



Art and Design in Action at Woodlands Academy

Created by V Lippitt

Implementation:

All children at Woodlands receive a broad and balanced curriculum regardless of year group or ability. Our intention will be to use art and design to support the development of well-rounded children, who are able to reflect, share and discuss their subjective opinions about their work and the work of others that are respectful. We are committed to allowing children to create with opportunities to problem solve and review and refine their work. We will teach children the skills and processes with a range of materials and techniques. These are mapped progressively across the key stages in the form of Art Progression of Skills, focusing on the techniques of drawing, painting, collage, textiles, print making and 3D/sculpture. Multi media will be covered in Computing. Links to other subject areas will be made through the Unit of Discovery. We intend to give the children access to knowledge and information about art and artists (through 'Awesome Art'), both male and female, from different times and places.

Children will mainly work alone, but will be encouraged to work collaboratively on some projects. We will provide an environment where children feel safe taking risks and are not intimidated by 'getting it wrong'. We will ensure that they have a sense of achievement and pride during art lessons.

The National Art Education Association, states that 'Students of all ages benefit from comprehensive, balanced and sequential learning in the visual arts'. They continue to say that, 'The power of the visual arts to enrich human experience and society is recognised and celebrated throughout the world'.

Talk in Every Lesson

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally ("5, 4, 3, 2, 1, boards up." Teacher scans the responses provided. "Can someone tell me...?")
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate ("I noticed a few people saying... Can anyone explain why this cannot be true?").
- Teachers will plan for some 'open' questions in every lesson.
- Teachers will plan for some 'why' questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
 - Student provides idea.
 - Teacher repeats their idea to them ("So you are saying/you think...") and then praises them for contributing and asks if any other students have an idea.
- Knowledge organisers will be provided to support vocabulary acquisition.

Inclusion

We teach Art to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

SEND children may possibly not need the same level of support with art as with their academic work. Art could be an opportunity for them to express themselves and feel they have achieved the same as their peers, as there are no right or wrong answers. Children with SEND, may not be considered SEND in Art. All pupils should be able to feel able to participate, contribute and achieve. SEND pupils are supported in their learning through a variety of strategies. Some of these are outlined in the table below:

Subject: Art			
Universal strategies and approaches (Band 0)			
Quality first teaching Clear progression in planning Evidence of prior learning Working wall Vocabulary AFL Books Pupil voice Questioning Knowledge organisers			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> • Clear progressive WALTs • Experimental stages in learning • Cyclical learning – revisit prior skills • WAGOLL created by teacher to set expectations 	<ul style="list-style-type: none"> • Partner talk • Key vocabulary • Group work • Pupil voice • Instant AfL feedback 	<ul style="list-style-type: none"> • Partner talk • Teamwork 	<ul style="list-style-type: none"> • Hands on learning – experimental art techniques.
Reasonable Adjustments (LA and Environmental SEND) (Band 1)			
Remind children how to use equipment before use Using key vocabulary through prompts or visual aids Learning buddies Peer tutoring Calming and sensory toys			

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> • Visual cues and prompts • Itemised task lists • Small group targeted support – motor skills • Pre-teach vocabulary 	<ul style="list-style-type: none"> • Peer support • Talk partners • Adult led discussion • Small adult led group 	<ul style="list-style-type: none"> • Positive feedback • Identify and respond to individual style in artwork 	<ul style="list-style-type: none"> • Different equipment to support motor skills (paintbrushes, scissors etc.)
SEND School Based Support (Band 2-3)			
Remind children how to use equipment before use Pre-teach subject specific vocabulary Short instructions Small group intervention Peer tutoring Calming and sensory toys			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> • Distraction reduced work area • Adult support • Talking tins to record ideas • Discussion through task 	<ul style="list-style-type: none"> • Peer support • Talk partners • Adult led discussion • Now/Next boards 	<ul style="list-style-type: none"> • Positive praise • Teamwork • Identify and respond to individual style in artwork • Peer support • Encourage positive mindset and resilience 	<ul style="list-style-type: none"> • Opportunity to investigate and ‘play’ with equipment as well as examples of finished product. • Different equipment to support motor skills (paintbrushes, scissors etc.)
SEND EHCP (Band 4)			
Targeted adult support Calming and sensory toys Clear/concise instructions			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> • Smaller steps in learning • Longer time scale of opportunities (lessons broken down into smaller steps) • Labelled templates • Step by step photographs of task 	<ul style="list-style-type: none"> • Talking through the task with an adult in a distraction free space 	<ul style="list-style-type: none"> • Identify and respond to individual style in artwork • Personalised approach to rewards/motivation • Time out if task becomes overwhelming 	<ul style="list-style-type: none"> • Opportunity to investigate and ‘play’ with equipment as well as examples of finished product. • Different equipment to support motor skills (paintbrushes, scissors etc.)

