

Purpose of Study [from National Curriculum]:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



Whitecote Curriculum Intent Statement:

Art and Design stimulates creativity and imagination and is a form of expression and communication. Whitecote children will be given the freedom to explore, create and develop ideas, whilst developing key concepts and skills such as line, shape, form and colour. They will learn about a range of artists, craft makers and designers from past and present to support their understanding of art and its role in the world. We aim to inspire, nurture and challenge children to express their individuality.

Aims [from National Curriculum]:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Whitecote Way [School Context]

[Add additional aims linked to Whitecote Way]

Subject Core Concepts

The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:

- **Line:** Short or continuous marks made by a variety of tools. Line can define the edge of a contour or shape and can be straight or curved, broken or continuous, thick or thin. Lines can be used to represent texture and form.
- **Shape:** Created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.
- **Form:** The description of 3D shape. Form has volume and occupies space. It can be regular (cube, sphere) or irregular (stone, pine cone).
- **Space:** The unlimited 2D and 3D expanse in which all objects, lines and shapes are located. Space can be filled or unfilled with other core concepts.
- **Colour:** Exists in the form of primary: *red, blue and yellow*, and secondary: *green, purple and orange*. Combining these colours forms additional colour and tone.

Suggested Cognitive Strategies

The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain skills and knowledge. These will be modelled during CPD:

- **Plan** strategies, skills and processes needed to make own art and **review** against these throughout.
- **Repeat, repeat, repeat** the skills until internalised – showing progression each step of the way
- **Connect** art knowledge to experiences and increasing cross-curricular knowledge.



Art and Design Intent and Coverage LTP

Subject Core Concepts	Suggested Cognitive Strategies
<ul style="list-style-type: none"> • Tone/Value: Differences in light and dark, made by adding white and black to a colour. • Texture: Describes how something feels, whether in 3D or 2D. • Pattern: Arrangement of form, line and colour. • Creativity, Experimentation and Expression: Art is subjective. As a result, children are able to freely experiment, create and express their ideas however they choose. • AREAS COVERED (see skills ladder/progress map) 	

Art-Theory Key Skills

Art-Theory Key Skills are the necessary skills that children will use to become established art-theory learners.

These skills should be woven throughout the curriculum in order to help children learn and retain the curriculum-relevant knowledge to support their increasing artistic skillset.

- **Analyse** the skills and techniques used by others, including great artists, to inform own learning
- **Connect** concepts, knowledge and skills to other art, disciplines and experience
- **Describe, compare and contrast** different concepts and pieces of art
- Formulate an opinion of art by **interpreting** its technical, literal and inferential aspects
- **Understand** the purpose and audience of art by **inferring** and then interpreting the 'story'
- **Plan** art based on success criteria and **evaluate** their own skills and processes and those of others

	National Curriculum	Art History and Knowledge
EYFS	<p><u>ELG: Fine Motor Skills</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. <p><u>ELG: Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	



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	National Curriculum	Art History and Knowledge
Key Stage 1	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	In addition, Whitecote pupils will be taught: <ul style="list-style-type: none"> about some historic artists that have had a significant impact on history.
Key Stage 2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	In addition, Whitecote pupils will be taught: <ul style="list-style-type: none"> about some historic artists that have had a significant impact on history. to link their knowledge in history to the artists they learn about in that era.

Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
Nursery	<p><u>Ourselves/ Into the Woods</u> Self portraits (drawing) Drawing with detail Make a home for the Gruffalo characters Using a range of materials Playdough faces Sculpting from playdough Make a stickman Joining materials Clay printing (woodland treasures) Mark Making Leaf Man pictures Natural art, collage Areas covered : Drawing/Textiles/3D/Printing/Collage</p> <p><u>Autumn Winter</u> Firework paintings Exploring colour – colour mixing Make a musical instrument Using a range of materials Making fireworks Joining materials Making potions Colour mixing Christmas decorations Using a range of materials Christmas cards Collage Areas covered : /3D/painting/collage/colour mixing</p>	<p><u>Winter</u> Playdough Dinosaur sculptures Playdough Dinosaur box modelling 3D Make an igloo 3D – using a range of materials Dinosaur collage Dinosaur drawing</p> <p><u>At the Farm – Spring</u> Make a nest for a bird Make something that will float 3D Flower rubbings Printing Transport painting Drawings of chicks and eggs / flowers (Observational drawing)</p> <p>Areas covered: drawing/textiles/3D/printing/collage</p>	<p><u>In the garden – Spring / Summer</u> Making jewellery for the Scarecrow wedding 3D – using a range of materials Collage/draw animals Paint animals colour mixing</p> <p><u>At the Seaside – Summer</u> Make a clown puppet 3D – using a range of materials Seaside box collage - 3D Weaving fish - Textiles Seaside creatures – collage</p> <p>Areas covered: drawing/textiles/3D/painting/collage/colour mixing</p>
Reception	<p><u>Under the Sea</u> Sewing fish Joining materials Rainbow fish collage Using a range of materials Pirate Props 3D</p>	<p><u>Traditional Tales / Favourite Stories</u> Design a home using a range of materials (draw the design first) Using a range of materials</p>	<p><u>Around the world – Leeds and beyond</u> Observational drawing Objects of cultural reference Flags 3D – using a range of materials</p>



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Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
	<p>Paper plate sea creatures colour mixing Shell printing Printing Areas covered : painting/collage/colour mixing/textiles/printing/3D</p> <p>Space and Celebrations Making rockets 3D Christmas decorations 3D/painting Christmas Cards painting/ drawing Areas covered : painting/drawing/colour mixing/textiles/3D</p>	<p>People who help us/ Superheroes Colour mixing Painting Observational drawings Collage Areas covered : painting/drawing/colour mixing/textiles/collage/3D</p>	<p>Animals / Mini Beasts Observational drawing of animals Make a habitat 3D – using a range of materials Clay minibeasts 3D Areas covered : painting/drawing/colour mixing/textiles/collage/3D</p>
1	<p>Seasonal change: Autumn – Provision Leaf printing (Roll paint onto leaf and print) & Mono print repeating pattern Observational painting - colour mixing - primary/adding white</p> <p>Concepts Colour mixing Tone Mono Print Creating a Pattern Areas covered : printing/painting</p> <p>Animal Sketching/Clay: drawing animals using shape reproducing drawing into a clay animal using shape knowledge Concepts: Drawing Drawing with shapes Line – thick and thin Tone – light and dark Shape – identifying shapes in drawings</p> <p>Concepts: Clay Texture – how to add texture / fur marks Shape/ form – looking closely at the shape, 3D form of their animal Areas covered : drawing/ 3D</p>	<p>Seasonal change: Winter/Spring Trees – Collage – Provision</p> <p>Concepts: Layering texture – collage materials Tonal colours – choosing the correct materials and colours Areas covered: drawing/collage</p> <p>Self Portrait: How to draw a person (explorer ID badge)</p> <p>Concepts Shape – drawing with (build on previous knowledge) Colour Line Tone Space Areas covered: drawing</p>	<p>Seasonal change: Spring/ Summer Painting - Provision Mondrian trees Observational painting - blossom trees</p> <p>Concepts Line Shape Colour mixing Tone Introduce Secondary colours painting texture - techniques brush skills / range of brushes Areas covered: drawing/paint</p> <p>Seaside Art - painting mixed media</p> <p>Concepts Space – Composition – foreground and background Tone – adding white brush skills – thick and thin for different purposes Texture Colour: Mix secondary colours Areas covered: drawing/collage/paint/textiles</p>
2	<p>London Old and New – Drawing and print Draw the school : Observational drawing look for shapes Create artwork in the style of artworks of London Create a print</p>	<p>Arctic Art – Collage</p> <p>Concepts</p>	<p>Clay 3D Planets Design own planet and create 3d form and paint</p>



