

# Eden Park Art, Craft and Design Intent and Progression Statements



## Art, Craft and Design Eden Park Intent

Growing hearts and minds – together

Art, Craft and Design at Eden Park opens a world of opportunity for every child to embark upon an exciting journey of exploration and creativity (one of our 6 virtues). At Eden Park, we want all our children to develop their critical and creative thinking, sparking their passion and a deep curiosity in the subject.

At Eden Park, our children will learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is a subject that gives pupils the opportunity to express ideas, attitudes and values. It engages with childrens' imagination and values originality. Art, Craft and Design encourages the development of many transferable skills which enhance learning in other curriculum areas. It helps children to develop a sense of self, build confidence and self-esteem and contributes significantly to their wellbeing.

Basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are then revisited and the use of ongoing sketchbook work underpins this process. At Eden Park we believe in fostering an open-ended exploration of creativity. Rather than following prescriptive outcomes, instead we introduce key skills, materials and ideas to the children in such a way that everyone can then explore his or her own creativity. By creating a safe and nurturing environment, they are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

We aim to give our children practical experience of a wide range of visual art forms and processes, and exposure to a variety of artists, craftspeople, architects and designers from all cultures and times, including artists who are contemporary, female, and from various ethnicities. By introducing Sticklepath children to practicing artists, craftspeople and designers through visits and trips, they can see the visual arts as a viable career choice.

At Eden Park, we do not see Art, Craft and Design as an 'easy', non-academic subject, but rather a platform for higher level thinking, oracy and understanding of visual language. This is a developmental process, systematically provided over a number of years, as learners engage with making alongside learning about art. Visual literacy is an essential skill in today's world. It encourages appreciation and understanding of visual communication (one of our 6 virtues) and the ability to critically analyse and make meaningful images; our children become confident, independent artists who can articulate and value their own creative journeys.

Key Progress Objectives					
Knowledge and Understanding					
Generating Ideas	The skills of designing and developing ideas				
Making	The skills of making art, craft and design				
Evaluating	The skills of judgement and evaluation				

It is important to note that learning in art, craft and design does not progress in a linear fashion. Pupils' knowledge, understanding and skills are developed through **experience** in making, viewing and talking about art, craft and design.

	The Formal Elements
Line	Line is the path left by a moving point. For example, a pencil or a brush dipped in paint.
	A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length,
	starting off curved and ending up horizontal, for example.
	Line can be used to show many different qualities, such as:
	<ul> <li>contours – showing the shape and form of something</li> </ul>
	<ul> <li>feelings or expressions – a short, hard line gives a different feeling to a more flowing one</li> </ul>
	• movements
Tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a
	colour appears.
	Tones are created by the way light falls on a 3D object. The parts of the object on which the light is
	strongest are called <b>highlights</b> and the darker areas are called <b>shadows</b> . There will be a range of
	tones in between the highlights and shadows.
Colour	
	The Colour Wheel
	Secondary Primary
	Primary Secondary
	Secondary Primary
	Red, yellow and blue are <b>primary colours</b> , which means they can't be mixed using any other colours.
	In theory, all other colours can be mixed from these three colours.
	Two primary colours mixed together make a <b>secondary colour</b> .
	Colours that are next to each other on the colour wheel are called <b>harmonious</b> .
	<b>Complementary</b> colours are colours that are opposite each other on the colour wheel.
	Warm colours are colours on the red side of the wheel. These are red and include orange, yellow,
	browns and tans.
	Cool colours are colours on the blue side of the wheel. These are blue and include green, violet and
	most greys.
	Black, white and grey are called neutral colours.
Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a
	pattern is often referred to as a <b>motif</b> . Motifs can be simple shapes or complex arrangements.
	Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.
Texture	This is to do with the <b>surface quality</b> of something, the way something feels or looks like it feels.
	There are two types of texture: actual texture and visual texture.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can
	be either <b>geometric</b> , like a circle, square or triangle, or <b>irregular</b> .
Form	Form is a three dimensional shape, such as a cube, sphere or cone.

Sculpture and 3D design are about creating forms.

Key Subject Areas							
Drawing	Sketchbooks	Printmaking	Sculpture	Design			
Painting	Craft	Textiles	Multimedia	Digital			

#### Art, Craft and Design Curriculum Progression

				YEAR	1		
Generating Ideas							By the end of Year 1 children
Sketchbooks			and Talking		Play		should be able to:
record individual response to the artists,		oy looking at artwork made by sts, craftspeople, architects and signers and finding elements which pire.		Generate ideas through playful, hands- on, exploration of materials without being constricted towards a pre- defined outcome.		Recognise that ideas can be expressed through art	
Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).  Develop a "sketchbook habit".  Begin to feel a sense of ownership about the sketchbook.		Inspire.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).  Develop questions to ask when looking at artworks and /or stimulus:  Describe what you can see.  Describe what you like? Why?  How does it make you feel?  What would you like to ask the artist?				Experiment with an open mind	
			Making				By the end of Year 1 children
Sketchbooks	Drawing		Painting and Collage	Printma	aking	3D and Textiles	should be able to:
Begin to use a sketchbook, developing a 'sketchbook habit' and taking ownership of it	Begin to explor variety of draw materials inclu- pencil, graphite chalk, soft past and charcoal.	ving ding e, pen,	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.	printma For exa plastici materia	e simple aking. Imple using ne, found als or quick Dam and stencils	Explore modelling materials such as Modroc, clay and plasticine in an open- ended manner, to	Try out a range of materials and processes and recognise they have different qualities

