techniques. Choose methods of printing to achieve specific results. Show use of line pattern, texture, shape and colour in their prints. Plan to use printing to make pictures, patterns and textures. Collecting and classifying a range of printed effects. Printing more complex regular and irregular patterns. Planning to incorporate the scale, surface and method to achieve the result. Design printed patterns and textures for collage. Talk about their print, explain the process and relate it to prints of other artists.	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: -design and create more complex printing blocks/tiles which involve layering of different techniques (monoprint on marbling); -apply more than one colour when printing to create a desired effect -create and arrange accurate patterns; -develop offset prints that investigate a range of tessellated approaches -relate their work to the work of other artists and describe how the prints could have been made. -use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph. Experiment with and combine a range of printing techniques. Choose methods of printing to achieve specific results. Show use of line pattern, texture, shape and colour in their prints. Plan to use printing to make pictures, patterns and textures. Collecting and classifying a range of printed effects. Printing more complex regular and irregular patterns. Planning to incorporate the scale, surface and method to achieve the result.

				plates, rollers. Fabric inks, crayons. Suitable absorbent papers.	Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers. Wide range of materials and textures for printing.	Design printed patterns and textures for collage. Talk about their print, explain the process and relate it to prints of other artists. Polystyrene printing tiles. Wax crayons for rubbings. Heavy card, string, wool. Printing inks, plates, rollers. Fabric inks, crayons. Suitable absorbent papers. Wide range of materials and textures for printing.
Textiles (teaching of textile skills can be incorporated within collage years 1 - 4) Each to be covered every 2 years: sewing, weaving, dying	Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: -show pattern by weaving; -use materials to weave (cloth, paper, card, leaves, sticks etc); -cut fabrics into basic shapes; -use a dyeing technique to alter a textile’s colour; -cut threads into a variety of similar lengths; -thread a large eyes needle; -sew individual straight stitches as decoration on open weave fabrics; -use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. Select fabrics and thread by colour and texture. Simple sewing to create surface texture or pattern. Weaving to create textures and patterns. Dyeing threads and fabrics to use in other textile activities. Collage: Various fabrics and threads. Scissors and glue. Sewing: Large eye needles, open weave fabric or plastic grid. Weaving: Frames or cards. Smooth threads. Papers/card. Dying: Light coloured fabrics and threads that will accept dye. Cold water dyes, suitable buckets/bowls. Tongs to handle dyed fabrics.		Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: -use a variety of textile techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; -develop skills in stitching, cutting and joining; -cut and apply fabrics and threads with some accuracy; -thread and sew with fine needles; -sew straight stitches to create patterns and surface decoration; -use sewing to apply one fabric to another; -weave using fabric strips; -create patterns in fabric as a result of dyeing; -use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. Create collages using appropriately selected fabrics and threads. Use weaving to create textures and patterns. Tie-dyeing fabrics to achieve patterns and textures. Collage: Various fabrics and threads. Scissors and glue. Sewing: A range of needles and fabrics. Weaving: Frames or cards. Smooth threads. Fabric strips. Dying: Light coloured fabrics and threads that will accept dye. Cold water dyes, suitable buckets/bowls. Tongs to handle dyed fabrics.		Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: -experiment with a range of media by overlapping and layering in order to create texture, effect and colour; -add decoration to create effect; -cut a simple paper pattern and use it to create a basic 3D shape from fabric; -sew pieces of fabric together accurately by hand; -create new threads by, for example knotting and plaiting to use as decoration; -use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. Planning and creating 2D collages a 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work. Selecting fabrics and threads to enhance the purpose of the work. Dyeing fabrics and threads to achieve effects. Various weights and styles of fabrics and threads. Tools and equipment including scissors, needles, sewing machine, sewing frames and appropriate adhesives. Dyes and associated equipment.	
