



# Art and Design

## Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

**Resilient:** Every child is resilient.

**Emotionally Literate:** Every child is aware of their feelings and those of others.

**Aspirational:** Every child aspires for more in their learning and in life.

**Communicators:** Every child is an effective communicator.

**Happy:** Every child has the right to be happy. Bilton Community Federation

Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**



We follow the 'Kapow Primary' scheme of work. Kapow Primary's Art and design scheme of work supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's (NSEAD) progression competencies.



The Kapow Art scheme of work is designed with strands that run throughout. These are:

- **Generating ideas using sketch books**
- **Making skills including: line, shape, tone, texture, pattern and colour**
- **Knowledge of artists**
- **Evaluating and analysing**



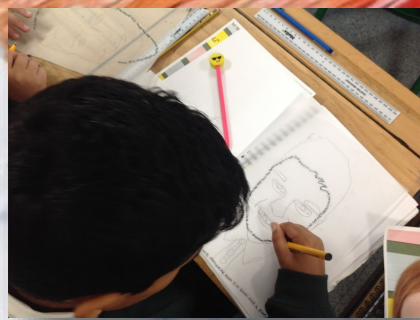
Through Kapow Primary's Art and design scheme of work, these skills are revisited in every unit. The scheme has units divided into four areas for each year group; \*drawing, \* painting and mixed media, \* sculpture and 3D, \* craft and design.

It provides pupils with greater clarity over knowledge and skills progression as opportunities are given to develop mastery by revisiting core knowledge and application of skills in a range of contexts and growing complexity through Key Stage 2.



# Progression of Skills

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
<b>Generating ideas</b>	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Sketch-books</b>	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
<b>Making skills (including Formal elements)</b>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<ul style="list-style-type: none"> <li>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)</li> <li>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.</li> </ul>



# Cultural Capital

Art and Design offers cultural enrichment through cultural links when learning about artists and artwork from around the world and through opportunities to visit art galleries and take part in workshops. Art and Design enhances children's aspirations and ambitions, develops communication and team working skills, strengthens creativity and builds confidence. At Bilton Junior School we encourage everyone to use their own intuition to imagine, explore and use creativity and everyone is given the opportunity to flourish.

## Our Christian Values

- Care:** we encourage our children to express empathy and compassion through their artwork.
- Honesty:** art provides a platform for self-expression and we find the freedom to truly be ourselves.
- Respect:** we teach the children about diverse art forms and artists from various cultures.
- Co-operation:** we provide opportunities for collaborative artwork and children to value the artwork of their peers.
- Forgiveness:** we encourage the children to explore forgiveness and healing through self expression.
- Resilience:** We teach children to experiment and face creative challenges. We teach how resilience contributes to artistic development.

## What makes our curriculum unique?

We engage widely with community links to broaden experiences. These include church projects such as designing stained glass windows and competitions. We have enjoyed the opportunity to work with resident artists such as the creation of wire art and local pottery artists.

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
<b>Knowledge of artists</b>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> <li>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.</li> <li>About great artists, architects and designers in history.</li> </ul>
<b>Evaluating and analysing</b>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	



Stained glass window project displayed in school

Wire artist Tony Davies



# Curriculum Overview

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<a href="#">Growing artists</a>	<a href="#">Prehistoric painting</a>	<a href="#">Abstract shape and space</a>	<a href="#">Ancient Egyptian scrolls</a>
Year 4	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<a href="#">Power prints</a>	<a href="#">Light and dark</a>	<a href="#">Mega materials</a>	<a href="#">Fabric of nature</a>
Year 5	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<a href="#">I need space</a>	<a href="#">Portraits</a>	<a href="#">Interactive installation</a>	<a href="#">Architecture</a>
Year 6	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<a href="#">Make my voice heard</a>	<a href="#">Artist study</a>	<a href="#">Making memories</a>	<a href="#">Photo opportunity</a>

# Lower Key Stage 2

	Year 3	Year 4
Drawing	<a href="#">Growing artists</a> 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.	<a href="#">Power prints</a> 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.
	<a href="#">Prehistoric painting</a> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	<a href="#">Light and dark</a> 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.
Sculpture and 3D	<a href="#">Abstract shape and space</a> 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.	<a href="#">Mega materials</a> 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.
	<a href="#">Ancient Egyptian scrolls</a> 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'.	<a href="#">Fabric of nature</a> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.