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Year Group	Autumn	Spring	Summer
	<p>Concepts:: Tone: Choosing medium – pencil, ink, charcoal Composition – foreground and middleground and background Shape and form- architecture Line Space - composition Styrofoam print technique / Cardboard printing block Areas covered: drawing/ printing</p>	<p>Colour mixing (secondary colours / adding white to make tones) Texture and movement Space - Composition – foreground and background Tone photography as a stimulus Areas covered: drawing/ painting / collage/ textiles</p>	<p>Concepts Clay skills and tools Texture - print Colour</p> <p>Draw an Astronaut How to draw a person /Design a space suit</p> <p>Concepts Drawing using shapes Scale Form Areas covered: drawing/ 3D/painting/printing</p>
3	<p>Cave Art Drawing/ Painting (use a range of media - sticks, ink, charcoal- large scale outside on path) Create own cave art - story of their life - paint on chosen surface</p> <p>Concepts Art telling a story Mark making techniques - Brushing, smearing, stabbing, spraying Tools Colour Space Line Texture Areas covered: drawing/ printing/ painting</p> <p>Stone Age Jewellery – clay Product Design: 3D</p>	<p>Printing Hieroglyphs : Print Hieroglyphs onto Calico fabric - make a printing block</p> <p>Concepts Printing techniques 2 colour Styrofoam block Areas covered: drawing/ printing</p> <p>3D Darrel Wakelam death masks Create masks from recyclable materials</p> <p>Concepts Form Shape Texture Line Pattern Colour Areas covered: 3D/textiles</p> <p>Illustration - Quintin Blake Drawing</p>	<p>Greek Art Classical Period (drawing skill/sculpture) Naturalistic Art -REAL Greek sculptor of the High Classical Period, Polykleitos Children take photos of each other in diff poses - draw - line, shape, form focus - make out of clay- paint gold/metallic</p> <p>Concepts Compare artists Line Shape Form / Movement Clay moulding Photography as a stimulus Areas covered: 3D/ drawing/paint</p> <p>TRIP: Yorkshire Sculpture Park)</p>
4	<p>Roman Ceramic Mosaic Tiles - 3D –</p> <p>Concepts Pattern Colour Composition Areas covered: 3D/drawing/collage</p>	<p>South American Art: Street Art Individual designed pieces - painted on to large Calico mural sectioned into squares. Colourful background paint mono design over the top. Convey a message about themselves</p> <p>Concepts Compare artists</p>	<p>Landscape Art - Howarth Water colour painting/drawing</p> <p>Concepts Observational drawing Watercolour techniques</p>



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	<p>Clay Busts</p>	<p>Composition Art as a message Portraying emotion Colour Shape Pattern Line Working collaboratively Areas covered: drawing / painting / textiles/ print</p> <p>VISIT: Bramley Banksy whole class mural</p>	<p>Composition - foreground / middle ground/ background etc Tone Space Shape Line Perspective Areas covered: drawing / painting</p> <ul style="list-style-type: none"> • Monet, Cezanne, O'Keefe
5	<p>Viking Self Portraits painting, drawing/collage – explore different mediums.</p> <p>Concepts Drawing facial expressions/ showing emotion Paint techniques Form Shape Line Tone Space Areas covered: painting/drawing/collage</p>	<p>Renaissance Art - Michelangelo. Discuss Michelangelo's most famous works: The Sistine Chapel - drawing/ painting • Have a go at drawing upside down under a table. • Touching hands drawing</p> <p>Concepts Research artists Adding detail - drawing and paint Making something look 3D through shading and tone Form/ Movement Shape Space Line Tone Brushes Drawing techniques to create texture</p> <p>and his Sculpture: 'The Pieta' – carve a simple shape out of soap (goldfish) using butter knife. Teaching point: Texture Sculpting techniques Shape Space (plans available) Areas covered: painting/drawing/3D</p>	<p>Save our planet posters Lino print/ mixed media Lino print - Earth / design poster around it.</p> <p>Concepts Composition Key messages Emphasis / Typography Printing techniques – number of colours Space Mixed media – how would 3D elements add emphasis? Areas covered: painting/drawing/printing/Collage/3D</p>
6	<p>Romanticism Art Van Gogh, Monet</p>	<p>Propaganda Art /Posters – WW1/WW2 drawing/ painting</p>	<p>Rainforest - paint/ mixed media/3d element/Lino Print Henri Rousseau Rainforest (impressionist)</p>



