



Upper Nidderdale Primary Federation

Art and Design

Intent, Implementation and Impact
Long Term Plans & Progression

EYFS, KS1 and KS2 - Updated September 2023



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Art and Design

Intent:

“Art to the child is more than a matter of painting pictures or making objects. It is a means by which he/she expresses his/her individuality and communicates his/her ideas about him/herself about his/her world.” Jane Cooper Bland

We believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. We want our children to be exposed to the best thought and created and said and helping to engender an appreciation of human creativity and achievement

The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, using the local area to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Art and Design

Implementation:

Teachers are provided with an additional three planning days per year on top of their PPA, to plan their curriculum together as a team. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

A means to display and celebrate the pupils' artwork in their class.

Our Art curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** - Pupils return to the same skills again and again during their time in primary school.
- **Increasing depth**: Each time a skill is revisited it is covered with greater complexity.
- **Prior knowledge** - Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Art and Design

Implementation:

Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs and of their children and their specific curriculum.

The four units covered each year are:

Drawing	<ul style="list-style-type: none">• Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas and drawings.• Using sketchbooks to record observations and plans as drawings.• Learning about how artists develop their ideas using drawings.
Painting and Mixed Media	<ul style="list-style-type: none">• Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.• Exploring the interplay between different media within artwork.
Sculpture and 3D	<ul style="list-style-type: none">• Investigating ways to express ideas in three-dimensions.• Constructing and modelling with a variety of materials, shaping and joining to achieve an outcome.• Developing drawn ideas into sculpture.
Craft and Design	<ul style="list-style-type: none">• Designing and making art for different purposes, considering how this works in creative industries.• Learning new techniques, comparing these and making decisions about which to use to achieve a particular outcome.• Developing personal, imaginative responses to a design brief.

Art and Design

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

Application of skills and knowledge

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

Work will be assessed at the end of each unit against the agreed end points. This will be shown within individual art books.

Individual books will be used. They will include a range of children's work, photos and children's comments.

Where necessary, children may be recorded to show a specific skills so that judgements can be made easily and accurately. These will be saved on TEAMS.

Moderation will be carried out twice a year.

SEND Adaptions for Art

Cognition and Learning

Communication and Interaction

Subject Challenges for SEND

SEND Provision

Subject Challenges for SEND

SEND Provision

Interpretation of artists' work.

Reading/studying of artists' backgrounds and styles.

Understanding of subject specific vocabulary.

Difficulty in producing accurate pieces of writing e.g. an artist study.

Sequencing of physical art task (knowing which steps to complete first).

Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.

Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online.

Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which can be used in everyday speech e.g. 'expression.' Create word banks to demonstrate that the same word can have different meanings in different contexts.

Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc.

Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).

Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.

Expressing themselves and sharing their thoughts and opinions orally.

EAL pupils may find it difficult to access resources/learning.

Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.

Use flash cards supported by visuals to allow the children to choose adjectives to support their reasoning. E.g. children could select the word 'bright' to describe why they like a particular piece of artwork. Children could then match these flash cards to different pieces of artwork to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning.

Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.'

Appropriate modelling to aid understanding.

Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.

SEND Adaptions for Art

Sensory and Physical		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Fine motor skills/physical difficulties.</p> <p>Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to handle a material such as cotton wool due to tactile sensory difficulties.</p> <p>Children with a visual impairment may find it difficult to view text/images.</p>	<p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require cross guard pencil grips/spring assisted scissors. Speak to SENDCo if unsure.</p> <p>Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload. E.g. replace cotton wool for polyfill stuffing.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access.</p>	<p>Low self-esteem in art ability.</p> <p>Difficulties with social skills may result in children finding group work challengng.</p>	<p>Showcase different artists' work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability.</p> <p>Make use of learning objectives which focus upon the specific art skill and not the resulting artwork. E.g. focus upon the shading of a sunflower rather than the accuracy of the shape of the petals.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary.</p> <p>Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p>

Art Knowledge

Substantive Knowledge

Knowledge of the 7 elements of art is of vital importance. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art.