Frequency

Art is taught on a weekly basis. As an academy, we aim to deliver our lessons using the BAD approach. Staff are encouraged to devise questions to develop the children's thinking further. This is achieved through the support of Blooms Taxonomy art action verbs and art appreciation posters that have been provided for staff.

Domain	Art Action Verbs
Create	-design -construct -manipulate -improve -plan -develop -curate -make -rearrange -invent -modify -assemble -build -imagine
Evaluate	-criticise -judge -choose -predict -select -recommend -verify -decide -defend -rank -conclude -reflect -appraise -assess -estimate -score -support
Analyse	-distinguish -compare -inspect -integrate -separate -explain -contrast -scrutinize -differentiate -point out -examine -organise -categorise -infer -break down
Apply	-change -practice -show -demonstrate -assign -interpret -execute -teach -implement -engage
Understand	-generalise -describe -ask -relate -associate -perceive -explain -articulate -follow -observe -discuss -determine -restate -summarise
Remember	-recollect -memorise -reproduce -find -identify -repeat -remind -define -label -list -recall -match -state -locate -recognise

Art Appreciation Questions

<p>Knowledge</p>	<ul style="list-style-type: none"> -Describe the artwork -What can you see? -Describe the composition/colour/texture/lines/tone/form/balance. -Who created it? -What is the title? -What is the medium? -Have you seen something similar?
<p>Understanding</p>	<ul style="list-style-type: none"> -Interpret the subject or theme. -Explain your emotional response to the artwork. -How does this differ to other artworks you have seen? -What is the most/least pleasing about the artwork?
<p>Application</p>	<ul style="list-style-type: none"> -If you could interview the artist, what would you ask? -Who would appreciate this artwork? -How should this artwork be viewed or treated in the future? -What is the social/historical significance?
<p>Analysis</p>	<ul style="list-style-type: none"> -Explain what you think the artist is trying to say about the subject matter. -Why has the artist used this medium/form/style/technique? -How does the medium/form/style/relate to its function? -Compare to other artworks by artist or other artists.
<p>Synthesis</p>	<ul style="list-style-type: none"> -If you wanted your work to look like the artists, what would you need to do? -What ways would you render the subject/theme differently? -Imagine changes in the artwork and predict changes in meaning. -Interpret the artwork through the eyes of another. -Devise plans to market or make the artwork more valuable.
<p>Evaluation</p>	<ul style="list-style-type: none"> -What is your opinion of the painting? -Decide/assess if the artwork is effective/ -Judge aesthetic qualities and relationship to future values. -Argue/justify why you would or wouldn't want the artwork in your home.

Key Concepts

- **Drawing**
- **Painting**
- **Collage**
- **Textiles**
- **Print making**
- **3D Sculpture**
- **Developing Ideas**

Core Learning in skills and knowledge

Aspect:	Drawing
Nursery	Begin to use a variety of drawing tools (e.g. finger, stick, pencil, coloured pencils, pastels and chalk) to explore different lines, curves and textures.
Reception	Use a variety of tools to draw more accurate representations from life and their imagination e.g. drawings of people that include all the visible parts of the body
Y1	Use line to represent something imagined, observed or remembered. Begin to explore texture and pattern and show some awareness of proportion.
Y2	Use line to represent something imagined, observed or remembered. Build on exploring texture, pattern and proportion by discussing the use of shadows, light and dark.
Y3	Use line, tone, texture and pattern to represent something imagined, observed or remembered and develop more accurate drawings e.g. drawings of people with particular focus on facial features and the detail they have.
Y4	Use line, tone, texture and pattern to represent something imagined, observed or remembered and explore the concepts of scale and proportion.
Y5	Confidently use line, tone, texture and pattern to represent something imagined, observed or remembered and explore drawing from different perspectives.
Y6	Independently select materials and techniques to create an accurate drawing. Focus on line, tone, shade, colour, pattern and organic forms.