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Topic Coverage per Year Group			
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	<p>Industrial Art Lowry, Hockney Compare - dull tones of Lowry and bright colours of Hockney. Work to express emotions, feeling and mood. Simple stylised paintings. Painting of the school - choose a style.</p> <p><u>Concepts</u></p> <p>Comparison of works – techniques / Style Composition Message Mood Style Line Colour Shape Form Space</p> <p>Areas covered: painting/drawing</p>	<p><u>Concepts</u> Techniques in advertising Composition/layout Message Simplistic/ bold style Space Line Colour Shape</p> <p>Areas covered: painting/drawing</p>	<p>Create a piece in the style of Henri representing yourself using a range of mixed media elements including lino print elements</p> <p><u>Concepts</u> Observational drawing Tone Composition Creativity / Imagination Representation Mixed media – enhancements Lino Print elements Space Line Colour Texture (plan available)</p> <p>Areas covered: painting/drawing/collage/3d/printing/textiles</p> <p>Contemporary Art: Product design\label Warhol: - Graphic Artists: 3D Soup Cans- create own soup can with whatever they want to preserve (memories of school)</p> <p><u>Concepts</u> Different types of artists Message Product design Art Movements (Pop Art) Line Composition Colour</p> <p>(Could move this to be a simplistic lino print instead of adding into previous project if time to do both)</p> <p>(plan available)</p>



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Pedagogical Sequence of Learning		
#	Phase	Explanation
1	Process:	Discuss process for learning from art. Determine skills and steps that an artist might take to develop new skills.
2	Analyse:	Look at pre-existing version(s) of art and determine end goal. Tell the story of the artwork and formulate opinions. Consider the audience and purpose of each piece.
3	Plan:	Build success criteria and set goals to achieve for finished piece to inform ongoing metacognitive review.
4	Cold-Task:	Free play with relevant media, practising its limitations and capabilities. Focus on cold task to complete pre-taught, baselined version.
5	Basic Skills:	Teach necessary basic skills and repeat these in liner grids where appropriate, improving each time, building perseverance and resilience each time. Evaluate these skills as part of ongoing cycle, making necessary adjustments.
6	Produce (Optional):	Where applicable, produce a copy of the studied version(s) using learnt skills. Evaluate this independently and with peers against previous set goals. Compare and contrast this with others to inform analysis.
7	Create / Hot Task:	Create own version of studied version(s) using learnt skills, taking on board feedback from previous.

Skills Progression per Year Group								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<ul style="list-style-type: none"> • Mark makes • Develops grip • Gives meaning to marks • Children should be beginning to use basic shapes in their drawings as well as horizontal and vertical lines Beginning to draw or represent a person including some details such as eyes	<ul style="list-style-type: none"> • Uses lines to enclose a space • Uses shapes to represent objects • Use a range of pencils, pens • Perfects tripod grip • Uses chosen hand to write/ mark make • Drawing of a person has more details - hair, fingers. 	<ul style="list-style-type: none"> • Communicate something about themselves in their drawings • create moods • use pencils and crayons • draw lines of dif shapes and thickness • Use 2 grades of pencil • Begins to draw people and objects 	<ul style="list-style-type: none"> • Use 3 grades of pencil • Use charcoal, pencil and pastels, • create light and dark / tones • pattern and texture in drawings • use a view finder to focus • Can begin to show movement - flying objects/ running 	<ul style="list-style-type: none"> • Show facial expressions in drawings • use sketches to produce a final piece • write an explanation of their sketches • use different grades of pencil to show tone an texture 	<ul style="list-style-type: none"> • begin to show facial expressions and body lang in sketches • identify and draw simple objects / use marks and lines to produce texture • organise line, tone, shape and colour to represent figures and forms in movement 	<ul style="list-style-type: none"> • identify and draw simple objects / use makes and lines to produce texture • successfully use shading to create mood and feeling. • organise line, tone, shape and colour to represent figures and forms in movement • show reflections 	<ul style="list-style-type: none"> • Do sketches communicate emotions and sense of self with accuracy and imagination. • Explain why they might have used diff tools • Explain why chosen specific drawing technique. • Draw using techniques to