	Explore mark not o start to build making vocabular undertake prowhich explore observational cand drawing from the imagination	d mark- llary jects drawing	Enjoy discovering the interplay between materials for example wax and watercolour	Search out found objects to be used as tools to press into plasticine or clay to create texture and to understand notions of positive and negative.  Explore pattern, line, shape and texture		discover what they might do.  Use basic tools to help deconstruct (scissors) and then construct (glue sticks).  Explore textile materials through 3D sculpture /weaving	Use materials purposefully to achieve particular characteristics or qualities
			Evaluating				By the end of Year 1 children
As a Class			In Small Groups		One to One		should be able to:
about artwork made by o	about artwork made by others.  and list you have reel able to express and share an		en to what they think about what re made. artwork mad have enjoyed		Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.		Show interest in and describe what they think about the work of others
		Knov	wledge and Understan	ding			By the end of Year 1 children
Children should be giver	n the opportunit	ty to:		_			should know:
<ul> <li>Discover that art is subjective (we all have our own legitimate understanding)</li> <li>Begin to feel confident to express a preference</li> <li>Understand ideas can come through hands-on exploration</li> </ul>							How to recognise and describe some simple characteristics of different kinds of art, craft and design
<ul> <li>Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>Work at different scales, alone and in groups</li> </ul>						The names of tools, techniques and formal elements (colours, shapes, tones etc.) that they use	

Key Vocabulary				
EYFS	Y1			
colour	line			
pattern	texture			
shape	collage			
	primary colour			
	relief			
	textile			
	portrait			
	landscape			

	YEAR 2							
Chataldarda	Generating Ideas							
Introduce 'sketchbook' as a place to record individual response to the world.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.  Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:	Making  Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.	Try out different activities and make sensible choices about what to do next  Use drawing to record ideas and experiences					

	<ul><li>Describe v</li><li>How does</li></ul>	what you can see. what you like? Why? it make you feel? Id you like to ask the artis Making	ıt?		By the end of Year 2 children
Sketchbooks  Modify a sketchbook as a way to create ownership.  Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.	Drawing  Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.  Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.  Use drawings as basis for collage/textile work.  Become familiar with 2 or more drawing	Painting  Continue to mix colours experientially (i.e. encourage pupils to "try and see")  Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.  Explore painting on different surfaces, such as fabric and different scales  Use new colour mixing knowledge and transfer it to other media, e.g.soft pastel	Printmaking and Collage and Textiles  Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3)  Use simple embroidery techniques	3D, Architecture and Digital Media  Explore how 2d can become 3d, eg bird sculptures  Explore the expressive properties of clay  Cut simple shapes from card and use them to construct architectural forms.  Use drawn, collaged and printed elements as surface decoration for the architectural maquettes  Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces	should be able to:  Deliberately choose to use particular techniques for a given purpose  Develop and exercise some care and control over the range of materials they use

Evaluating  As a Class  In Small Groups  Share work to others in small groups, and listen to what they think about what you have made.  Feel able to express and share an opinion about the artwork.  Feel able to express and share an opinion about the artwork.  Feel able to express and share an opinion about the artwork.  Feel able to express and share an opinion about the artwork.  Feel able to express and share an opinion about the artwork.  Feel able to express and share an opinion about the artwork made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.  Knowledge and Understanding  Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference in  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups  By the end of Year 2 childre should:  Know that different forms or creative works are made by artists, craftspeople, and designers from all cultures and times  Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	exercis	es repeated					
As a Class Enjoy listening to other people's views about artwork made by others.  Share work to others in small groups, and listen to what they think about what you have made.  Feel able to express and share an opinion about the artwork.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.  Knowledge and Understanding  Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference in  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups  It alto a peer or teacher about the artwork wave enjoyed during the process, and what you have enjoyed during the process, and what you like about the end result.  When looking at creative work are what you like about the end result.  When looking at creative work are what you like about the end result.  When looking at creative work are wait you like about the end result.  When looking at creative work are wait you like about the end result.  When looking at creative work are preferences and give some reasons  ### Additional Should is a preference and processes and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reasons  ### Additional Should is a preference and give some reaso		•					
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about artwork made by others. Feel able to express and share an opinion about the artwork.  Feel able to express and share an opinion about the artwork.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.  Knowledge and Understanding  Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference in  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups  When looking at creative work express clear preferences, and what you like about the end result.  When looking at creative work express clear preferences, and what you like about the end result.  When looking at creative work express clear preferences and give some reasons  By the end of Year 2 childrence should:  Know that different forms or creative works are made by artists, craftspeople, and designers from all cultures and times  Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary						should be able to:	
Knowledge and Understanding  Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference in  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups  By the end of Year 2 childre should:  Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times  Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	about artwork made by others.  Feel able to express and share as	and liste you have Take pherecord of digital for progress artwork about he	Share work to others in small groups, and listen to what they think about what you have made.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a		artwork made and share what you have enjoyed during the process, and what		work express clear preferences and give some
Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference in  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups  should:  Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times  Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary							
using an appropriate vocabulary	<ul> <li>Discover that art is subjective (we all have our own legitimate understanding)</li> <li>Begin to feel confident to express a preference in</li> <li>Experience the connection between brain, hand and eye</li> <li>Understand ideas can come through hands-on exploration</li> <li>Begin to build knowledge of what different materials and techniques can offer the creative individual</li> </ul>						Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times  Be able to talk about the materials, techniques and
Key Vocabulary			Ke	y Vocal	oulary		

