



Art and Design Overview 2025-2026

Intent

The intent of ART AND DESIGN lessons in Bassingbourn Community Primary School is to provide children with a real-life context for learning. The intent is to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to use art and design successfully in an increasingly technological world. The intent is to offer a structure and sequence of units to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure that all pupils have the opportunity to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users, critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.

ART AND DESIGN lessons enable children to aspire to be more through creating opportunities for them in the wider world. Through the ART AND DESIGN curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

Implementation

At Bassingbourn, we plan our ART AND DESIGN based on the Kapow scheme of work, as a whole school approach. The whole school overview ensures that there is progression throughout the school and that children are building upon knowledge learnt in previous years. The units are designed so that pupils develop knowledge and understanding of mechanics, mechanical structures, textiles, cooking and nutrition and in KS2 electrical systems and the digital world. We recognise that within classes, there is a wide variety of abilities and Kapow provides suitable learning opportunities that are matched to the needs of all children. In Early Years Foundation Stage (EYFS), ART AND DESIGN is linked to the Early Learning Goals.

Impact

Teachers use their professional judgment considering the skills and knowledge the children have demonstrated over the course of a unit to assess attainment. Children's attainment is recorded in order to track progression and provide intervention where appropriate. Teachers make use of curriculum journeys in order to help children track their own learning progress. Children are also encouraged to discuss their experiences and feelings. Pupils at the school will be more prepared for the opportunities, responsibilities and experiences of later life. Further information regarding assessment of impact is available in the Assessment Guidance.

Curriculum Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	Class Artists Drawing Marvelous Marks Painting and Mixed Media: Paint my World		Class Artists Sculpture and 3D: Creation Station Craft and Design: Let's Get Crafty		Class Artists Seasonal Crafts	
Knowledge and Skills	<p style="text-align: center;">Statutory Framework:</p> <p>The development of children's Art and Design and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the Art and Designs, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the art. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p>					
	<p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>		<p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>		<p>A range of seasonal crafts to cover key aspects of the calendar.</p> <p>To have a wider understanding of the year group class Artist and be able to Articulate and explore the art process and historical relevance of the Artist (across both classes)</p>	
Year 1/2 Cycle A	Drawing	Craft and Design	Class Artists Drawing	Craft and Design	Class Artists Craft and Design	Curriculum consolidation
	Exploring Line and Shape	Woven Wonders	Understanding tone and texture	Map it out		
Knowledge	Formal elements:	Give an opinion about whether an	Formal elements:	Generating ideas:	To have a wider understanding of the	

	<p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Pattern: Know lines can create patterns like zig zags and wavy lines.</p> <p>Texture: Know different drawing tools make different marks.</p> <p>Tone: Changing pressure when drawing can create light and dark tones.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>	<p>activity counts as 'Art and Design'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour,</p>	<p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Shapes can be organic (natural) and irregular.</p> <p>Shape: Patterns can be made using shapes.</p> <p>Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.</p> <p>Texture: Texture means 'what something feels like.'</p> <p>Texture: Different marks can be used to represent the textures of objects.</p> <p>Texture: Drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture.</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of Art and Design: Talk about artists they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding</p>	<p>year group class Artist and be able to Articulate and explore the art process and historical relevance of the Artist (across both classes)</p>	
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	<p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look more closely.</p> <p>Knowledge of Art and Design: Some artists are influenced by things happening around them.</p> <p>Sometimes artists concentrate on how they are making something rather than what they make.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Artists choose materials that suit what they want to make or draw.</p> <p>Evaluating and analysing:</p>	<p>thickness and flexibility. Show resilience and keep going when things don't go right the first time. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuna's Art work. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they</p>	<p>Making skills: Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure.</p> <p>Recognising that shapes and marks can be refined rather than accepting the first attempt.</p> <p>Composing more complex drawings by combining shapes.</p> <p>Using shading to show light and dark areas.</p> <p>Using the same tool to colour/shade different tones by adjusting pressure.</p> <p>Developing spatial order by recognising objects in proportional relationship to each</p>	<p>that artists are sometimes commissioned to create Art and Design.</p> <p>Create and critique both figurative and abstract art recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>		
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	<p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates art.</p>	<p>make and what they like about their finished work.</p>	<p>other, e.g. flowers are smaller than people.</p> <p>Knowledge of Art and Design: Some artists create art to make people aware of good and bad things happening in the world around them.</p> <p>Artists use line and tone to show how people feel.</p> <p>Evaluating and analysing: People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p>			
Skills	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p>	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p>	<p>Generating ideas Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Generating ideas Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks</p>	