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Skills Progression per Year Group								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
		<ul style="list-style-type: none"> Pre-plan what they are going to draw and join shapes to form houses, flowers etc. Colour within the lines but use of colour unrealistic. Draw what they know not what they see. 	<ul style="list-style-type: none"> on a baseline such as grass. Draw what they know not what they see – encourage to observe 	<ul style="list-style-type: none"> Use of colour becomes more realistic Will begin to show understanding of space and distance - making trees taller than houses etc. 		<ul style="list-style-type: none"> show reflections explain why chose specific materials to draw with Beginning use of overlapping 	<ul style="list-style-type: none"> explain why chose specific materials to draw with Begin to draw using perspective 	create perspective and depth.
Painting	<p>Explore colour</p> <p>Supported to mix powder paint to make new colours</p>	<p>Explores colour and how it can be changed</p> <p>Can begin to recognise colour combinations e.g red and yellow make orange</p>	<p>Communicate something about themselves in their drawings</p> <p>Use thick and thin brushes paint a picture of something they can see.</p> <p>Name primary and secondary colours - colour wheel</p>	<p>Mix paint to create all secondary colours</p> <p>Mix and match colours and predict outcomes</p> <p>mix their own brown make tints by adding white</p> <p>Made tones by adding black</p>	<p>Predict with accuracy the colours they mix understand and know where colours sit on the colour wheel</p> <p>Create a background wash</p> <p>Use a range of brushes to create diff effects.</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood?</p> <p>Do they successfully use shaving to create mood.</p>	<p>Can they create a range of moods in their painting?</p> <p>Can they express their emotions accurately through their sketches and painting?</p>	<p>Can they explain what their own styles is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific paint techniques?</p>
Printing	<p>Print with sponges, fruits and vegetables print with tyres etc</p> <p>Print with Lego</p> <p>Rubbings</p>	<p>Print with sponges, fruits and vegetables print with tyres etc</p> <p>Print with Lego</p> <p>Rubbings</p> <p>Print a pattern</p>	<p>Print onto paper and textiles</p> <p>Design own printing block</p> <p>Create a repeating pattern</p>	<p>Create a print using pressing, rolling, rubbing and stamping</p> <p>Create a print like a designer</p>	<p>Make a printing block</p> <p>Make a 2-colour print</p>	<p>Print using at least 4 colours</p> <p>create an accurate print design</p> <p>Print onto different materials</p>	<p>Print using a number of colours</p> <p>create an accurate print design given specific criteria</p> <p>print onto different materials</p>	<p>Overprint using different colours</p> <p>look carefully at the methods use and evaluate effectiveness.</p>
Textiles (Sewing skills to be developed in D.T)	<p>Experiment with ribbons and threads</p> <p>Begin to identify a range of textures</p>	<p>describe the texture of things</p> <p>Selects tools and techniques needed to shape assemble and join materials they are using</p> <p>Experiments to create different textures</p> <p>Weave with paper/card/ribbon</p>	<p>Sort threads and fabrics</p> <p>groups threads and fabrics by colour and texture</p> <p>weave with fabric and thread</p>	<p>Join fabric using glue</p> <p>sew fabrics together</p> <p>create part of a class patchwork</p>	<p>Use more than one type of stitch</p> <p>Join fabric together to make a quilt using padding</p> <p>Use sewing to add detail to a piece of artwork.</p> <p>Add texture to a piece of artwork.</p>	<ul style="list-style-type: none"> Use early textiles and sewing skills as part of a project 	<p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p>	<p>Can they include both visual and tactile elements in their work?</p>