These are:

Elements of Art	Principles of Art
<ul style="list-style-type: none">• Line• Shape• Colour• Form• Value• Texture• Space	<ul style="list-style-type: none">• Balance• Unity• Variety• Balance• Emphasis• Pattern• contrast

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements.

Substantive knowledge is also the knowledge of known artists, their style and period of art.

Disciplinary Knowledge

Disciplinary knowledge in art is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

Art → SMSC Links

Spiritual

- Promote the process of 'reviewing and evaluating' for example the work of famous artists and architects.
- Explore different artists' interpretations of key figures or events, discuss what the artist was trying to convey.
- Explore religion in art.
- Investigate visual, tactile and sensory qualities of their own other's work.
- Develop confidence to explore, and make decisions about their own decisions.

Moral

- Explore how emotions and inner feelings are expressed through art such as painting, sculpture and architecture.
- Explain the work of artists from a variety of protected characteristics.

Social

- Work collaboratively.
- Explore art as a powerful social tool e.g. in telling a story, expressing an emotion.
- Develop aesthetic and critical awareness e.g. children evaluate their work and the work of others.
- Celebrate own work throughout school.
- Share ideas and discuss a range of artists and art work, developing their speaking and listening

Cultural

- Experience a wide range of creative media from around the world, such as Japanese art or Islamic art.
- Visit local art galleries, looking at the work of local artist Neil Simon.
- Respond to and begin to appreciate works of art which form our cultural heritage.

ART → Fundamental British Values

Democracy

- Take into account the views of others in shared activities.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class rules during projects and activities for the benefit of all
- Understand the consequences if rules are not followed

Individual Liberty

- Work within boundaries to make safe choices in art and design
- Make own choices within art and design projects

Tolerance of those with different faiths and beliefs

- Experience and talk about art and design work from different cultures and religious beliefs
- Use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect

- To behave appropriately allowing all participants the opportunity to work effectively
- Review each other's work respectfully
- Work together on projects, help and advice others
- Experience different festivals, traditions and celebrations through art and design

EYFS - Expressive Arts and Design

Practitioners will;

- Promote the development of children's artistic and cultural awareness through imagination and creativity.
- Provide regular opportunities for children to engage with the art, enabling them to explore and play with a range of materials and media.
- Ensure that children develop their understanding, self-expression and ability to communicate through the arts.
- Provide frequent and regular experiences which will contribute to the depth of their understanding and progress.

Art Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p> Colour Construction Experiment Explore Join Lines Material Mix Shape Techniques Texture Tools </p>	<p> 2D 3D Artists Background Block Print Chalk Charcoal Collage Colour Chart Design Draw Dye Form Function Image Layering Lines Marbling Objects Observe Outline Pastel Pattern Sculpture Shade Technique Textile variation </p>	<p> Abstract Blend Block Shapes Complimentary Continuous Pattern Designer Detail Develop Embroidery Graded Hatching Human Form Improve Ink Marking Modroc Overlays Palettes Shadow Tradition Thread Trace Watercolor </p>	<p> Annotation Batik Block Printing Circular Cross Hatching Culture Foreground Hatching Highlight Intensity Malleable Mixed Media Monoprinting Motif Perspective Pointillism Proportion Representations Review Revisit Stippling Tessellation Weave </p>

EYFS Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2023-24	<p>Drawing -</p> <p>Marvelous Marks</p> <p>Painting and Mixed Media -</p> <p>Paint My World</p> <p>Craft and Design -</p> <p>Autumn Wreaths Salt dough Decorations</p>	<p>Sculpture and 3d -</p> <p>Creation Stations</p> <p>Craft and Design -</p> <p>Threaded Snowflakes</p> <p>Egg Threading</p>	<p>Craft and Design -</p> <p>Let's get Crafty</p> <p>Suncatchers</p> <p>Stained Glass Creatures</p>

KS1 Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2023-2024	<p><u>Drawing</u> <u>Tell a Story</u></p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings</p> <p><u>Craft and Design</u> <u>Map it Out</u></p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>	<p><u>Sculpture and 3D</u> <u>Clay Houses</u></p> <p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p><u>Painting and Mixed Media</u> <u>Beside the Seaside</u></p> <p>Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece.</p>
2024 - 2025	<p><u>Drawing</u> <u>Make you Mark</u></p> <p>Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	<p><u>Painting and Mixed Media</u> <u>Colour Splash</u></p> <p>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p><u>Craft and Design</u> <u>Embellishments</u></p> <p>Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.</p>	<p><u>Sculpture and 3D</u> <u>Paper Play</u></p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>