	<p>Making skills: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern)</p> <p>Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape)</p> <p>Exploring drawing and combining geometric shapes. (Line, Shape)</p> <p>Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line)</p> <p>Recognising that applying more pressure when drawing or colouring,</p>	<p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Knowledge of Art and Design: Describe similarities and differences between practices in art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork.</p>	<p>Experimenting in sketchbooks, using drawing to record ideas.</p> <p>Using sketchbooks to help make decisions about what to try out next. Making skills Demonstrating increased control with a greater range of media.</p> <p>Making choices about which materials and techniques to use to create an effect.</p> <p>Developing observational skills to look closely and aim to reflect some of the formal elements of Art and Design (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of Art and Design: Applying their own understanding of art</p>	<p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of Art and Design: Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and</p>	<p>Experimenting in sketchbooks, using drawing to record ideas.</p> <p>Using sketchbooks to help make decisions about what to try out next. Making skills Demonstrating increased control with a greater range of media.</p> <p>Making choices about which materials and techniques to use to create an effect.</p> <p>Developing observational skills to look closely and aim to reflect some of the formal elements of Art and Design (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of Art: Applying their own understanding of art materials learnt from</p>	
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	<p>gives a darker tone. (Tone)</p> <p>Creating an area with a single, consistent tone when colouring/shading. (Tone)</p> <p>Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)</p>	<p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p>.</p>	<p>materials learnt from artists work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing</p> <p>Explaining their ideas and opinions about their own and others' art work, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Beginning to talk about how they could improve their own work.</p> <p>Talking about how art is made.</p>	<p>abstract Art and Design, recognising some of the techniques used.</p> <p>Evaluating and analysing:</p> <p>Explain their ideas and opinions about their own and others' art work, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>artists work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing</p> <p>Explaining their ideas and opinions about their own and others' art work, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Beginning to talk about how they could improve their own work.</p> <p>Talking about how art is made.</p>	
Vocabulary	<p>Artist control line pressure shape</p>	<p>craft knot loom plait thread threading</p>	<p>grip mark making materials refine shading sketch texture</p>	<p>abstract composition curator design design brief evaluate</p>	<p>grip mark making materials refine shading sketch texture</p>	

		warp weaving weft	tone	felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder	tone	
Year 1/2 Cycle B	Class Artists Painting and Mix Media	Sculpture and 3D	Class Artists Painting and Mix Media	Sculpture and 3D	Class Artists	Curriculum consolidation
	Colour Splash	Paper Play	Life in Colour	Clay Houses		
Knowledge	Formal elements: Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: – Red + yellow = orange	Formal elements: Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional Art and Design is called sculpture.	Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.	Formal elements: Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on.	To have a wider understanding of the year group class Artist and be able to articulate and explore the Art and Design process and historical relevance of the Artist (across both classes)	

