



A curriculum planned with aspirations for all pupils to:

- Acquire age-appropriate knowledge and understanding
- Develop ideas and innovative thinking
- Build the confidence to take risks and make mistakes as part of a creative process
- Develop skills in the formal elements
- Question and reflect through critique
- To begin the journey of personal development in art.



ART & DESIGN KNOWLEDGE STRANDS



Subject Progression Framework

1

- New learning to begin by recalling and recapping prior learning. What do children already know and understand?
- Introduce subject matter (artist/media/movement/culture/period)
- Underpin technical and formal knowledge (substantive)
- Introduce new vocabulary

2

- Deepening of subject matter understanding through recall, discussion, and debate.
- Begin to experiment and generate own ideas through sketchbook studies and exploration of the subject matter, replicating work and responding creatively to inspiration.
- At this stage, children are encouraged to take risks and are reminded that art is subjective.
- Evaluate their own work and the work of others.

3

- Pupils continue to use sketchbooks to generate their own ideas, exploring the formal elements of art and experimenting with new ideas.
- They are able to evaluate through sketchbook annotations and use feedback to develop and refine their ideas and use of different media.

4

- pupils further develop the ideas from the last session, linking and connecting knowledge and understanding through exploration.
- They may explore similar or contrasting subject matter as a way of deepening their understanding and generating new ideas.
- Refining the making process.
- They pull together their understanding and knowledge in order to generate ideas towards the end point. This may be two sessions depending on the outcome.

5

- The end point - making of a final piece if the bringing together of the sequence of learning.

6

- Evaluating and reflecting on the learning journey and creative process and end point outcome

Knowledge and Understanding

Knowledge and Understanding is about supporting children to recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human.

Generating Ideas

Through effective use of sketchbooks, we aim to support children to recognise that ideas can be developed through doing as well as thinking. Sketchbooks are used, not only to develop skills in making and exploring the formal elements of art, but also to facilitate the generating of ideas and encourage experimentation.

Making

Through making, children explore the formal elements of art. These are colour, shape & form, pattern, tone, texture and line.

Evaluating

Through a process of evaluation, children learn to provide a reasoned evaluation of both their own work and professional work. These evaluations will develop from personal views of art to more mature evaluations, taking into account the starting points, intentions and contexts.

CURRICULUM STRANDS	Knowledge and Understanding	Generating Ideas		Making				Evaluating		Communication and Language Development
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.									
Key Vocabulary	Artist Illustrator	Idea Imagination		Paint Palette	Colour Mix	line Shape	Like Dislike			
KS1 Year 1 Year 2	- Know how to recognise and describe some simple characteristics of different kinds of art, craft, and design. - Know the names of tools, techniques, and formal elements. - To know that there are different forms of creative work from all cultures, times and for different purposes. - Discover that art is subjective - Understand that ideas can come through hands-on exploration.	- Introduce sketchbooks - Understand activities that take place in a sketchbook and look at examples. - Practice and develop sketchbook studies to experiment and collect. - Generate ideas through playful, hands-on exploration without a pre-defined outcome. - Look at a variety of artwork using a range of sources (books, on screen, galleries/museums) - Work at different scales – both alone and in groups.	Drawing - Explore mark making with pencil, pen, chalk, soft pastel and charcoal. - Explore observational drawing (drawing what you see). Painting, Collage & Printmaking - Know primary colours and explore mixing. - Explore interplay between watercolour and wax. - Use drawings as a basis for collage. - Explore print making with natural and found objects. - Use objects and plasticine to understand negatives and positives. 3D (& progression for Digital Media) - Transform 2d drawings into 3d, using folder and layered paper to create reliefs. - Use basic tools to deconstruct (scissor) and construct (glue) . - To openly explore clay.	Drawing - Develop observational drawing with various drawing media. - Explore both primary and secondary starting points for drawing of still-life and landscape. Painting , Collage & Printmaking - Name primary and secondary colours and understand the relationship between them. - Use primary and secondary colours as part of a project. - Explore painting on different surfaces. - Make simple mono prints using observational drawing skills (draw into the ink). 3D (& progression for Digital Media) - Cut simple shapes from card and use them to construct architectural forms. - To use clay and mod roc to build relief sculptures.	- Share own work with others - Listen to what others think about your work - Share what you have enjoyed during a creative process - Share what you like about an end result. - Take photos of work made. - Understand ways of presenting work and evaluating the effectiveness. (Y2)	- Enjoy looking at artwork and finding elements which inspire. - Develop questions... <i>Describe what you can see / like.</i> <i>How does it make you feel?</i> <i>What would you like to ask the artists?</i> - Talk about the materials techniques and processes they have used, using the appropriate vocabulary.				
Key Vocabulary	Y1 / Y2 Formal elements: colour, shape, form, pattern, tone, texture, line. See also evaluation vocab	Y1 Sketchbook Collecting Explore	Y2 Architects Designers Practice Develop Creative	Y1 Mark making Pencil Charcoal Collage Negative surface	Observation Pen Chalk watercolours primary colours positive join texture	Y2 Secondary colours Landscape. Mono print relief brush strokes	still-life colour relationships ink architecture shade connect detail	Y1 Share View	Y2 express Opinion	