EYFS	Y1	Y2
colour	line	tone
pattern	texture	form
shape	collage	architecture
	primary colour	cityscape
	relief	monoprint
	textile	armature
	portrait	secondary colour
	landscape	observation

	YEAR 3						
	Generating Ideas	S					
Sketchbooks	Looking and Talking	Making	Digital media	By the end of Year 3			
Continue to develop a	Enjoy looking at artwork made by artists,	Use growing	Use digital	children should be able to:			
'sketchbook habit', using a	craftspeople, architects and designers.	knowledge of	media to				
sketchbook as a place to record		how materials	identify and	Gather and review			
individual responses to the world.	Discuss artist's intention and reflect upon your	and medium	research artists,	information from different			
	response.	act, to help	craftspeople,				
Begin to feel a sense of	Look at art forms beyond the visual arts: literature,	develop ideas.	architects and	sources (primary and			
ownership about the sketchbook,	drama, music, film etc and explore how they relate	Cartha	designers.	secondary), references and			
which means allowing every child	to your visual art form.	Continue to		resources related to their			
to work at own pace, following	Look at a variety of types of source material and	generate ideas		ideas and intentions			
own exploration	Look at a variety of types of source material and understand the differences.	through space for playful					
Practice and develop sketchbook	understand the differences.	making.		Use a sketchbook for			
use, incorporating the following	Be given time and space to engage with the physical	Explore how		different purposes,			
activities: drawing to discover,	world to stimulate a creative response (visiting,	ideas translate		including recording			
drawing to show you have seen,	seeing, holding, hearing), including found and	and develop		observations, planning and			
drawing to experiment, exploring	manmade objects.	through		, i			
colour, exploring paint, testing		different		shaping ideas			

ideas, collecting, stice notes, looking back, forwards and around	thinking an	when looking at artworklike? Why ring to us in this artwork u feel? you in making your own	draw pend draw char	lium (i.e. a ving in cil or a ving in coal).		By the end of Year 3	
Sketchbooks	Drawing		Painting and Collage	3D, Printir Textiles	ng and	Digital Media	children should be able to:
Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.	Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching  Make larger scale drawing from observation and imagination  Explore new drawing media in different combinations eg ink and charcoal  Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly		Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome  Explore painting on new surfaces using colour as decoration  Explore colour, texture and pattern using collage techniques	Textiles  Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture  Building on markmaking and observational skills, make ation concertina books about a topic, eg significant artists		Use digital media to identify and research artists, craftspeople, architects and designers	Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques  Select and use appropriately a variety of materials and techniques in order to create their own work.
		Eval	uating				
As a Class		In Small Grou	ıps	One to 0	One		

EYFS						
Key Vocabulary						
<ul> <li>Work at different scales, alone and in groups</li> <li>Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>						
<ul> <li>Experience the connection between brain, hand and eye</li> <li>Understand ideas can come through hands-on exploration</li> <li>Develop their knowledge of what different materials and techniques can offer the creative individual</li> </ul>						
Knowledge and Understanding  Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)						
Enjoy listening to other people's views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Think about why the work was made, as well as how.						

colour	line	tone	contemporary
pattern	texture	form	composition
shape	collage	architecture	abstract
	primary colour	cityscape	complementary colour
	relief	monoprint	wash
	textile	armature	
	portrait	secondary colour	
	landscape	observation	

	YEAR 4						
	Generating Ideas			By the end of Year 4 children			
Sketchbooks	Looking and Talking	Making	Digital Media	should be able to:			
Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.	Enjoy looking at artwork made by artists, craftspeople, architects and designers.  Discuss artist's intention and reflect upon your response.	Use growing knowledge of how materials and medium act, to help develop ideas.	Use digital media to make animations	Select and use relevant resources and references to develop their ideas			
Begin to feel a sense of ownership about the sketchbook  Practice and develop sketchbook use, incorporating the following	Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.	Continue to generate ideas through space for playful making.  Explore how ideas		Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome			
activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting,	Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.	translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).					

looking back, thir forwards and aro	Develop questions to ask when looking at artworks and /or stimulus:  Describe the artwork.  What do you like/dislike? Why?  Which other senses can you bring to this artwork?  What is the artist saying to us in this artwork?  How might it inspire you to make your own artwork?  If you could take this art work home, where would you put it and why?					
			Making			By the end of Year 4 children
Sketchbooks	Drawing		Mixed Media	Sculpture and Textiles	Design and Printmaking	should be able to:
Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.	sketchbook Let children undertake means of re introduce r practiced r Apply these media, exp open-ende Use growin knowledge materials, e increasing creative res of stimuli, t experiment	e skills to a variety of loring outcomes in an	Combine art forms such as collage, painting and printmaking in mixed media projects	Explore how combination of materials such as wire paper, fabric, string, car can be transformed into sculpture, discovering his best to manipulate then (cut, tear, bend, fold) are fasten them together (tibind, stick).  Explore clay techniques such as making a simple or tile, and decorate the in relief patterns based upon observational drawskills	through making skills and collaborative working skills through illustration, graphic design, typography and printmaking.	Investigate the nature and qualities of different materials and processes  Apply technical skills to improve the quality of their work