Lower Key Stage 2 Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2023-2024	<p><u>Drawing</u> <u>Power Prints</u></p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p><u>Painting and Mixed Media</u> <u>Light and Dark</u></p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p><u>Sculpture and 3D</u> <u>Mega Materials</u></p> <p>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p> <p><u>Craft and Design</u> <u>Ancient Egyptian Scrolls</u></p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>
2024-2025	<p><u>Drawing</u> <u>Growing Artists</u></p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p><u>Painting and Mixed Media</u> <u>Pre-Historic Painting</u></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><u>Sculpture and 3D</u> <u>Abstract Shape and Space</u></p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p> <p><u>Craft and Design</u> <u>Fabric of Nature</u></p> <p>Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life</p>

Upper Key Stage 2 Art - Long Term Overview

	AUTUMN	SPRING	SUMMER
2023-2024	<p><u>Drawing</u> <u>Make my voice heard</u> Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques</p>	<p><u>Painting and Mixed Media</u> <u>Artist Study</u> Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>	<p><u>Sculpture and 3D</u> <u>Making Memories</u> Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>
2024 - 2025	<p><u>Drawing</u> <u>I need space</u> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> <p><u>Craft and Design</u> <u>Architecture</u> Investigating the built environment through drawing and print making, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design</p>	<p><u>Painting and Mixed Media</u> <u>Portraits</u> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><u>Sculpture and 3D</u> <u>Interactive Installation</u> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p> <p><u>Craft and Design</u> <u>Photo Opportunity</u> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>

National Curriculum - Purpose of Study

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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

National Curriculum - Key Stage One

Pupils should be taught:

- 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.

National Curriculum - Key Stage Two

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.

Pupils should be taught:

- 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.

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge - links can be made across different areas of study.

EYFS

ELGs in Purple

Expressive Arts and Design

Creating with Materials

- Pupils will choose the right resources to carry out their plans.
- Pupils will join materials and explore different textures.
- Pupils will use a comfortable pencil grip with good control when holding pens and pencils.
- Pupils will draw with increasing complexity and detail, such as representing a face with a circle.
- Pupils will use drawing to represent ideas like movement or loud noises.
- Pupils will explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Pupils will show different emotions in their drawing and paintings, like happiness and sadness.
- Pupils will explore colour and colour mixing.
- Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Pupils will share their creations, explaining the process they have used.

Agreed End Points

Key Stage
One

ART	Year One	Year Two
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.

ART	Year One	Year Two
Printing	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.
Textiles/ collage	<ul style="list-style-type: none"> • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills.
3d Form	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.

Agreed End Points

Lower Key
Stage Two

ART	Year Three	Year Four
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. . • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Explore relationships between line and tone, pattern and shape, line and texture.
Painting	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.

ART	Year Three	Year Four
Printing	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling and silkscreen.
Textiles/collage	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.
3d Form	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.

Agreed End Points

Upper Key
Stage Two

ART	Year Five	Year Six
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.
Drawing	<ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas independently. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Produce work with increasing attention to detail. • Create imaginative work inspired by famous works of art. 	<ul style="list-style-type: none"> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours.

ART	Year Five	Year Six
Printing	<ul style="list-style-type: none"> • Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. 	<ul style="list-style-type: none"> • Combine and design prints • Explore ideas in sketchbooks which they will use later in printing. • Build up images of whole or parts of items using various techniques.
Textiles/ collage	<ul style="list-style-type: none"> • Make choices about the most appropriate material to improve their work. • Alter and modify work after evaluating. • Develop skills related to sewing and joining pieces of material. 	<ul style="list-style-type: none"> • Develop skills of embellishing work and combining textures. • Use different techniques to complete a piece - applique, weaving, layering. • Work collaboratively on a larger scale.
3d Form	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.