	<p>– Yellow + blue = green – Blue + red = purple</p> <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Tone: Know that there are many different shades (or 'hues') of the same colour.</p> <p>Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Making skills: How to combine primary coloured materials to make secondary colours.</p> <p>How to mix secondary colours in paint.</p>	<p>Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills: How to roll and fold paper.</p> <p>How to cut shapes from paper and card.</p> <p>How to cut and glue paper to make 3D structures.</p> <p>How to decide the best way to glue something.</p> <p>How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>How to make larger structures using newspaper rolls.</p>	<p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Collage materials can be shaped to represent shapes in an image.</p> <p>Pattern: Patterns can be used to add detail to an artwork.</p> <p>Texture: Collage materials can be chosen to represent real-life textures.</p> <p>Texture: Collage materials can be overlapped and overlaid to add texture.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>	<p>Shape: Patterns can be made using shapes.</p> <p>Making skills: How to smooth and flatten clay.</p> <p>How to roll clay into a cylinder or ball.</p> <p>How to make different surface marks in clay.</p> <p>How to make a clay pinch pot.</p> <p>How to mix clay slip using clay and water.</p> <p>How to join two clay pieces using slip.</p> <p>How to make a relief clay sculpture.</p> <p>How to use hands in different ways as a tool to manipulate clay.</p> <p>How to use clay tools to score clay.</p>		
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	<p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours.</p> <p>How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p> <p>How to use blowing to create a paint effect.</p> <p>How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Evaluating and analysing: Art is made in different ways.</p>		<p>Texture: Painting tools can create varied textures in paint.</p> <p>Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Making skills: How to mix a variety of shades of a secondary colour.</p> <p>How to make choices about amounts of paint to use when mixing a particular colour.</p> <p>How to match colours seen around them.</p> <p>How to create texture using different painting tools.</p> <p>How to make textured paper to use in a collage.</p>	<p>Knowledge of Art and Design: Art can be figurative or abstract.</p> <p>Art can use the same material (felt) to make 2D or 3D Art and Designworks.</p> <p>Evaluating and analysing: People use Art and Design to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p>		
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	<p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p>		<p>How to choose and shape collage materials eg cutting, tearing.</p> <p>How to compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>How to add painted detail to a collage to enhance/improve it.</p> <p>Knowledge of Art and Design: Some art is to make people aware of good and bad things happening in the world around them.</p> <p>Art can be figurative or abstract.</p> <p>Art try out different combinations of collage materials to create the effect they want.</p> <p>Evaluating and analysing:</p>			
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			<p>People use art to tell stories.</p> <p>People make about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to help others understand something.</p>			
Skills	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to</p>	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills: Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p>	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p>		

	<p>use to create an effect.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' art. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>ways to join and fix materials in place.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' art work. Evaluate Art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of Art and Design: Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p>	<p>Making skills: Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of Art and Design: Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' art work, beginning to recognise the stories and messages within in</p>		
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			<p>Explain their ideas and opinions about their own and others' art work, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p>		
Vocabulary	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	appearance balanced carbohydrates chopping board combination cut dairy design design brief diet evaluate feel fruit grate	collage detail mixing overlap primary colour secondary colour surface texture	casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score		

		grater ingredients menu oils proteins review Art and Designist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag		sculptor sculpture shape slip smooth surface three dimensional thumb pot		
Year 3	Class Artist Painting and Mixed Media	Drawing	Class Artist Design Sculpture and 3D		Class Artist Craft and Design	Consolidation
	Class Artist Prehistoric prints	Developing Drawing Skills	Abstract Space and Shape		Class Artist Ancient Egyptian Scrolls	
Knowledge	Formal elements: Colour: Paint colours can be mixed using	Formal elements: Form: Three dimensional forms	Formal elements: Colour: Using light and dark colours		Formal elements: Pattern: Pattern can be man-made (like a	