Explore layering o of drawing media	f media, mixing				
	Evaluating				
As a Class	In Sma	all Groups	One to One		should be able to:
Enjoy listening to other people's views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Think about why the work was made as well as how.	Share work to others in small groups, and listen to what they think about what you have made.  I able to express and share an nion about the artwork.  Make suggestions about other people's work, using things you have seen or experienced yourself.		artwork madenjoyed during you like about ople's or Discuss problem how they we you might true to a ture to a cussion are not a cussion are not a customer to	r or teacher above and share who ng the process, but the end result the end result the solved. Think or next time.	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists)
	Knowled	ge and Understa	nding		By the end of Year 4 children
Children should be given the opportunity to:  Discover that art is subjective (we all have our own legitimate understanding)  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Develop their knowledge of what different materials and techniques can offer  Work at different scales, alone and in groups				dividual	Know about some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers  Be able to demonstrate how to safely use some of the

<ul><li>Feel safe enough to</li><li>Share their journey</li></ul>	tools and techniques they have chosen to work with			
EYFS	Y1	Y2	Y3	Y4
colour	line	tone	contemporary	Monochrome
pattern	texture	form	composition	mixed media
shape	collage	architecture	abstract	graphic design
	primary colour	cityscape	complementary colour	positive/negative
	relief	monoprint	motif	shape/space
	textile	armature	wash	background
	portrait	secondary colour		foreground
	landscape	observation		middleground
				limited palette

YEAR 5						
Sketchbooks Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.  Begin to feel a sense of ownership about the	Generating Ideas  Looking and Talking  Enjoy looking at artwork made by artists, craftspeople, architects and designers.  Discuss artist's intention and reflect upon your response.  Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.	Making Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas	Digital Media Use digital media to identify and research artists, craftspeople, architects and designers. Use camera phones	By the end of Year 5 children should be able to:  Engage in open-ended research and exploration to initiate and develop personal ideas  Confidently use sketchbooks		
sketchbook, which means allowing every child to work at	Look at a variety of types of source material and understand the differences.	through space for playful making.	(still and video) to help "see" and	for a variety of purposes including recording observations, developing		

own pace, following own exploration.  Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing	<ul> <li>including found and manma</li> <li>Develop questions to ask wartworks and /or stimulus:</li> <li>Describe the artwork.</li> <li>What do you like/dislike</li> <li>Which other senses mighthis artwork? How does feel?</li> <li>What is the artist saying artwork?</li> <li>How might it inspire yo</li> </ul>	a creative nolding, hearing), ade objects.  when looking at e? Why? ght you bring to s it make you g to us in this u to make your t you look at to	Explore how translate and develop the different material (i.e. a draw pencil or a sin charcoal)	nd rough edium ing in drawing	"collect" (digital sketchbook)	ideas, testing materials, planning and recording information
notes, looking back, thinking forwards and around, reflecting making links	,					
making iliks	Ma	king				By the end of Year 5 children
Sketchbooks	Drawing, Painting and	Collage, Printmak	ing Clay	Sculptur	e and 3D	should be able to:
	Textiles	Conage, Frincinak		Scarptar	3.10.05	one and we done to:
increasingly independently, consolidating old skills and introducing new ones	Continue with the key drawing exercises. Explore the relationship of line, form and colour.	Explore the art of time and / or cultimake individual wresponse to what	ulture, and activiti work in pupils at is seen. make to creativ		series of guided s which each offer n opportunity to eir own individual response.	Confidently investigate and explore the potential of new and unfamiliar materials
help creative thinking).		through a combin				

design through making drawn inspiration  drawn inspiration  Develop visual literate explore how we look respond to things per have made, and there art work  Trailing design through making design through making drawn inspiration.			
	uating		By the end of Year 5 children
Take photos of work record can be kept, the digital folder/present progression. Use document about how to present chance for pupils to the present work in retro	s in small groups, ney think about e	One to One  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.  Discuss problems which came up and how they were solved. Think about what you might try next time.  Share how other artists/artwork inspired you and how your work fits into larger context.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve
	experienced yoursel  Take photos of work record can be kept, to digital folder/present progression. Use document about how to present chance for pupils to the present work in retreassembly or parents.	experienced yourself.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media  Present work in retrospect, i.e. to class, assembly or parents.	experienced yourself.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media  Present work in retrospect, i.e. to class,

Children should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Develop their knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups
- Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
- Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

By the end of Year 5 children should know:

How to research and discuss the ideas and approaches of a variety of artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions

How to describe the processes they are using and how they hope to achieve high quality outcomes

Key Vocabulary							
Y1	Y2	Y3	Y4	Y5			
line texture collage primary colour relief textile portrait landscape	tone form architecture cityscape monoprint armature secondary colour observation	contemporary composition abstract complementary colour motif wash	monochrome mixed media graphic design positive/negative shape/space background foreground middleground	seascape sgraffito image imagery perspective			
	line texture collage primary colour relief textile portrait	Y1 Y2  line tone form collage architecture cityscape relief monoprint textile portrait y2  Y2  line tone form core in tone form architecture architecture cityscape monoprint armature secondary colour	Y1     Y2     Y3       line     tone     contemporary       texture     form     composition       collage     architecture     abstract       primary colour     cityscape     complementary colour       relief     monoprint     motif       textile     armature     wash       portrait     secondary colour	Y1       Y2       Y3       Y4         line       tone       contemporary       monochrome         texture       form       composition       mixed media         collage       architecture       abstract       graphic design         primary colour       cityscape       complementary colour       positive/negative         relief       monoprint       motif       shape/space         textile       armature       wash       background         portrait       secondary colour       foreground			