Aspect:	Painting
Nursery	Use a variety of tools to spread paint and make marks. Experiment with colour and mixing colour and observe how colours can be changed.
Reception	Use a variety of tools to paint and make marks. Experiment with colour mixing and select colour for a particular purpose.
Y1	Continue to explore applying colour with a range of tools for enjoyment, accurately mix, and select colour for a particular purpose using the relevant vocabulary.
Y2	Begin to use different types of brushes for specific purposes and extend colour mixing to explore making tones of one colour using white and black paint
Y3	Confidently use different types of brushes for specific purposes and extend colour mixing with the addition of black and white and other hues.
Y4	Use tints, shades and a range of brushstrokes to paint directly onto a piece of work without sketching.
Y5	Use control and different techniques to create different tones, shades, hue and mood with paint and advise and question suitable equipment for the task.
Y6	Use a variety of different methods, colours, effects and moods to design and create a conceptual piece of art.

Aspect:	Collage
Nursery	Handle and manipulate materials and begin to discuss the texture of things.
Reception	Begin to manipulate materials (select, sort, cut and tear) to achieve a planned effect.
Y1	Use various materials to add texture to paper and experiments with composition to achieve a planned effect.
Y2	Experiment with shape when deciding on the composition of a piece and develop skills of cutting, folding and overlapping to create effects.
Y3	Develop an awareness of a balanced composition, thinking about how colours and shapes look next to each other.
Y4	Places more emphasis on observation and design in their work and develops a greater awareness of overlapping, mosaic and colour to manipulate materials.
Y5	Use shape and colour to create a balanced composition and experiment with the scale of a piece.
Y6	Analyse several works of 'Pop Art' and create their own piece, paying attention to design, scale, line, and shape, as well as complimentary colour.

Aspect:	Textiles
Nursery	Begin to sort, collect and discuss different materials (such as threads, cottons, woods, raffia and grass) and pull apart cloth and thread.
Reception	Begin to explore weaving using the environment (railings outdoors, twig frames etc) and discuss colour, texture and shape.
Y1	Develop weaving using simple paper and materials and discuss how textiles create things e.g. curtains, clothing and decoration.
Y2	Use a large needle to make straight stitches and experiment with different stitch sizes and other simple stitches (e.g. backstitch and cross-stitch).
Y3	Experiment with ways of colouring or patterning material through tie dyeing, embroidery and embellishment.
Y4	Use a wide variety of stitches to draw with, and develop pattern and texture e.g. zigzag stitch, chain stitch, seeding.
Y5	Experiment with the batik making process and embellish work using a variety of techniques.
Y6	(Mixed Media) Combine different printing techniques, media and equipment with other mixed media techniques to create their own piece of artwork and develop experience in embellishing.

Aspect:	Print Making
Nursery	Explore printing through experimental practise e.g. hands, feet and found materials
Reception	Take print from different objects and make rubbings to show a range of textures and patterns.
Y1	Take print from a variety of objects and explore images through mono printing.
Y2	Use printmaking as a means of drawing and design, create and print with their own collograph printing tile.
Y3	Use printing equipment, media and techniques with increasing confidence and develop skills in relief printing.
Y4	Place more emphasis on the design of a print and experiment with patterns using trace and transfer.
Y5	Confidently use different printing techniques, media and equipment to produce pictorial and patterned prints.
Y6	Combine different printing techniques, media and equipment with other mixed media techniques to create their own piece of artwork and develop experience in embellishing.

Aspect:	3D Sculpture
Nursery	Handle, feel and manipulate rigid and malleable materials and begin to show an awareness of form, feel, texture, pattern and weight.
Reception	Begin to use various materials (including blocks) to shape and model from observation and imagination joining them together to build and balance.
Y1	Begin to use various techniques (cutting, carving, pinching, rolling, joining etc.) to make sculptures from direct observation.
Y2	Develop an understanding of natural and man-made forms and create sculptures using natural objects, adapting joins through balancing and composition.
Y3	Shape, form, model and construct from observation or imagination with increasing confidence and begin to develop an understanding of different methods of sculpture.
Y4	Experiment with origami and paper sculptures considering light, shadow, space and size when developing ideas.
Y5	Shape, form, model and join with confidence and investigate, analyse and interpret figurative art in 3D form.
Y6	Research and analyse the works of a well-known sculptors and develop their own response through experimentation and imaginative use of the knowledge acquired of tools, techniques and materials.