	<p>natural substances, and that prehistoric peoples used these paints.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Making skills: How to use simple shapes to scale up a drawing to make it bigger.</p> <p>How to make a cave wall surface.</p>	<p>are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern: Surface rubbings can be used to add or make patterns.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Tone: That 'tone' in art means 'light and dark'.</p> <p>Tone: Shading helps make drawn objects look realistic.</p>	<p>next to each other creates contrast.</p> <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Form: Organic forms can be abstract.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Shape: Art can focus on shapes when making abstract art.</p> <p>Making skills: How to join 2D shapes to make a 3D form.</p> <p>How to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>How to shape card in different ways eg.</p>		<p>printed wallpaper) or natural (like a giraffe's skin).</p> <p>Making skills: Layering materials in opposite directions make the handmade paper stronger.</p> <p>How to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>How to construct a new paper material using paper, water and glue</p> <p>How to use symbols to reflect both literal and figurative ideas.</p> <p>How to produce and select an effective final design.</p> <p>How to make a scroll.</p> <p>How to make a zine.</p>	
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	<p>How to paint on a rough surface.</p> <p>How to make a negative and positive image.</p> <p>How to create a textured background using charcoal and chalk.</p> <p>How to use natural objects to make tools to paint with.</p> <p>How to make natural paints using natural materials.</p> <p>How to create different textures using different parts of a brush.</p> <p>How to use colour mixing to make natural colours.</p> <p>Knowledge of Art and Design: Art from the past can give us clues about what it was like to live at that time.</p>	<p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Making skills: Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin.</p> <p>Recognise more organic shapes within objects.</p> <p>Attempt to draw 3D forms using line and shape.</p>	<p>rolling, folding and choose the best way to recreate a drawn idea.</p> <p>How to identify and draw negative spaces.</p> <p>How to plan a sculpture by drawing.</p> <p>How to choose materials to scale up an idea.</p> <p>How to create different joins in card eg. slot, tabs, wrapping.</p> <p>How to add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p> <p>Knowledge of Art and Design: Artists make decisions about how their work will be displayed.</p>		<p>How to use a zine to present information.</p> <p>Knowledge of Art and Design: Art from the past can give us clues about what it was like to live at that time.</p> <p>The meanings we take from art made in the past are influenced by our own ideas.</p> <p>Artists have different materials available to them depending on when they live in history.</p> <p>Artists can make their own tools.</p> <p>Artists can work in more than one medium.</p> <p>Evaluating and analysing: Art and Design can be purely decorative</p>	
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	<p>Artists have different materials available to them depending on when they live in history.</p> <p>Artists can make their own tools.</p> <p>Artists experiment with different tools and materials to create texture.</p> <p>Artists make decisions about how their work will be displayed.</p> <p>Evaluating and analysing: Artists make art in more than one way.</p> <p>People use Art and Design to tell stories and communicate.</p> <p>People use art to help explain or teach things.</p>	<p>Place tonal shading by experimenting and recognising how it can help to show that a shape has form.</p> <p>Sketch out an idea or composition using short, fast, light strokes and 2D shapes.</p> <p>Knowledge of Art and Design: Artists experiment with different tools and materials to create texture.</p> <p>Artists can work in more than one medium.</p> <p>Evaluating and analysing: Artists make art in more than one way.</p> <p>There are no rules about what art must be.</p>	<p>Evaluating and analysing: Artists make in more than one way.</p> <p>There are no rules about what art must be.</p> <p>Art can be purely decorative, or it can have a purpose.</p> <p>People use art to tell stories and communicate.</p> <p>People make art for fun and to make the world a nicer place to be.</p>		<p>or it can have a purpose.</p> <p>People use art to tell stories and communicate.</p> <p>People can make art to express their views or beliefs.</p> <p>People use art to help explain or teach things.</p>	
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	<p>One artwork can have several meanings.</p>	<p>Art can be purely decorative or it can have a purpose.</p> <p>People make art or fun and to make the world a nicer place to be.</p> <p>People make art to explore big ideas, like death or nature.</p>				
Skills	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills:</p>	<p>Generating ideas: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Confidently using a range of materials</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p>		<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills:</p>	

	<p>Develop direct observation, for example by using tonal shading and start to apply an understanding of shape to communicate form and proportion. Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Knowledge of Art and Design: Discuss how art was produced in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p>	<p>and tools, selecting and using these appropriately with more independence. Developing direct observation, for example by using tonal shading and start to apply an understanding of shape to communicate form. Evaluating and analysing: Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what Art and Design can be and that there are many ways to make art.</p>	<p>Knowledge of Art and Design: Consider how to display artwork, understanding how to consider their viewers and the impact on them.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how art can be used to communicate.</p>		<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and start to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of Art and Design: Discuss how art was produced in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing:</p>	
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	<p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how art can be used to communicate.</p>				<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make Art and Design. Discuss and begin to interpret the meaning and purpose of artwork, understanding how art can be used to communicate.</p>	
Vocabulary	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	blend even tones observation organic	abstract found objects negative space positive space sculptor sculpture structure three-dimensional		ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material	