# Evaluating and Analysing

	Year 3	Year 4	Year 5	Year 6
What is art?	<b>Pupils know:</b>			
	<ul style="list-style-type: none"> <li>Artists make art in more than one way.</li> <li>There are no rules about what art must be.</li> <li>Art can be purely decorative or it can have a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art.</li> <li>Art can be all different sizes.</li> <li>Art can be displayed inside or outside.</li> <li>Art is interpreted differently depending on how it is displayed.</li> <li>Artworks can fit more than one genre.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes people disagree about whether something can be called 'art'.</li> <li>Art doesn't always last for a long time; it can be temporary.</li> <li>Art, craft and design can be functional and affect human environments and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract.</li> <li>Art can represent abstract concepts, like memories and experiences.</li> <li>Art can be a digital art form, like photography.</li> </ul>
Why do people make art?	<ul style="list-style-type: none"> <li>People use art to tell stories and communicate.</li> <li>People can make art to express their views or beliefs.</li> <li>People make art for fun, and to make the world a nicer place to be.</li> <li>People use art to help explain or teach things.</li> <li>People make art to explore big ideas, like death or nature.</li> </ul>	<ul style="list-style-type: none"> <li>Art can be created to make money; being an artist is a job for some people.</li> <li>Art, craft and design affects the lives of people who see or use something that has been created.</li> <li>Artists make work to explore right and wrong and to communicate their own beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>People make art to express emotion.</li> <li>People make art to encourage others to question their ideas or beliefs.</li> <li>People make art to portray ideas about identity.</li> <li>People make art to fit in with popular ideas or fashions.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>Sometimes people make art to create reactions.</li> <li>People use art as a means to reflect on their unique characteristics.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
How do people talk about art?	<b>Pupils know:</b>			
	<ul style="list-style-type: none"> <li>People can have their own opinions about art, and sometimes disagree.</li> <li>One artwork can have several meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>Artists may hide messages or meaning in their work.</li> <li>Artists evaluate what they make and talking about art is one way to do this.</li> </ul>	<ul style="list-style-type: none"> <li>People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.</li> <li>Some artists become well-known or famous and people tend to talk more about their work because it is familiar.</li> <li>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>Comparing artworks can help people understand them better.</li> </ul>	<ul style="list-style-type: none"> <li>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</li> <li>People can have varying ideas about the value of art.</li> <li>Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>Everyone has a unique way of experiencing art.</li> </ul>
	<b>So that they can:</b>			
	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

# Knowledge of Artists

	Year 3	Year 4	Year 5	Year 6
	<b>Pupils know:</b>			
<b>Meanings</b>	<ul style="list-style-type: none"> <li>Art from the past can give us clues about what it was like to live at that time.</li> </ul>	<ul style="list-style-type: none"> <li>Art can communicate powerful statements about right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; for example culture, politics and technology.</li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>How an artwork is interpreted will depend on the life experiences of the person looking at it.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning.</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>The meanings we take from art made in the past are influenced by our own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Designers can make beautiful things to try and improve people's everyday lives.</li> <li>How and where art is displayed has an effect on how people interpret it.</li> </ul>	<ul style="list-style-type: none"> <li>Artists use self-portraits to represent important things about themselves.</li> <li>Artists create works that make us question our beliefs.</li> <li>Visual designs can represent big ideas like harmony with nature or peace.</li> </ul>	<ul style="list-style-type: none"> <li>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> <li>Art can be a form of protest.</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>Art sometimes creates difficult feelings when we look at it.</li> </ul>

# Upper Key Stage 2

	Year 5	Year 6
<b>Drawing</b>	<p><a href="#">I need space!</a></p> <p>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><a href="#">Make my voice heard</a></p> <p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>
<b>Painting and mixed media</b>	<p><a href="#">Portraits</a></p> <p>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><a href="#">Artist study</a></p> <p>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>
<b>Sculpture and 3D</b>	<p><a href="#">Interactive installation</a></p> <p>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><a href="#">Making memories</a></p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>
<b>Craft and design</b>	<p><a href="#">Architecture</a></p> <p>Investigating the built environment through drawing and printmaking, 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><a href="#">Photo opportunity</a></p> <p>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>

# Making Skills

	Year 3	Year 4	Year 5	Year 6
	<b>Pupils know:</b>			
<b>Materials and processes</b>	<ul style="list-style-type: none"> <li>Artists have different materials available to them depending on when they live in history.</li> <li>Artists can make their own tools.</li> <li>Artists experiment with different tools and materials to create texture.</li> <li>Artists can work in more than one medium.</li> <li>Artists make decisions about how their work will be displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can choose particular materials to communicate a message.</li> <li>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> <li>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> <li>Artists and designers sometimes choose techniques based on the time and money available to them.</li> <li>Artists use drawing to plan ideas for work in different media.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can choose their medium to create a particular effect on the viewer.</li> <li>Artists can combine materials; for example digital imagery with paint or print.</li> <li>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</li> </ul>	<ul style="list-style-type: none"> <li>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> <li>Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>Artists take risks to try out ideas; this can lead to new techniques being developed.</li> <li>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> <li>Artforms are always evolving as materials and techniques change over time.</li> </ul>
	<b>So that they can:</b>			
	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>