Art and ICT The use of ICT within lessons is not mandatory, but can be used to enrich learning	Select formats and programmes for own use. Use images found on the computer in sketchbooks. Save and print own artworks. Print and source images for inspiration. Use online galleries. Use favourites file with websites selected by teacher. Combine text and image. Use simple tools in art packages. Scan an image and make changes to it. Save digital pictures and videos to a computer. Use photographed textures and patterns to add to collages. Create patterned pages to add to a collage. Use digital cameras to record collaborative and 3D work. Change digital photographs in a pain package. Use a digital camera/video camera. Create posters/leaflets/stories etc. Create story sequences using photography and small world toys. Begin to create simple animations. Discuss the use of ICT in art, developing their art and ICT vocabulary. Reflect on work created using ICT and explain/describe how they made it. Exploring a range of tools on the IW. Use a microscope or visualizer to explore, sort, classify and describe textures, patterns and shapes. Art software packages (paint etc), cameras, ipads, video cameras, scanners and photocopiers, IWB. Websites with art images e.g.: National Portrait Gallery		Find images for inspiration and save them in an art images file. Create ICT files of their own artwork. Create a graphic document with text. Use information from a range of sources on the internet to put together a presentation on a theme, artist and genre. Explore new tools within an art package. Use a digital camera/video camera. Combine text image and sound. Use photo-editing software. Use photographs and digital images as starting points for artwork. Use software to create repeating patterns. Use cameras to document collaborative, non-permanent or 3D work as a record and to evaluation in sketchbooks. Change the appearance of text-colour, size and font. Explore colour mixing on screen. Create an animation sequence using a sequence of images. Opportunities for children to reflect on, discuss and evaluate artwork created using ICT. Opportunities to make choices about how they will incorporate ICT into their artwork. Opportunities to comment on the effectiveness of using ICT in artwork. Change to use the internet to explore websites, online galleries and children’s sites to look at work made by other children and artist. Use ICT to create multiples of art works (e.g. cards) Art related software packages (Paint, Stopmotion, Word, Publisher, Powerpoint, IMovie) Cameras, video cameras, IWB, scanners, photocopiers.		Develop a system to organise images of own artwork and collected images. Create a graphic document with text for a specific purpose. Critically evaluate work and its effectiveness and suitability for purpose. Use information from a range of sources on the internet to put together a presentation on a theme, artist or genre using text, images and sound. Select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience. Confidently use the full range of tools within an art package. Evaluate when it is appropriate to use an art package or when another medium would be more suitable. Consider choices such as angle, light, focus and composition when taking a photograph. Use photographs and digital images as starting points for artwork. Combine an image create with ICT with other art materials. Use photo-editing software. Use words in the context of graphic art by selecting appropriate fonts and changing the colour/orientation. Plan and make an animation independently for a specific purpose suing images/3D model. Make choices about how they will incorporate ICT into their work and which programmes and equipment they will use. Find, use and save images and inspiration. Use the internet to explore websites, galleries and the works of others. Continue to develop skills in manipulating images using art packages. Use cameras to document collaborative, non-permanent or 3D work as a record and to evaluate in sketchbooks. Use ICT to create multiples of art words (e.g. cards, exhibition invites, etc.) Art related software packages (Paint, Stopmotion, Word, Publisher, Powerpoint, IMovie) Cameras, video cameras, IWB, scanners, photocopiers.	
Work of other artists At least one artist to be looked at in-depth for every scheme of work.	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum To understand 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. Children can: -describe what they see within the work of famous, notable artists and designers (objects, places, colour etc); -express an opinion on the work of famous, notable artists;	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum To understand 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. Children can: -describe what they see and say how art makes them feel when looking at the work of famous, notable artists and designers (objects, places, techniques used, mood etc);	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: -make observational drawings from famous artists’ work; -reflect upon their work inspired by a famous notable artist;	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: -make a range of observational drawings from famous artists’ work; -begin to analyse the work of a famous, notable artist and express opinions, referring to techniques and the effect of these techniques;	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: -analyse about notable artists’, artisans’ and designers’ work; -to be able to offer facts about notable artists’, artisans’ and designers’ lives;	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: -give detailed analysis about notable artists’, artisans’ and designers’ work and make comparisons to other artists; -to be able to offer a variety of facts about notable artists’, artisans’ and designers’ lives;

	-with support, use inspiration from famous, notable artists to create their own work; Talk about the work or artists and describe what they can see. Express simple opinions about these and use them as inspiration for their own work.	-express an opinion on the work of famous, notable artists and give reasons for this opinion; -use inspiration from famous, notable artists to create their own work and compare; Talk about the work or artists and describe what they can see and how the work makes them feel. Express simple opinions about these and give reasons. Use artists as inspiration for their own work and make links between them.	-express an opinion on the work of famous, notable artists and refer to techniques; -begin to compare the work of different artists, finding similarities and differences between the two (content, colour, mood, technique, media etc) Make observational drawing from other artists work. Talk about the work of artists and describe what they can see and how the work makes them feel. Express simple opinions about these and give reasons. Use artists as inspiration for their own work and make links between them.	-begin to evaluate the work of famous, notable artists -compare the work of different artists, finding similarities and differences between the two (content, colour, mood, technique, media etc) Make observational drawing from other artists work. Talk about the work of artists and describe what they can see and how the work makes them feel. Express simple opinions about these and give reasons. Use artists as inspiration for their own work and make links between them.	-begin to make links between an artist’s life and the content of their work -evaluate the work of notable, famous artists’, artisans’ and designers’ work Continue to make observational drawings from artists work. Analyse work of notable artists, using questions to aid their thought processes. Make links between an artist’s life and their work, and start to make connections. Use artists as inspiration for their own work and make links between them.	-make links and inferences between an artist’s life and the content of their work -evaluate the work of notable, famous artists’, artisans’ and designers’ work Continue to make observational drawings from artists work. Analyse work of notable artists, using questions to aid their thought processes. Make links between an artist’s life and their work and make connections. Use artists as inspiration for their own work and make links between them.
--	--	---	---	---	--	--