Aspect:	Developing Ideas
Nursery	With support, respond to ideas and starting points and begin to explore different methods and materials.
Reception	Begin to respond to ideas and starting points and independently explore different methods and materials.
Y1	Respond to ideas and starting points and explore different methods and materials as ideas develop.
Y2	Explore ideas and starting points efficiently and use different methods and materials to develop ideas with increasing confidence.
Y3	Generate ideas from a variety of starting points and use a good mix of sketches and other resources to develop an idea.
Y4	Collect and present information, sketches and other resources to develop an idea. Adapt ideas effectively explaining reasons for changes throughout the process of creating a piece.
Y5	Develop imaginative ideas well from a range of starting points and use visual language to comment on piece of artwork.
Y6	Develop highly imaginative and fully explained ideas from a wide range of starting points and use visual language to make well-judged comments and opinions of artwork.

Curriculum Map Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>N</u>	Drawing Artist Study: NA (Self Portraits)	Painting Artist Study: Kandinsky	Collage Artist Study: NA	Print Making Artist Study: NA	Sculpture Artist Study: Joan Miro	Textiles Artist Study: NA
<u>R</u>	Drawing Artist Study: LS Lowry	Sculpture (& Painting) Artist Study: Judith Scott	Painting Artist Study: Paul Klee	Collage (& Drawing) Artist Study: NA	Textiles Artist Study: NA	Print Making Artist Study: NA
<u>Y1</u>	Drawing Artist Study: van Gogh	Painting Artist Study: Matisse	Collage Artist Study: Eric Carle	Textiles Artist Study: Gunta Stolz, Ellen Jackson, Anni Albers	Print Making Artist Study: Linda Heines & Barbra van Burskik	Sculpture Artist Study: Niki de Saint Phalle
<u>Y2</u>	Drawing Artist Study: Picasso & van Gogh	Painting Artist Study: O'Keefe	Collage Artist Study: Paul Klee	Print Making Artist Study: Glen Alps	Sculpture Artist Study: Andy Goldsworthy	Textiles Artist Study: Betty Taylor, Elizabeth Nourse, Elizabeth Spofforth,
<u>Y3</u>	Drawing Artist Study: Durer	Print Making Artist Study: Katsushika Hokusai	Painting Artist Study: Joseph Fernan Henri Leger	Collage Artist Study: Henri Matisse & Rembrandt	Textiles Artist Study: N/A	Sculpture Artist Study: Ivory Queen Mother Pendent Mask
<u>Y4</u>	Drawing Artist Study: Cezanne & Morandi	Print Making Artist Study: William Morris	Painting Artist Study: Monet	Textiles Artist Study: Mandy Pattullo	Collage Artist Study: Mosaics (Various)	Sculpture Artist Study: Richard Sweeny
<u>Y5</u>	Drawing Artist Study: Portraits (Various)	Sculpture Artist Study: Michelle Reader	Painting Artist Study: William Kalf	Collage Artist Study: Matisse & Eisenhor	Textiles Artist Study: N/A	Print Making Artist Study: Elizabeth Catlett
<u>Y6</u>	Drawing Artist Study: Antoni Gaudi (Natural Form)	Painting Artist Study: Chris Ofili (Contemporary Art)	Collage Artist Study: Roy Lichtenstein & James Rosenquist	Mixed Media Printmaking & Textiles Artist Study: Gustav Klimt	Sculpture Artist Study: Henry Moore	

Key Subject Specific Vocabulary

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Nursery	Mark making Line Shape Portrait	Mark making Primary Colour Line Shape	Collage Texture Cut Tear	Textiles Weave Texture Pattern	Print Print maker Texture	Sculpture 3D Cut Mold Clay
Reception	Mark making Line Shape Space Texture Pattern	Primary Colour Secondary Colour Line Shape Space Mixing Bright Vibrant Pale Tint	Collage Texture Cut Tear	Textiles Weave Texture Pattern Fabric	Print Print maker Texture	Sculpture 3D Stack Thread
Year 1	Mark making Line Shape Form Tone Space Texture Pattern Still life Landscape Composition	Primary Colour Secondary Colour Hue Mood Line Shape Form Tone Space Texture Pattern Landscape	Collage Texture Critique Composition	Textiles Warp & Weft Fabric Embellishment	Print Print Maker Texture Mono Printing	Colourful Inspire Materials Sculptor Sculpture Self-taught Three-dimensional