	Drawing			
	Year 3	Year 4	Year 5	Year 6
	<b>Pupils know</b>			
<b>Methods, techniques, media and materials</b>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>Use shapes identified within in objects as a method to draw.</li> <li>Create tone by shading.</li> <li>Achieve even tones when shading.</li> <li>Make texture rubbings.</li> <li>Create art from textured paper.</li> <li>Hold and use a pencil to shade.</li> <li>Tear and shape paper.</li> <li>Use paper shapes to create a drawing.</li> <li>Use drawing tools to take a rubbing.</li> <li>Make careful observations to accurately draw an object.</li> <li>Create abstract compositions to draw more expressively.</li> </ul>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>Use pencils of different grades to shade and add tone.</li> <li>Hold a pencil with varying pressure to create different marks.</li> <li>Use observation and sketch objects quickly.</li> <li>Draw objects in proportion to each other.</li> <li>Use charcoal and a rubber to draw tone.</li> <li>Use scissors and paper as a method to 'draw'.</li> <li>Make choices about arranging cut elements to create a composition.</li> <li>Create a wax resist background.</li> <li>Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>Choose a section of a drawing to recreate as a print.</li> <li>Create a monoprint.</li> </ul>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>What print effects different materials make.</li> <li>Analyse an image that considers impact, audience and purpose.</li> <li>Draw the same image in different ways with different materials and techniques.</li> <li>Make a collagraph plate.</li> <li>Make a collagraph print.</li> <li>Develop drawn ideas for a print.</li> <li>Combine techniques to create a final composition.</li> <li>Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>Gestural and expressive ways to make marks.</li> <li>Effects different materials make.</li> <li>The effects created when drawing into different surfaces</li> <li>Use symbolism as a way to create imagery.</li> <li>Combine imagery into unique compositions.</li> <li>Achieve the tonal technique called chiaroscuro.</li> <li>Make handmade tools to draw with.</li> <li>Use charcoal to create chiaroscuro effects.</li> </ul>
	<b>So that they can:</b>			
	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece.</p>

Painting and mixed media				
	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<b>Pupils know how to:</b>			
	<ul style="list-style-type: none"> <li>Use simple shapes to scale up a drawing to make it bigger.</li> <li>Make a cave wall surface.</li> <li>Paint on a rough surface.</li> <li>Make a negative and positive image.</li> <li>Create a textured background using charcoal and chalk.</li> <li>Use natural objects to make tools to paint with.</li> <li>Make natural paints using natural materials.</li> <li>Create different textures using different parts of a brush.</li> <li>Use colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a tint and a shade by adding black or white.</li> <li>Use tints and shades of a colour to create a 3D effect when painting.</li> <li>Apply paint using different techniques eg, stippling, dabbing, washing.</li> <li>Choose suitable painting tools.</li> <li>Arrange objects to create a still life composition.</li> <li>Plan a painting by drawing first.</li> <li>Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a drawing into a painting.</li> <li>Create a drawing using text as lines and tone.</li> <li>Experiment with materials and create different backgrounds to draw onto.</li> <li>Use a photograph as a starting point for a mixed-media artwork.</li> <li>Take an interesting portrait photograph, exploring different angles.</li> <li>Adapt an image to create a new one.</li> <li>Combine materials to create an effect.</li> <li>Choose colours to represent an idea or atmosphere.</li> <li>Develop a final composition from sketchbook ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to research and present information.</li> <li>Develop ideas into a plan for a final piece.</li> <li>Make a personal response to the artwork of another artist.</li> <li>Use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul>
	<b>So that they can:</b>			
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.  Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.  Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.  Combine a wider range of media, eg photography and digital art effects.  Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.  Combine materials and techniques appropriately to fit with ideas.  Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