CURRICULUM STRANDS	Knowledge and Understanding	Generating Ideas		Making		Evaluating		Communication and Language Development
Lower KS2 Year 3  Year 4 	- Know the names of tools, techniques and formal elements. - Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times, for different purposes. - Know and describe the world of some artists, craftspeople, architects and designers, including artists who are contemporary, female and from various ethnicities. - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. - Understand that ideas come through hands-on exploration. - Work at scale, alone and in groups.	- Continue to develop a sketchbook habit, using a sketch book as a place to record individual response to the world. - Look at artforms beyond the visual arts and explore how they relate to a visual art form. - Look at a variety of source material and understand the difference. - Engage with the physical world to stimulate a creative response, including found and manmade objects. - Use growing knowledge of materials and medium to develop own ideas through playful exploration. - Explore how ideas transform and develop through different medium. - Use digital media to identify and research artists, craftspeople, architects etc.	Drawing - Practice observational drawing from the figure, exploring careful looking and quick sketches. - Use observational drawing as a starting point for generating own ideas. - Make larger scale drawings from observation and imagination. - Continue to familiarise with sketchbook drawing exercises. Painting & Collage & Printmaking - 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. 3D, Design & Digital Media - Make an armature from paper and tape and use as a basis to explore modelling with Modroc to make a sculpture. - Explore a simple clay technique such as making a slab piece and decorate relief patterns based on observational drawing skills. - Explore how combinations of materials such as wire, paper, fabric, string and can be transformed into sculpture – discovering how to manipulate and fasten (focus on technical not visual). - Use drawings to cut up and reconstruct to create a moving drawing.	Drawing - Apply previously learnt drawing skills to a variety of media, exploring outcomes in an open-ended manner. - Use growing technical skill and knowledge of a different drawing materials to explore more experimental drawings, following own interests. - Layering of media, mixing of drawing medias (i.e. wax and ink/water colours) Painting & Collage & Printmaking - Combine artforms such as collage, printmaking and painting in mixed media projects. - Use sketchbooks for a sketchbook project, creating spaces and places in sketchbooks to help creative thinking, exploring and revealing their own creative journey from a shared starting point. 3D, Design & Digital Media - Work with a modelling material (Clay or plasticine) to create quick 3d figurative sketches. - Develop visual literacy so that 3D sketches explore how we read and communicate emotion and idea. - Discover how content and intention can change the meaning of objects. - Construct with a variety of materials exploring how to bring them together both technically and visually. - Develop design through making and collaboration skills through fashion design. - Explore paper and card manipulation skills to build 3D forms. - Explore fabric through deconstructing of clothes and reconstructing into new items.	- 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 own work in a small group and listen to feedback. - Make suggestions about others work using own experiences. - Take photos of work made so that a record can be kept, - Use documenting artwork as an opportunity for discussion about how to present work and use digital media.	- Discuss artist’s intentions and reflect upon your response. - To talk about the materials, techniques and processes they have used, using appropriate vocabulary. - Confidently share their learning and outcome and feel celebrated and celebrate others. Develop questions to ask when looking at artworks and/or stimulus: - Describe what you see - What do you like/dislike and why - What is the artist saying to us in this artwork? - How does it make you feel? - How might it inspire you in making your own art?		
Key Vocabulary	Y3 / Y4 Formal elements as above Tools Technique Culture purpose Contemporary Scale exhibition	Y3 Discover Transform Digital media	Y4 Relate Identify Research	Y3 Figure quick sketch / study Large scale surface armature Modroc clay relief patterns Sculpture manipulate fasten reconstruct complementary colours	Y4 Open-ended experimental drawing Layering print making creative thinking Creative journey figurative communicate Emotion fashion 3d forms Fabric	Y3 Suggest Present	Y4 Discussion Result Process	