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 2	Mark making Line Shape Form Tone Space Texture Pattern Still life Landscape Composition Critique	Primary Colour Secondary Colour Hue Mood Line Shape Form Tone Space Texture Detail Enlarge Simplify	Collage Texture Critique Composition Line Shape	Textiles Binca Fabric Embellishment Embroidery	Print Print Maker Texture Collography	Decay Landscape Natural Form Sculptor Sculpture Temporary
Year 3	Mark making Line Shape Form Tone Space Texture Pattern Still life Composition Critique Woodcut	Primary Colour Secondary Colour Tertiary Colour Hue Mood Detail Texture Line Form Tone Space Cubist Geometric Forms Geometric Shapes Juxtapose Semi-Abstract Composition Critique	Collage Pattern Balance Composition Homage Meticulously Symbolize Texture Critique Line Shape	Textiles Fabric Embellishment Tie Dye	Print Texture Mono Printing Edo Period High Art Landmark Original Print Printmaker Tsunami Wood Block Print	Sculptor Sculpture Empire Invasion Merchant Oba Pendant Relief Trading

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 4	Line Shape Form Tone Texture Pattern Still life Composition Scale Proportion Positive Space Negative Space	Primary Colour Secondary Colour Tertiary Colour Complementary Colour Hue Mood Box Easel Brushstroke En Plein Air Exhibition Impression Impressionism Revolutionised Salon Shade Tint	Collage Pattern Balance Composition Homage Meticulously Symbolize Texture Critique Line Shape Adamento Arisocrats Marine Mosaic Opu Palladianum Opu Regulatum Pompeii Tesserae Tint Shade	Textiles Fabric Embellishment Embroidery	Print Print Maker Arts & Crafts Movement Decorative Arts Direct Observation Handmade Crafts Industrial Revolution Natural Pigments Pattern Production	Sculptor Sculpture Amate Construct Manipulate Origami Origins Papyrus
Year 5	Line Shape Form Tone Texture Pattern Composition Scale Proportion Amamorphosis Perspective	Primary Colour Secondary Colour Tertiary Colour Complementary Colour Hue Mood Shade Tint Texture Composition Exotic Imported	Collage Pattern Balance Composition Critique Line Shape Tint Shade Gouache Paint Digitally Manipulated Global Environment Graphic Designer	Textiles Batik Fabric Embellishment	Print Print Maker Civil Rights Movement Linoleum Cut Mural Plantation	Sculptor Sculpture Environmental Issues Figurative Art Proportion Recyclable Venus Figures

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
		Inanimate Object Opulence Still Life	Narrative Permanent Scale			
Year 6	Architect Artistic Style Design Individualistic Organic Forms	Concept Conceptual Contemporart Controversial Non-traditional Represent Turner prize Unconventional	Advertising Billboard Pop Art Popular Culture Preparatory Juxtaposition	Mixed Media Classical Commission Confiscated Decorative Ornamental Patron Annotate Hue Shade Tint Collograph Print		Charcoal Conventional Family Unit Maquette Sculptor Semi-Abstract

Art Progression of Skills

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
EYFS	<ul style="list-style-type: none"> Enjoys making marks, signs and symbols on a variety of types of paper. (Early drawing is akin to babbling in speech.) Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Is spontaneously expressive, using linear marks, curves and lines. Investigate different lines - thick, thin, wavy, straight. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) 	<ul style="list-style-type: none"> Uses a variety of tools to spread paint. For instance, straws, matchsticks. Explores mark-making using fingers, glue spreaders, thick brushes, foam and sponge brushes. Explores making marks on a variety of papers. Experiments with and enjoys colour. Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. 	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials. Uses glue to stick things down. Creates simple collages, using paper, pasta, beans and larger tactile things. Selects and sorts, cuts and tears. 	<ul style="list-style-type: none"> Handles, feels and manipulates materials such as threads, cottons, woods, raffia and grass. Is aware of colour texture and shape. Sorts, collects, discusses and pulls apart cloth and threads. Begin to explore weaving using the environment (railings outdoors, twig frames etc). 	<ul style="list-style-type: none"> Random experimental printing e.g. hands, feet and found materials. Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours to explore random images. Print repeating patterns, random or organised, on a variety of papers and with a range of blocks. 	<ul style="list-style-type: none"> Handle, feel and manipulate rigid and malleable materials. Constructing and building from simple objects. Pulls apart and reconstructs basic shapes. Able to shape and model from observation and imagination. Impress and apply simple decoration. Become aware of form, feel, texture, pattern and weight. Use both hands and tools to build.