#### YEAR 6

	Generating Ideas			By the end of Year 6 children
Sketchbooks	Looking and Talking	Making	Digital Media	should be able to:
Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.  Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.  Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting,	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:  Describe the artwork.  What do you like/dislike? Why?  Which other senses might you bring to this artwork? How does it make you feel?  What is the artist saying to us in this artwork?  How might it inspire you to make your own artwork?  Who or what else might you look at to help feed your creativity?	Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).	Use digital media to identify and research artists, craftspeople, architects and designers.  Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)	Independently develop a range of ideas which show curiosity, imagination and originality  Investigate, research and test ideas and plans using sketchbooks and other approaches
making links	   Making			

Sketchbooks	Drawing		Design and Making		Sculpture and Textiles	By the end of Year 6 children
Modify a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces and places in sketchbook to help creative thinking).	Develop observa  Explore making clay, link as portro  Explore making of the clay of the cl	e with the key exercises.  drawing skills using tional drawing.  drawing and mark on new surfaces, e.g. king to genres such aiture or landscape  drawing and mark linked to the art of time and/or culture	Explore scaling up dra bringing in all mark-n skills previously learn Paint on new surface stone, fabric, walls, fl and work collaborativ produce images in ne contexts	naking it s (e.g. oors vely to	Develop skills working with clay and other materials eg papier mache to make 3D relief sculptures linked to drawings	should be able to:  Independently take action to refine technical and craft skills to improve mastery of skills and techniques  Independently select and confidently use relevant processes in order to create successful and finished work
Evaluating						By the end of Year 6 children
As a Class	As a Class In Small Grou		ups	One to One		should be able to:
Feel able to express and share opinion about the artwork.  Discuss why the work was made well as how.  Share your response to the art Ask questions about process, technique, idea or outcome.	an Share work to others in small groups, and listen to what they think about what you have made.  de, as Make suggestions about other people's work, using things you have seen or		One to One  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.  Share how other artists/artwork inspired you and how your work fits into larger context.		Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work	

		esent work in retrosped sembly or parents.	ct, i.e. to class,				
	ds	Knowledge and Ur	dorstanding		1	Dy the one	d of Year 6 children
Children ab acid ba			luerstanding			•	
	e given the opportunity to art is subjective (we all ha		understanding)		3	should kno	ow:
Discover triat i	art is subjective (we all in	ave our own legitimate	understanding)				and the Colonian Colonian
Experience the	e connection between br	ain, hand and eye					scribe, interpret
·		, , , , , , , , , , , , , , , , , , ,					n the work, ideas
<ul> <li>Understand id</li> </ul>	leas can come through ha	ands-on exploration					aches of a variety
							craftspeople,
Develop their	knowledge of what diffe	rent materials and tech	niques can offer th	e creative individual		_	and architects,
Work at differ	ent scales, alone and in g	rounc				_	ount of the
voik at unier	ent scales, alone and in g	roups			i	influence of the different	
Feel safe enough	ugh to take creative risks	and follow their intuitio	n (fed with skills ki	nowledge)	ŀ	historical, cultural and social	
			·	• ,	(	contexts in which they	
Share their jou	urney and outcomes with	others. Feel celebrated	l and feel able to c	elebrate others	\	worked	
					l l	About the technical	
					١	vocabulary and techniques	
					f	for modifying the qualities	
					(	of different materials and	
					Į,	processes	
			Key Vocabı	ılary			
EYFS	Y1	Y2	Y3	Y4	Y5		Y6
colour	line	tone	contemporary		seascape		hue
pattern	texture	form	composition	mixed media	sgraffito		tint
shape	collage	architecture	abstract	graphic design	image		shade
	primary colour relief	cityscape	complementa		imagery	•	
	textile	monoprint armature	colour	shape/space background	perspective	e	
	textile	ailliature	וווטנוו	Dackground			

	portrait landscape	secondary colour observation	wash	foreground middleground limited palette	

### Art, Craft and Design – Progression Statements Across Year Groups

	Knowledge, Skills and Understanding	Early Years	Year 1	Year 2
			Introduce 'sketchbook' as a place to record individual response to the world.	Introduce 'sketchbook' as a place to record individual response to the world.
	Sketch Books		Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).	Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you
			Develop a "sketchbook habit".	have seen, drawing to experiment, collecting, sticking, writing notes
			Begin to feel a sense of ownership about the sketchbook.	
			Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.
Generating Ideas	Looking and Talking		Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).	Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries
			Develop questions to ask when looking at artworks and /or stimulus:	and objects in museums.
			<ul> <li>Describe what you can see.</li> <li>Describe what you like? Why?</li> <li>How does it make you feel?</li> <li>What would you like to ask the artist?</li> </ul>	Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.