					<p>painting papyrus pattern process scale scroll sculpture shape technique zine</p>	
Year 4	Class Artists Drawing	Painting and Mixed media	Class Artists Sculpture and 3D	Design	Class Artists Design	Consolidation
	Exploring Tone, Texture and Proportion	Light and Dark	Mega Materials	Fabric of Nature		
Knowledge	<p>Formal elements: Form: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p>	<p>Formal elements: Colour: Adding black to a colour creates a shade.</p> <p>Colour: Adding white to a colour creates a tint.</p> <p>Form: Using lighter and darker tints and shades of a colour</p>	<p>Formal elements: Form: Simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>Making skills: How different tools can be used to create different sculptural effects and add details and are</p>	<p>Formal elements: Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Pattern: The start point for a repeating</p>		

	<p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces.</p> <p>Tone: That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills: Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling</p>	<p>can create a 3D effect.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills: How to mix a tint and a shade by adding black or white.</p> <p>How to use tints and shades of a colour to create a 3D effect when painting.</p> <p>How to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>How to choose suitable painting tools.</p>	<p>suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</p> <p>How to use their arm to draw 3D objects on a large scale.</p> <p>How to sculpt soap from a drawn design.</p> <p>How to smooth the surface of soap using water when carving.</p> <p>How to join wire to make shapes by twisting and looping pieces together.</p> <p>How to create a neat line in the wire by cutting and twisting the end onto the main piece.</p> <p>How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</p>	<p>pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Making skills: To know that a mood board is a visual collection which aims to convey a general feeling or idea.</p> <p>To know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>How to select imagery and use it as</p>		
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	<p>marks to represent swaying grass.</p> <p>Represent geometric 3D shapes more accurately and begin to include organic forms.</p> <p>Use a more diverse range of marks to convey a subject's form.</p> <p>Combine lines and marks to create light and dark areas of a drawing.</p> <p>The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light.</p> <p>Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones.</p>	<p>How to arrange objects to create a still-life composition.</p> <p>How to plan a painting by drawing first.</p> <p>How to organise painting equipment independently, making choices about tools and materials.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art.</p> <p>Artworks can fit more than one genre.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p>	<p>How to try out different ways to display a 3D piece and choose the most effective.</p> <p>Knowledge of Art and Design: Art and Design can communicate powerful statements about right and wrong.</p> <p>Art and Design can choose particular materials to communicate a message.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create Art.</p> <p>Art can be all different sizes.</p> <p>Art can be displayed inside or outside.</p>	<p>inspiration for a design project.</p> <p>How to make a mood board.</p> <p>How to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>How to draw small sections of one image to docs on colours and texture.</p> <p>How to develop observational drawings into shapes and patterns for design.</p> <p>How to transfer a design using a tracing method.</p> <p>How to make a repeating pattern tile using cut and torn paper shapes.</p> <p>How to use glue as an alternative batik</p>		
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	<p>Sketch to plan the placement of their composition elements for visual effect.</p> <p>Draw more accurately in relative size/proportion.</p> <p>Recognise whether something is in the foreground or background of a composition and how size can show distance.</p> <p>Knowledge of Art and Design: Artists use drawing to plan ideas for work in different media.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create Art.</p> <p>Art can be all different sizes.</p>		<p>Art is interpreted differently depending on how it is displayed.</p> <p>Artists make work to explore right and wrong and to communicate their own beliefs.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p>	<p>technique to create patterns on fabric.</p> <p>How to use materials, like glue, in different ways depending on the desired effect.</p> <p>How to paint on fabric.</p> <p>How to wash fabric to remove glue to finish a decorative fabric piece.</p> <p>Knowledge of Art and Design: Designers can make beautiful things to try and improve people's everyday lives.</p> <p>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time</p>		
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	<p>Art can be displayed inside or outside.</p> <p>Artworks can fit more than one genre.</p> <p>Artists evaluate what they make, and talking about art is one way to do this.</p>			<p>and money available to them.</p> <p>Artists use drawing to plan ideas for work in different media.</p>		
Skills	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making skills: Demonstrating greater skill and control when drawing and painting to depict forms, such as</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p>	<p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p>		