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 1	<ul style="list-style-type: none"> Extend the variety of drawings tools to include charcoal and felt tips. Use line to represent objects such as still life/environment. Use line to represent something remembered. Use line to represent an imaginary subject. Draw a way of recording experiences and feelings. Explore different textures and experiment with mark –making. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Observe patterns in the natural and man-made world. 	<ul style="list-style-type: none"> Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours Introduce secondary colours, plus warm and cool colours. Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark Uses colour and marks to express mood. Represents something observed, remembered or imagined, using colour/tools. 	<ul style="list-style-type: none"> Sorts according to specific qualities, e.g. warm, cold, shiny, smooth, dull etc. Use a variety of materials including paint to add texture onto paper. Tears paper, understanding it is most effective when following the ‘grain’. Experiments with composition to achieve a planned effect. 	<ul style="list-style-type: none"> Complete simple paper and/or material weaving using a card loom. Understand warp and weft. Add embellishments including buttons, shells, beads, feathers, sequins, small drawings etc. Explore colour in weaving. Weaves paper, progressing from one to two colours. Able to discriminate between materials. Discuss how textiles create things – curtains, clothing, decoration. 	<ul style="list-style-type: none"> Create patterns and pictures by printing from objects using more than one colour. Explores and recreates patterns and texture with an extended range of materials e.g. sponges, leaves, fruit, netting, wood, creased foil etc. Develop images with added decorative detail. Explore images through mono-printing. Print with a growing range of objects, including manmade and natural printing tools. Use appropriate language to describe tools, process, etc. 	<ul style="list-style-type: none"> Construct to represent personal ideas. Use materials to make known objects e.g. an animal. Cut shapes using scissors. Make simple joins by manipulating, modelling material or pasting carefully. Discuss weight and texture of sculpture/materials. Able to shape and form from direct observation.

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 2	<ul style="list-style-type: none"> • Use line to represent objects such as still life/environment. • Use line to represent something remembered/imagined. • Explores tone using different grades. • Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. • Sketch to make quick records of something. • Work out ideas through drawing. • Ensure sensitivity and visual awareness. • Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world. • Observe and draw simple shapes. 	<ul style="list-style-type: none"> • Make as many tones of one colour as possible using primary and secondary colours, plus white. • Darken colours without using black. • Mix colours to match those of the natural world – colours that might have a less defined name. • Introduces different types of brushes for specific purposes. • Represents something observed, remembered or imagined, using colour/tools. • Experience using colour on a large scale, A3/A2. 	<ul style="list-style-type: none"> • Develop skills of overlapping and overlaying to create effects. • Cut, tear, scrunch and rip paper to create an image. • Engage in more complex activities e.g. folding and cutting • Experiment with using different shapes in the composition of a piece. 	<ul style="list-style-type: none"> • Practise simple stitching using a large needle to make straight stitches. • Use large eyed needles and embroidery thread to complete running stitches. • Explore other simple stitches - backstitch, cross-stitch. • Experiment with creating letters and simple shapes with stitches. 	<ul style="list-style-type: none"> • Use printmaking as a means of drawing. • Use equipment and media correctly, to produce a clean image. • Relief printing - string, card, etc. • Explores images and recreates patterns and texture using wallpaper, polystyrene and string printing on a variety of papers. • Talk simply about own work and that of other artists. • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. 	<ul style="list-style-type: none"> • Sketch to plan a design. • Join natural objects through balancing and composition. • Understand that some artworks are temporary. • Photograph own temporary work. • Have an awareness of natural and man-made forms and environments. • Express personal experiences and ideas in work. • Construct from found natural materials. • Think about the natural materials used in artworks and the variables that will influence the sculptures in the setting e.g. an ice sculpture will melt or the sea will wash a sand sculpture away. • Begin to make simple thoughts about own work and that of other sculptors.