	Play	Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	Develop questions to ask when looking at artworks and /or stimulus:  Describe what you can see.  Describe what you like? Why?  How does it make you feel?  What would you like to ask the artist?  Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.
	Sketch Books	Begin to use a sketchbook, developing a 'sketchbook habit' and taking ownership of it	Modify a sketchbook as a way to create ownership.  Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.
Making	Drawing	Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.  Explore mark making to start to build markmaking vocabulary  Undertake projects which explore observational drawing and drawing from	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.  Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from

	imagination	memory and imagination.
		Use drawings as basis for collage/textile work.
		Become familiar with 2 or more drawing exercises repeated over time to build skill. Continue to mix colours experientially (i.e. encourage pupils to "try and see")
Painting and Collage	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.  Enjoy discovering the interplay between materials for example wax and watercolour	Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.  Explore painting on different surfaces, such as fabric and different scales  Use new colour mixing knowledge and
	Explore simple printmaking.	Explore simple mono printing techniques
Printmaking	For example using plasticine, found materials or quick print foam and stencils  Search out found objects to be used as tools to press into plasticine or clay to create texture and to understand notions of positive and negative.	using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3)
	Explore pattern, line, shape and texture	

	3D and Textiles	Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.  Use basic tools to help deconstruct (scissors) and then construct (glue sticks).  Explore textile materials through 3D sculpture /weaving	Use simple embroidery techniques Explore how 2d can become 3d, eg bird sculptures  Explore the expressive properties of clay  Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes  Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces
Evaluating	As a class	Enjoy listening to other people's views about artwork made by others.  Feel able to express and share an opinion about the artwork.	Enjoy listening to other people's views about artwork made by others.  Feel able to express and share an opinion about the artwork.
	In small groups	Share work to others in small groups, and listen to what they think about what you have made.	Share work to others in small groups, and listen to what they think about what you have made.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the

	One to One	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.
Knowledge and Understanding		Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference  Understand ideas can come through handson exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups	Children should be given the opportunity to: Discover that art is subjective (we all have our own legitimate understanding)  Begin to feel confident to express a preference in  Experience the connection between brain, hand and eye  Understand ideas can come through hands-on exploration  Begin to build knowledge of what different materials and techniques can offer the creative individual  Work at different scales, alone and in groups
		Recognise that ideas can be expressed through art Experiment with an open mind	Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they

En	d Outcomes			Try out a range of materials and processes and recognise they have different qualities  Use materials purposefully to achieve particular characteristics or qualities  Show interest in and describe what they think about the work of others  How to recognise and describe some simple characteristics of different kinds of art, craft and design  The names of tools, techniques and formal elements (colours, shapes, tones etc.) that they use	When looking at creative work express clear preferences and give some reasons  Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times  Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
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	Knowledge, Skills and Understanding	Year 3	Year 4	Year 5	Year 6
	Sketch Books	Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual responses to the world.	Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.	Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.	Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.
		Begin to feel a sense of ownership about the sketchbook, which means allowing every child to	Begin to feel a sense of ownership about the sketchbook	Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own	Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work

Generating Ideas	work at own pace, following own exploration  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around	Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links	exploration.  Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links Enjoy looking at artwork made by artists, craftspeople, architects and	at own pace, following own exploration.  Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking
			making links Enjoy looking at	testing ideas, collecting,
	Enjoy looking at artwork made by artists, craftspeople, architects and designers.	Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.	Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at

Look	ing and
Ta	lking

Discuss artist's intention and reflect upon your response.

Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.

Look at a variety of types of source material and understand the differences.

Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.

Develop questions to ask when looking at artworks and /or stimulus:

- Describe what you see
- What do you like/dislike? Why
- What is the artist saying to us in this artwork?
- How does it make you feel?

Look at a variety of types of source material and understand the differences.

Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.

Develop questions to ask when looking at artworks and /or stimulus:

- Describe the artwork.
- What do you like/dislike? Why?
- Which other senses can you bring to this artwork?
- What is the artist saying to us in this artwork?
- How might it inspire you to make your own artwork?
- If you could take this art work home, where would you put it and why? Use growing knowledge of how materials and medium act, to help develop ideas.

Look at a variety of types of source material and understand the differences.

Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.

Develop questions to ask when looking at artworks and /or stimulus:

- Describe the artwork.
- What do you like/dislike? Why?
- Which other senses might you bring to this artwork?
   How does it make you feel?
- What is the artist saying to us in this artwork?
- How might it inspire you to make your own artwork?
- Who or what else might you look at to help feed your creativity?

artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.

Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.

Develop questions to ask when looking at artworks and /or stimulus:

- Describe the artwork.
- What do you like/dislike? Why?
- Which other senses might you bring to this artwork? How does it make you feel?
- What is the artist saying to us in this artwork?
- How might it inspire you to make your own artwork?

	How might it inspire you in making your own art?	Enjoy looking at artwork made by artists, craftspeople, architects and designers.  Discuss artist's intention and reflect upon your response.		Who or what else might you look at to help feed your creativity?
Making and Digital Media	Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects and designers.	Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to make animations	Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects and designers.  Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)	Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects and designers.  Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)
	Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making	Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making	Modify a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces and	Modify a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces

	Sketch Books	drawings on different surfaces, and on different shapes of paper.	drawings on different surfaces, and on different shapes of paper.	places in sketchbook to help creative thinking). Explore the possibilities of using paint and textile materials and	and places in sketchbook to help creative thinking).
				techniques to make a mixed media artwork	
Making		Practice observational drawing from the figure, exploring careful looking,	Continue to familiarize with sketchbook / drawing exercises. Let children	Continue with the key drawing exercises.	Continue with the key drawing exercises.
	Drawing	intention, seeing big shapes, drawing with gesture, and quick sketching	describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced	Explore the relationship of line, form and colour.	Develop drawing skills using observational drawing.  Explore drawing and mark
		Make larger scale drawing from observation and imagination	regularly Apply these skills to a variety of media, exploring outcomes in an open-ended manner.		making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape
		Explore new drawing media in different combinations eg ink and charcoal	Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to		Explore drawing and mark making linked to the art of another time and/or culture Explore scaling up drawings, bringing in all mark-making skills previously
		Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as	a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.		learnt
		means of recap/reminder and introduce new ones, which are practiced regularly			
		Apply and build upon	Explore layering of media,	Explore the art of another time	Paint on new surfaces (e.g.