	<p>showing an awareness of proportion and being able to create 3D forms.</p> <p>Using growing knowledge of different materials, combining media for effect.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of Art and Design: Using subject vocabulary confidently to describe and compare creative works.</p> <p>Evaluating and analysing: Using more complex vocabulary when discussing their own and others' Art. Evaluating their work more regularly and</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of Art and Design: Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how Artists use art to convey messages through the choices they make.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Knowledge of Art and Design: Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing: Use more complex vocabulary when</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of Art and Design: Use subject vocabulary confidently to describe and compare creative works.</p>		
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	independently during the planning and making process.	<p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' Art and Design.</p> <p>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p>	<p>Work as a professional designer does by collating ideas to generate a theme.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' Art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>		
Vocabulary	collage composition form highlight proportion shadow three-dimensional	abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism	abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture	batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat		

		portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid	secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding	repeating rainforest symmetrical texture theme		
Year 5	Class Artist Drawing	Painting and Mixed Media	Class Artist Sculpture and 3D	Craft and Design	Class Artist Design and Make	Consolidation
	Depth, Emotion and Movement	Portraits	Interactive Installation	Architecture	Stuffed toys	
Knowledge	<p>Generating ideas: Developing ideas more independently from their own research.</p> <p>Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks:</p>	<p>Formal elements: Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Pattern: Art and Design create pattern to add expressive detail to art works, for</p>	<p>Formal elements: Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>Form: The size and scale of three-dimensional artwork change the effect of the piece.</p>	<p>Formal elements: Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by art to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into</p>		

	<p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of Art and Design: Researching and discussing the ideas and approaches of</p>	<p>example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Tone: Tone can help show the foreground and background in an artwork.</p> <p>Making skills: How to develop a drawing into a painting.</p> <p>How to create a drawing using text as lines and tone.</p> <p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a start point for a mixed-media artwork.</p> <p>How to take an interesting portrait photograph,</p>	<p>Making skills: How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>How to try out ideas on a small scale to assess their effect.</p> <p>How to use everyday objects to form a sculpture.</p> <p>How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>How to try out ideas for making a sculpture interactive.</p> <p>How to plan an installation proposal, making choices about light, sound and display.</p>	<p>the centre of a drawing.</p> <p>Making skills: To know the steps to make a monoprint when a roller is sufficiently inked.</p> <p>How to make an observational drawing of a house.</p> <p>How to use shapes and measuring as methods to draw accurate proportions.</p> <p>How to select a small section of a drawing to use as a print design.</p> <p>How to develop drawings further to use as a design for print.</p> <p>How to design a building that fits a specific brief.</p> <p>How to draw an idea in the style of an architect that is</p>		
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	<p>art across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discussing how artists create work with the intent to create an impact on the viewer.</p> <p>Considering what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discussing the processes used by themselves and by other artists and describing the particular outcome achieved.</p> <p>Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p>	<p>exploring different angles.</p> <p>How to adapt an image to create a new one.</p> <p>How to combine materials to create an effect.</p> <p>How to choose colours to represent an idea or atmosphere.</p> <p>How to develop a final composition from sketchbook ideas.</p> <p>Knowledge of Art and Design: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists use self-portraits to represent important things about themselves.</p>	<p>Knowledge of Art and Design: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Art and Design create works that make us question our beliefs.</p> <p>Art and Design can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Evaluating and analysing: Sometimes people disagree about whether something can be called 'Art'.</p>	<p>annotated to explain key features.</p> <p>How to draw from different views, such as a front or side elevation.</p> <p>How to use sketchbooks to research and present information about an artist.</p> <p>How to interpret an idea into a design for a structure.</p> <p>Knowledge of Art and Design: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Visual designs can represent big ideas</p>		
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		<p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to portray ideas about identity.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	<p>Art and Design doesn't always last for a long time; it can be temporary.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for art work, or evaluating finished work, can help</p>	<p>like harmony with nature or peace.</p> <p>Evaluating and analysing: Art, craft and design can be functional and affect human environments and experiences.</p> <p>People make art to portray ideas about identity.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for art work, or</p>		
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			<p>improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	<p>evaluating finished work, can help improve what artists create.</p>		
Skills	<p>Formal elements:</p> <p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Pattern: Artists create pattern to add expressive detail to artworks, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Generating ideas:</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks:</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <p>Work with a range of media with control in different ways to</p>	<p>Generating ideas:</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks:</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <p>Work with a range of media with control in different ways to</p>	<p>Generating ideas:</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks:</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <p>Work with a range of media with control in different ways to</p>		