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 3	<ul style="list-style-type: none"> • Encourage close observation of objects in both the natural and man-made world. • Use line and tone to represent objects such as still life/ environment. • Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. • Build on previous experience of understanding texture through mark-making to analyse texture in close detail, replicating marks and patterns. • Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have. 	<ul style="list-style-type: none"> • Make initial sketches as a preparation for painting and other work. • Introduces different types of brushes for specific purposes. • Extend exploring colour mixing to applying colour mixing. • Introduces primary and secondary colours with the addition of black and white and other hues. • Make colour wheels to show primary, secondary and tertiary colours. • Begin to apply colour using dotting, scratching, splashing to imitate an artist. • Develops an awareness of the natural environment through colour matching. 	<ul style="list-style-type: none"> • Experiments with creating mood and feeling. • Builds on previous knowledge of cutting and folding to create repeating patterns. • Develops fine motor control to cut meticulously. • Experiments with a balanced composition, thinking about how colours and shapes look next to each other. 	<ul style="list-style-type: none"> • Colour material using tie-dye. • Experiment with fabric scrap to create a fabric picture collage. • Add extra pattern and detail to fabric using collage, embroidery and embellishment. 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Use impressed printing processes. • Use sketchbooks for recording line and texture. • Discuss own work and that of other artists. • Explore images through mono printing on a variety of papers. • Explores colour mixing through printing, using two colours and a variety of materials. 	<ul style="list-style-type: none"> • Plan and develop ideas in sketchbook. • Use equipment and media with increasing confidence. • Uses stimuli to create simple 2D and 3D images using a variety of tools and materials • Carve into media using tools. • Use a range of tools for shaping, mark making, etc. • Use a range of decorative techniques: applied, impressed, painted, etc. • Begin to have some thought towards size. • Begin to discuss the aesthetics of a piece of art.

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 4	<ul style="list-style-type: none"> • Explores shading, using different media. • Identify and draw the effect of light (shadows) on a surface, on objects and people. • Introduce the concepts of scale and proportion. • Draws familiar things from different viewpoints, using a variety of scales. • Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it. • Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. 	<ul style="list-style-type: none"> • Introduced complementary colours and experiment using a colour wheel. • Mix and match colours to those in a work of art. • Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. • Understand and experiment with the technique 'En plein air' • Understand 'Impressionism' and analyse work of an Impressionist artist. • Understand the difference between different paints e.g. oil vs poster and why oil paints were used by impressionists • Mix colours directly onto a piece of art 	<ul style="list-style-type: none"> • Starts to place more emphasis on observation and design. • Use initial sketches to aid work. • Continues experimenting with creating mood and feeling. • Selects and uses materials to achieve specific outcomes. • Uses historical artefacts to stimulate collage work. • Ensure work is precise. • Use overlapping, tessellation and mosaic. 	<ul style="list-style-type: none"> • Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. • Enhance embroidery techniques. • Use tracing to aid work. • Start to place more emphasis on observation and design of textural art. • Continue experimenting with creating mood, feeling, movement and areas of interest. 	<ul style="list-style-type: none"> • Use sketchbooks for recording textures/ pattern/ design. • Uses printing to represent the natural environment. • Makes connections between own work and patterns in the local environment and at home e.g. curtains, wallpapers and book designs. • Compares own image and pattern making with that of a well-known artist, such as William Morris. • Design and create patterns using trace and transfer. • Build on prior experience to enhance the technique of monoprinting. 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation and / or imagination with increasing confidence. • Consider light and shadow, space and size. • Experiment with origami and investigate its origins. • Construct and manipulate paper by folding, twisting and rolling to create paper sculptures. • Have an understanding of different adhesives and methods of construction. • Consider the composition of multiple paper sculptures, thinking about adhesives and the view from all angles. • Discuss own work and work of other sculptors with comparisons made.