# Making Skills

Craft and design				
	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials.	<b>Pupils know</b>			
	<ul style="list-style-type: none"> <li>That layering materials in opposite directions make the handmade paper stronger.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>Construct a new paper material using paper, water and glue</li> <li>Use symbols to reflect both literal and figurative ideas.</li> <li>Produce and select an effective final design.</li> <li>Make a scroll.</li> <li>Make a zine.</li> <li>Use a zine to present information.</li> </ul>	<ul style="list-style-type: none"> <li>That a mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>That batik is a traditional fabric decoration technique that uses hot wax.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Select imagery and use as inspiration for a design project.</li> <li>To know how to make a mood board.</li> <li>Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>Draw small sections of one image to docs on colours and texture.</li> <li>Develop observational drawings into shapes and pattern for design.</li> <li>Transfer a design using a tracing method.</li> <li>Make a repeating pattern tile using cut and torn paper shapes.</li> <li>Use glue as an alternative batik technique to create patterns on fabric.</li> <li>Use materials, like glue, in different ways depending on the desired effect.</li> <li>Paint on fabric.</li> <li>Wash fabric to remove glue to finish a decorative fabric piece.</li> </ul>	<ul style="list-style-type: none"> <li>The steps to make a monoprint.</li> <li>When a roller is sufficiently inked.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Make an observational drawing of a house.</li> <li>Use shapes and measuring as methods to draw accurate proportions.</li> <li>Select a small section of a drawing to use as a print design.</li> <li>Develop drawings further to use as a design for print.</li> <li>Design a building that fits a specific brief.</li> <li>Draw an idea in the style of an architect that is annotated to explain key features.</li> <li>Draw from different views, such as a front or side elevation.</li> <li>Use sketchbooks to research and present information about an artist.</li> <li>Interpret an idea in into a design for a structure.</li> </ul>	<ul style="list-style-type: none"> <li>How different materials can be used to produce photorealistic artwork.</li> <li>That macro photography is showing a subject as larger than it is in real life.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Create a photomontage.</li> <li>Create artwork for a design brief.</li> <li>Use a camera or tablet for photography.</li> <li>Identify the parts of a camera.</li> <li>Take a macro photo, choosing an interesting composition.</li> <li>Manipulate a photograph using photo editing tools.</li> <li>Use drama and props to recreate imagery.</li> <li>Take a portrait photograph.</li> <li>Use a grid method to copy a photograph into a drawing.</li> </ul>
	<b>So that they can:</b>			
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.  Use hands and tools confidently to cut, shape and join materials for a purpose.  Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect.  Use more complex techniques to shape and join materials, such as carving and modelling wire.  Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.  Combine materials and techniques appropriately to fit with ideas.  Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.  Combine materials and techniques appropriately to fit with ideas.

# Making Skills

Sculpture and 3D				
	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<b>Pupils know</b>			
	<p>How to:</p> <ul style="list-style-type: none"> <li>Join 2D shapes to make a 3D form.</li> <li>Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>Shape card in different ways eg, rolling, folding and choose the best way to recreate a drawn idea.</li> <li>Identify and draw negative spaces.</li> <li>Plan a sculpture by drawing.</li> <li>Choose materials to scale up an idea.</li> <li>Create different joints in card eg, slot, tabs, wrapping.</li> <li>Add surface detail to a sculpture using colour or texture.</li> <li>Display sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg, spoon, paper clips for soap, pliers for wire.</li> </ul> <p>How to:</p> <ul style="list-style-type: none"> <li>Use their arm to draw 3D objects on a large scale.</li> <li>Sculpt soap from a drawn design.</li> <li>Smooth the surface of soap using water when carving.</li> <li>Join wire to make shapes by twisting and looping pieces together.</li> <li>Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>Use a range of materials to make 3D artwork eg, manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>Try out different ways to display a 3D piece and choose the most effective.</li> </ul>	<p>How to:</p> <ul style="list-style-type: none"> <li>Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>Try out ideas on a small scale to assess their effect.</li> <li>Use everyday objects to form a sculpture.</li> <li>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>Try out ideas for making a sculpture interactive.</li> <li>Plan an installation proposal, making choices about light, sound and display.</li> </ul>	<p>How to:</p> <ul style="list-style-type: none"> <li>Translate a 2D image into a 3D form.</li> <li>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>Manipulate cardboard to create different textures.</li> <li>Make a cardboard relief sculpture.</li> <li>Make visual notes to generate ideas for a final piece.</li> <li>Translate ideas into sculptural forms.</li> </ul>
	<b>So that they can:</b>			
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.  Use hands and tools confidently to cut, shape and join materials for a purpose.  Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect.  Use more complex techniques to shape and join materials, such as carving and modelling wire.  Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.  Combine a wider range of media, eg photography and digital art effects.  Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.  Combine materials and techniques appropriately to fit with ideas.  Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

	Year 3	Year 4	Year 5	Year 6
<b>Pupils know:</b>				
<b>Colour</b>	Using light and dark colours next to each other creates contrast.  Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade.  Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour.  Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
<b>Form</b>	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).  Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect.  Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them.  The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
<b>Shape</b>	Negative shapes show the space around and between objects.  Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition.	How an understanding of shape and space can support creating effective composition.
<b>Line</b>	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.