	<p>Texture: How to create texture on different materials.</p> <p>Making skills: Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion.</p> <p>Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition.</p> <p>Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed.</p>	<p>achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital Art and Design effects.</p> <p>Create in a more sustained way, revisiting art work over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of Art and Design: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Knowledge of Art and Design: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by</p>	<p>achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting Aart work over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of Art and Design: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p>		
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	<p>Identify qualities and techniques that resonate and begin to develop personal style and preferences.</p> <p>Refine tonal shading to show greater graduations in tone.</p> <p>Blend to smooth transitions in tone.</p> <p>Use shading techniques such as cross hatching, to create texture as well as depth.</p> <p>Use sketching to experiment with ideas, layout and shading.</p> <p>Consider balance and symmetry / asymmetry in compositions.</p> <p>Start using size to develop a foreground, midground and</p>	<p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists and the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Key knowledge Formal elements: Colour: Artists use colour to create an atmosphere or to represent feelings in an</p>	<p>other artists and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Evaluating and analysing: Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.</p>		
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	<p>background in compositions. Knowledge of Art and Design: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists choose their medium to create a piece to have a particular effect on the viewer.</p> <p>Evaluating and analysing: People make art to express emotion.</p> <p>People make Art and Design to portray ideas about identity.</p>					
Vocabulary	background composition	Art and Design medium	analyse	abstract annotate		

	<p>depth focal point foreground main subject middle ground printing plate printmaking proportion</p>	<p>atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer</p>	<p>Art and Design medium atmosphere concept culture display elements evaluate experience features influence installation Art and Design interact interactive location mixed media performance Art and Design props revolution scale scaled down special effects stencil three dimensional</p>	<p>architect architectural architecture bird's-eye view built environment commemorate composition crop design design brief design intention elevation evaluate external form futuristic individuality interpret legacy literal monoprint monument observational drawing organic perspective pressure proportion style symbolism viewfinder</p>		
Year 6	Class Artist Drawing	Painting and Mixed Media	Class Artist Painting and Mixed	Sculpture and 3D	Class Artist Craft and Design	Consolidation

			Media			
	Expressing Ideas	Artist Study (1)	Artist Study (2)	Making Memories	Photo Opportunity	