CURRICULUM STRANDS	Knowledge and understanding	Generating ideas		Making		Evaluating		Communication and Language Development
Upper KS2 Year 5 Year 6	- Research and discuss ideas and approaches of a range of artists craftspeople, architects and designers from all cultures and times, for different purposes. - Develop their own knowledge of what different materials and techniques can offer the creative individual. - Feel safe to take creative risks and follow their intuition and define their own creative journey.	- 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 outcomes 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 -Reflecting a making links - Enjoy looking through artwork made by artists, craftspeople, architects and designers. - Take part in small scale crits throughout so that brainstorming becomes part of the creative process. - Use digital media (camera and videos) to see and collect.	Drawing - Continue with key drawing exercises, applying prior learning in a new context. - Explore the relationship of line, form and colour. - Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative responses. - Explore scaling up drawings, bringing mark-making skills previously learnt and using technique to provide opportunity to transform original. Painting & Collage & Printmaking - Paint on new and varying surfaces. - Work collaboratively to produce images. 3D, Design & Digital Media - Explore sculptural ideas of balance (aesthetic and physical) and creative risk taking and play. - Explore the relationship between sculpture and design through a sketchbook project which takes film/literature/drama as it’s starting point and facilities open-ended sculptural exploration with children working at their own pace and following their own journey. - Allow sketchbook work to evolve and inform a sculptural project. - Combine and construct with a Variety of materials, including those used to complete and add detail to a design.	Drawing - Continue to use key drawing practices as part of study and project work. - Revisit still life, developing drawing skills in observational drawing. - Explore drawing and mark making on new surfaces (such as clay) exploring the idea of portraiture. - Apply knowledge and skill of drawing through other media (see 3D, Design and Digital Media). Painting & Collage & Printmaking - Explore painting, collage and printmaking materials (of own choosing) to explore the transformation of materials following own creative journey, interests or ideas. 3D, Design & Digital Media - Create pinch pots based upon still life observation - Develop drawing and making skills and combine with narrative/character development by making decorative masks.	- Feel able to express and share an opinion about artwork. - 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. - Record work through photos, capturing progression and documenting evaluations as part of the sketch book process. - Exhibit work to an audience. - Share how work has been influenced by other artists or sources.	- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. - Describe processes used and how they hope to achieve a high-quality outcome. - Discuss artist intention and reflect upon your response. Develop questions to ask when looking at artworks and/or stimulus: - Describe the artwork - 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 does it make you feel? - How might it inspire you in making your own art? - Who or what else might you look at to help feed your creativity?		
Key Vocabulary	Y5 / Y6 Formal Elements as above Materials Techniques Creative risks define Subjective Movement mood Influenced meaning	Y5 Questioning Experiment Testing ideas Reflecting	Y6 Crits Brainstorming Creative process	Y5 Creative response Evolution of ideas Evolve combine Design	scaling up combining ideas/styles Construct Context	Y6 Instinct revisit portraiture Digital design and media Transformation decorative	Y5 Refine Improve artwork	Y6 Adapt Evaluate Exhibit

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		