Painting and Collage	colour mixing and mark- making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome  Explore painting on new surfaces using colour as decoration  Explore colour, texture and pattern using collage	mixing of drawing media  Combine art forms such as collage, painting and printmaking in mixed media projects	and / or culture, and make individual work in response to what is seen.  Enable evolution of ideas through a combination of design through making and drawn inspiration  Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this	stone, fabric, walls, floors and work collaboratively to produce images in new contexts
	techniques		awareness when making art work	
3D, Printing and Textiles	Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture  Building on mark-making and observational skills, make concertina books about a topic, eg significant artists	Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).  Explore clay techniques such as making a simple pot or tile, and decorate them in relief	Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.	Develop skills working with clay and other materials eg papier mache to make 3D relief sculptures linked to drawings
Digital Media	Use digital media to identify and research artists, craftspeople, architects and designers	patterns based upon observational drawing skills  Develop design through making skills and collaborative working skills through		

			illustration, graphic design, typography and printmaking.		
Evaluating	As a class	Enjoy listening to other people's views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Think about why the work was made, as well as how.		Feel able to express and share an opinion about the artwork.  Discuss why the work was made, as well as how.  Share your response to the artwork.  Ask questions about process, technique, idea or outcome.  Present work in retrospect, i.e. to class, assembly or parents.	Feel able to express and share an opinion about the artwork.  Discuss why the work was made, as well as how.  Share your response to the artwork.  Ask questions about process, technique, idea or outcome.  Present work in retrospect, i.e. to class, assembly or parents. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what
					you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.  Share how other artists/artwork inspired you and how your work fits into

				larger context.
In small groups	Share work to others in small groups, and listen to what they think about what you have made.  Make suggestions about other people's work, using	Share work to others in small groups, and listen to what they think about what you have made.  Make suggestions about other people's work, using things	Share work to others in small groups, and listen to what they think about what you have made.  Make suggestions about other people's work, using things you	Share work to others in small groups, and listen to what they think about what you have made.  Make suggestions about other people's work, using
	things you have seen or experienced yourself.	you have seen or experienced yourself.	have seen or experienced yourself.	things you have seen or experienced yourself.
One to One	Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.  Discuss problems which came	Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media
	Discuss problems which	Discuss problems which came up and how they were solved.	up and how they were solved. Think about what you might try	
	came up and how they were solved. Think about what you might try next	Think about what you might try next time.	next time.  Share how other artists/artwork	

	time.		inspired you and how your work	
	time.			
	Children the Idle of the	Children the Library and the	fits into larger context.	Children the Little of a the
	Children should be given	Children should be given the	Children should be given the	Children should be given the
	the opportunity to:	opportunity to:	opportunity to:	opportunity to:
	Discover that art is	Discover that art is	Discover that art is	Discover that art is
	subjective (we all have our	subjective (we all have our	subjective (we all have our own	subjective (we all have our
Knowledge	own legitimate	own legitimate understanding)	legitimate understanding)	own legitimate
and	understanding)			understanding)
Understanding		Experience the	Experience the	
	Experience the	connection between brain,	connection between brain,	<ul> <li>Experience the</li> </ul>
	connection between brain,	hand and eye	hand and eye	connection between brain,
	hand and eye			hand and eye
		<ul> <li>Understand ideas can</li> </ul>	<ul> <li>Understand ideas can</li> </ul>	
	<ul> <li>Understand ideas</li> </ul>	come through hands-on	come through hands-on	<ul> <li>Understand ideas</li> </ul>
	can come through hands-	exploration	exploration	can come through hands-on
	on exploration		•	exploration
	·	Develop their	Develop their	·
	Develop their	knowledge of what different	knowledge of what different	Develop their
	knowledge of what	materials and techniques can	materials and techniques can	knowledge of what different
	different materials and	offer the creative individual	offer the creative individual	materials and techniques can
	techniques can offer the			offer the creative individual
	creative individual	Work at different	Work at different	
		scales, alone and in groups	scales, alone and in groups	Work at different
	Work at different	source, are and in groups	sources, arome and in groups	scales, alone and in groups
	scales, alone and in groups	Feel safe enough to	Feel safe enough to	source, are are are are groups
	scares, alone and in groups	take creative risks and follow	take creative risks and follow	Feel safe enough to
	Feel safe enough to	their intuition (fed with skills	their intuition (fed with skills	take creative risks and follow
	take creative risks and	knowledge)	knowledge)	their intuition (fed with skills
	follow their intuition (fed	Kilowicusc)	Kilowicuge/	knowledge)
	with skills knowledge)	Share their journey	Share their journey and	Kilowicuge)
	with skills kilowieuge)	and outcomes with others.	outcomes with others. Feel	Share their journey
	• Chara thair icurray	Feel celebrated and feel able	celebrated and feel able to	and outcomes with others.
	Share their journey			and outcomes with others.
	and outcomes with others.	to celebrate others	celebrate others	