Skills Progression per Year Group								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
3D	<p>Explore shape and texture</p> <p>Choose materials to build with</p> <p>Support to join materials together.</p>	<p>Selects tools and techniques needed to shape assemble and join materials they are using</p> <p>selects appropriate resources and adapts where necessary</p> <p>Constructs with a purpose in mind</p>	<p>Can they add texture by using tools?</p> <p>Can they make diff kinds of shapes</p> <p>Can they cut, roll and coil material like playough or clay</p>	<p>Can they make a clay pot?</p> <p>Can the join two finger pots together?</p> <p>Can they add line and shape to their work?</p>	<p>Can they add onto their work to create texture and shape?</p> <p>Can they work with life size materials?</p> <p>Can they create pop-ups?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p>	<p>Can they create models on a range of scales?•</p> <p>•Can they create work which is open to interpretation by the audience?</p>
Collage	<p>Explore a range of mediums</p>	<p>Manipulates materials to create a planned effect</p> <p>Combines different media to create new effects</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>	<p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p>	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p> <p>Can they use montage?</p>	<p>Can they use ceramic mosaic?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p>	<p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape?</p>
IT (To be covered in Computing)			<p>Can they use a simple painting program to create a picture?</p> <p>Can they use tools like fill and brushes in a painting package?</p> <p>Can they go back and change their picture?</p>	<p>Can they create a picture independently?</p> <p>Can they use simple IT mark-making tools, e.g. brush and pen tools?</p> <p>Can they edit their own work?</p> <p>Can they take different photographs of themselves displaying different moods?</p> <p>Can they change their photographic images on a computer?</p>	<p>Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</p> <p>Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</p> <p>Can they use the web to research an artist or style of art?</p>	<p>Can they present a collection of their work on a slide show?</p> <p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p>	<p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p>	<p>Do they use software packages to create pieces of digital art to design.</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p>



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Skills Progression per Year Group								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge			<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they link colours to natural and man-made objects?</p> <p>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</p> <p>Can they create a piece of work in response to another artist's work?</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time?</p> <p>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	<p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>
Sketchbooks		N/A	<p>Experiment with new media in a range of ways.</p>	<p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p>	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p>Can they produce a montage all about themselves?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>	<p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>



Art and Design Intent and Coverage LTP

Tier 2 Vocabulary

Children need to know, understand and use the relevant vocabulary for their age group by the end of the year and will be provided with opportunity throughout the year. This list is cumulative and should be revisited and built upon each year.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
thick, thin, soft, hard, pattern, colours, light, dark, clay, smooth, bumpy, primary, collage, pencil	draw, sketch, make, paint, print, collage, line, shape, dark, light, thick, thin, soft, hard, fine, tone, pattern, texture, primary colours, secondary colours, fabric, clay, brushes, palettes, rollers, 3D, weave, artist, sculpture, model, mono-printing, space, line, shape, smooth, rough, pale, kneading, observation, demonstrate, modelling	charcoal, Ink, pencil grades, Cartridge paper, stimulus, colour wheel, observational drawing, composition, foreground, background, Landscape, portrait, architecture, model, scale, space, form, wash, poster paint, acetate, designer, photographer, brush grades, pencil grades, , cross hatch, stimuli, scale, media, charcoal, ink, grades, improve, blending, shading,	Printing block, stitch, running stitch, cross stitch, still life, imagination, creativity, Acrylic, sew, proportion, purpose, tints, relief, foreground, middleground, background, techniques	combine, overlay, layering, cross representation, interpret, proportion, variations, emotion, expression,	Mixed media, Water colour, intention, purpose, Perspective, focal point, horizon, stippling, contouring, cross-hatching	Aesthetic, Typography,

Useful Websites

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