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 5	<ul style="list-style-type: none"> • Use line, tone and shade to represent something observed, remembered or imagined. • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Introduce the concept of perspective. • Produce increasingly accurate drawings of people. 	<ul style="list-style-type: none"> • Investigates symbols, shapes, form and composition. • Uses techniques, colours and effects to represent something observed, remembered or imagined. • Controlling and experimenting particular qualities of tone, shades, hue and mood. • Explores the effect of light and colour, texture and tone on natural and man-made objects. • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Considering colour for purposes. • Uses different methods, colour and a variety of tools/techniques to express mood. 	<ul style="list-style-type: none"> • Include concept and emotions in a design. • Use shape and colour to create a balanced composition. • Take inspiration from the environment and use it as a stimulus. • Experiment with scale. 	<ul style="list-style-type: none"> • Use drawing to aid design. • Experiment with the batik making process including sketching and applying wax. • Create a 'resist' using glue. • Embellish work, using a variety of techniques, including stitches, buttons and beads. 	<ul style="list-style-type: none"> • Experiment with ideas, to plan in sketchbook. • Experienced in producing pictorial and patterned prints. • Build on prior experience to enhance the technique of monoprinting. • Develop images with added decorative detail e.g. by adding watercolour paints. • Discuss and evaluate own work and that of others. (Morris labelling, etc.). 	<ul style="list-style-type: none"> • Use sketchbooks to inform, plan and develop ideas. • Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour. • Investigate, analyse and interpret figurative art in 3D form. • Construct from recycled materials. • Shape, form, model and join with confidence. • Work directly from observation or imagination with confidence. • Take into account the properties of media being used. • Discuss and evaluate own work and that of other sculptors in detail.

	Drawing	Painting	Collage	Textiles	Print Making	3D/Sculpture
Year 6	<ul style="list-style-type: none"> • Produce increasingly accurate drawings of people. • Use line, tone and shade to represent something observed, remembered or imagined. • Use a limited range of materials to produce lines, tones and shades. • Introduce architecture and organic forms. • Analyse works of art commenting on colours, patterns and organic forms. • Independently select materials and techniques to use to create a specific outcome. 	<ul style="list-style-type: none"> • Gain an understanding of conceptual art and the relevance an event/story has on a finished piece. • Explore and analyse contemporary works of art. • Use techniques, colours and effects to represent a concept. • Uses different methods, colour and a variety of tools/techniques to express mood. 	<ul style="list-style-type: none"> • Gain an understanding of pop art and its historical relevance. • Design with greater precision. • 'Scale up' or enlarge images accurately. • Use line, shape and complementary colours to create a composition. 	<ul style="list-style-type: none"> • Explore and research the definition of 'mixed media'. • Apply knowledge of different techniques to express feelings. • Explore images and recreate texture through deliberate selection of materials. • Discuss the nature of effects able to modify and adapt print as work progresses. • Build up drawings and images using printing techniques and develop experience in embellishing, pooling together experiences in texture to complete a piece. 	<ul style="list-style-type: none"> • Plan and develop ideas using sketches with pencil and charcoal. • Research and analyse the works of a well-known sculptor and develop their own response through experimentation. • Recreate images in 2D and 3D, looking at one area of experience. • Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. 	

Impact:

Children will leave our school with a wide bank of skills and techniques that they will be able to use confidently to create original, imaginative and unique piece of artwork. They will have a web of knowledge about the great artists of the world and from history.

Assessment

Assessment of Learning (Summative assessment) this will be calculated from the learning aspects outlined above. Once staff have identified which children are WTS or GD on the table below this will then classify those children who have achieved the expected standard for the year. From this, percentages can be created for the children who are working at ARE and at GD in each aspect across the academy. This will then highlight any areas that need more development as well as those that the children have flourished in.

Assessment in art differs from other subject areas as opinions on art are largely subjective. Judgements should be based on providing ongoing feedback throughout a project. Pupils will need time to review and refine their work as they go, and for staff to observe how pupils use tools and materials during the lesson. Work from sketchbooks and the final art pieces should also be used when assessing children at the end of a topic. The use of 'Young in Art, a developmental look at child art' by Craig Roland, will inform colleagues of 'ages and stages', and whether a pupil is below, age related or working at greater depth. This has been provided for staff. Colleagues with the same year group and phase should regularly compare and group pieces of work to agree judgements. Over time, a portfolio of work will be put together as examples to aid end of year assessments.

Progress in art and design will then be reported to parents at the end of the academic year in each child's School Report against the key aspects.

Learning Focus	End of Teaching Unit		Mid-point assessment		End of Year Assessment	
	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Drawing						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Painting						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Collage						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Textiles						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Print making						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
3D Sculpture						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Developing Ideas						