	Feel celebrated and feel			Feel celebrated and feel able
	able to celebrate others			to celebrate others
End Outcomes	able to celebrate others  Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions  Use a sketchbook for different purposes, including recording observations, planning and shaping ideas  Take the time to reflect upon what they like and	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve  Know about some of the key ideas, techniques and working practices of a variety of artists,	Confidently investigate and explore the potential of new and unfamiliar materials  Use their acquired technical expertise to make work which effectively reflects their ideas and intentions  Regularly analyse and reflect on their progress taking account of what they hoped to achieve  How to research and discuss the	Independently develop a range of ideas which show curiosity, imagination and originality  Investigate, research and test ideas and plans using sketchbooks and other approaches Independently take action to refine technical and craft skills to improve mastery of skills and techniques  Independently select and confidently use relevant
	dislike about their work in order to improve it  Know about and describe the work of some artists, craftspeople, architects and designers  Be able to explain how to use some of the tools and techniques they have chosen to work with	Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with	ideas and approaches of a variety of artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions  How to describe the processes they are using and how they hope to achieve high quality outcomes	processes in order to create successful and finished work  Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work  How to describe, interpret and explain the work, ideas and approaches of a variety of artists, craftspeople, designers and architects,

		taking account of the influence of the different historical, cultural and social contexts in which they worked
		About the technical vocabulary and techniques for modifying the qualities of different materials and processes

	Whol	e School Art, C	raft and Design En	quiry Overview (	flexible)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
KS1	How do artists creat	e pattern in	Can we create text	ure in 3D form?	What colours and	shapes can we see by
Cycle A	paintings? (Painting portraits) Processes: painting		(Rabbit Dolls)  Processes: drawing mache), textiles	, sculpture (papier-	the sea?  (Card relief beach resist sea painting)	huts, sailing boats, wax
	Formal elements: col Artists: Chris Offili	lour, pattern	Artists: Julie Arkell		Processes: collage,	, painting

Cycle B	How do artists use colour? (Painting, weaving)  Processes: painting, textiles  Formal elements: texture, pattern, colour  Artists: Beatrice Milhazes	How can birds inspire us to create art? (Feather mark making, draw nests, clay nests, monoprinting on maps, bird sculptures)  Processes: drawing, sculpture, printmaking (monoprints), collage, clay  Formal elements: line, tone, form  Artists: Hester Cox	Formal elements: shape, colour, pattern Artists: Rauol Dufy  Can we draw with thread? (Drawing buildings, stitched houses)  Processes: drawing, textiles Formal elements: line, shape, pattern Artists: Clare Caulfield
KS2	How can we show 3D form in painting?	Can an artist change the world?	How can we use line in our drawing?
Cycle A	(Tonal paintings of harvest jugs, clay pots)  Processes: painting, clay  Formal elements: shape, form, tone  Artists: North Devon Harvest Jugs	(Charcoal/ink portraits, concertina books about inspirational artists, puppet portraits (wooden spoons or marionettes)  Processes: drawing, multimedia, sculpture, textiles	(drawing fish, sgraffitto, silk painting)  Formal elements: line, shape, colour  Artists: Paul Klee
Cycle B	Can we mix media to explore tone, colour and texture? (mixed media cityscapes)  Processes: multimedia	Formal elements: line, tone, texture  Artists: 6 inspirational artists eg: Leonardo, Picasso, Freida Kahlo, Warhol, Mary Cassatt, Chris Offili, Bridget Riley, Lubaina Hamid	How does an illustrator use collage? (mythical creatures collage, Medusa sculpture)  Processes: drawing, painting, collage, sculpture  Formal elements: shape, form
	Formal elements: texture, tone, colour, Artists: Emmie van Biervliet	Who is Barbara Hepworth?  (monoprints, collographs, sculptures)  Processes: drawing, printmaking, clay	Artists: Sara Fanelli, Caravaggio

		Formal elements: line, shape, form, texture  Artist: Barbara Hepworth	
Cycle C	How did the ancient Egyptians draw themselves? (Self-portraits with reed pens and ink, clay canopic jars)  Processes: drawing, clay  Formal elements: line, shape, form  Artists: Ancient Egyptian artists and craftspeople  How do graphic designers combine words and images? (campaign posters)  Processes: design, printmaking  Formal elements: shape  Artists: Suffragette Banners, Victorian Posters, Bob and Roberta Smith	How do culture and heritage inspire art?  Processes: mixed media collage  Formal elements: shape, pattern, colour  Artists: The Singh Twins  How can we use colour and pattern in landscape painting?  Processes: drawing, painting, collage  Formal elements: colour, pattern  Artists: David Hockney, Gillian Ayres	How can we create texture in painting? (textile seascapes)  Processes: painting, textiles  Formal elements: colour, line, texture  Artists: Naomi Renouf  How can we use textile materials to create a portrait?  (tall ships drawings, pirate portraits)  Processes: drawing, sculpture, textiles  Formal elements: line, tone, texture  Artists: Casper David Friedrich