<p>Knowledge</p>	<p>Making skills: Explore the expressive qualities of line as part of their iterative process.</p> <p>Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect.</p> <p>Further develop shading techniques by creatively selecting and combining tools and techniques to align with their art intentions.</p> <p>Find a point in the distance to draw from (one-point perspective).</p> <p>Scale drawings up or down while aiming to keep proportion.</p> <p>Knowledge of Art and Design: Artists can use symbols in their</p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>Making skills:</p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>Making skills:</p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional artwork.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other Art and Design forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a</p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills: To know how different materials</p>	
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<p>artwork to convey meaning.</p> <p>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Evaluating and analysing: Sometimes people make art to express their views and opinions, which can be political or topical.</p>	<p>How to use sketchbooks to research and present information.</p> <p>How to develop ideas into a plan for a final piece.</p> <p>How to make a personal response to the artwork of another artist.</p> <p>How to use different methods to analyse artwork such as drama, discussion and questioning.</p> <p>Knowledge of Art and Design: Artists can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at art works from the past</p>	<p>How to use sketchbooks to research and present information.</p> <p>How to develop ideas into a plan for a final piece.</p> <p>How to make a personal response to the artwork of another artist.</p> <p>How to use different methods to analyse artwork such as drama, discussion and questioning.</p> <p>Knowledge of Art and Design: Art and Design can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at art works from the past</p>	<p>How to use sketchbooks to research and present information.</p> <p>How to develop ideas into a plan for a final piece.</p> <p>How to make a personal response to the artwork of another artist.</p> <p>How to use different methods to analyse artwork such as drama, discussion and questioning.</p> <p>Knowledge of Art and Design: Art and Design can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at art works from the past</p>	<p>painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills: How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p> <p>How to translate ideas into sculptural forms.</p> <p>Knowledge of Art and Design:</p>	<p>can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography.</p> <p>How to identify the part of a camera.</p> <p>How to take a macro photo, choosing an interesting composition.</p> <p>How to manipulate a photograph using photo editing tools.</p>	
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	<p>Sometime people make art to create reactions.</p> <p>People can have varying ideas about the value of Art and Design.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing Art.</p>	<p>can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical.</p>	<p>can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical.</p>	<p>Artists can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art tell stories about things that are important to them; looking at art works from the past can reveal thoughts and opinions from that time.</p> <p>Art can use materials to respond to a feeling or idea in an abstract way.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p>	<p>How to use drama and props to recreate imagery.</p> <p>How to take a portrait photograph.</p> <p>How to use a grid method to copy a photograph into a drawing.</p> <p>Knowledge of Art and Design: Artists can use symbols in their art work to convey meaning.</p> <p>Artists use art to tell stories about things that are important to them; looking at art works from the past can reveal thoughts and opinions from that time.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p>	
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					<p>discuss and appreciate art in a new way.</p> <p>People can have varying ideas about the value of art.</p>	
Skills	Generating ideas: Drawing upon their experience of	Generating ideas: Draw upon their experience of				

	<p>creative work and their research to develop their own start points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combining materials and techniques appropriately to fit with ideas.</p> <p>Working in a sustained way over several sessions to complete a piece, including working</p>	<p>creative work and their research to develop their own start points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a</p>	<p>creative work and their research to develop their own start points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a</p>	<p>creative work and their research to develop their own start points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a</p>	<p>creative work and their research to develop their own start points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Knowledge of Art and Design: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical</p>	
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	<p>collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of Art: Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Giving reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discussing how Art is sometimes used to communicate social, political, or environmental views.</p>	<p>larger scale and incorporating the formal elements of art.</p> <p>Knowledge of Art: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal piece .</p> <p>Evaluating and analysing:</p> <p>Give reasoned evaluations of their own and others' work</p>	<p>larger scale and incorporating the formal elements of art.</p> <p>Knowledge of Art: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Evaluating and analysing:</p> <p>Give reasoned evaluations of their own and others' work</p>	<p>larger scale and incorporating the formal elements of art.</p> <p>Knowledge of art: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how Art forms such as photography and sculpture continually develop over time as</p>	<p>context may have influenced their creative work.</p> <p>Recognise how art use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how Art and Design forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how Art can be created to cause reaction and impact and be able to</p>	
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	<p>Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use Art and Design in this way.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be</p>	<p>consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>.</p>	
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				<p>imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>Key knowledge Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Form: The surface textures created by different materials can help suggest form in two-dimensions.</p>		
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<p>Vocabulary</p>	<p>depth graffiti horizon mural one point perspective proportion realism scale street Art and Design vanishing point</p>	<p>abstract analyse compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate</p>	<p>abstract analyse compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate</p>	<p>assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition</p>	<p>editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software</p>	
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