

Art and Design Curriculum

Year A - YEAR 1/2

	Autumn	Spring	Summer
Art focus	Craft and Design	Painting and Mixed Media	Sculpture and 3D
Key Skills and Techniques	Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.	Generating ideas Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Making skills Demonstrating further increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Improving control of brushes and using different grips confidently. Selecting appropriate brushes and/or parts of the brush for different marks (e.g. thick and thin). Experimenting with the consistency of the paint (e.g. adding water) to see how it changes the marks they can make. Exploring different paint consistencies for different purposes (e.g. covering a large space). Mixing secondary colours: orange, green and purple. Knowledge of artists Talking about art they have seen using some appropriate subject vocabulary. Creating and critiquing both figurative and abstract art, recognising some of the techniques used. Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Evaluating and analysing Explaining their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. Beginning to talk about how they could improve their own work. Talking about how art is made.	Using hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place. Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting, and adding decoration. Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. Describing and comparing features of their own work and others' artwork.
Key Knowledge	To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work.	Making skills To know: The primary colours are red, yellow and blue. That primary colours cannot be made by mixing other colours. Knowledge of artists To know: That some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Evaluating and analysing To know: That people make art about things that are important to them. That people make art to share their feelings.	To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.

		That people make art for fun. That people make art to help others understand s Making skills (formal elements) To know: Different amounts of paint and water can be used to mix hues of secondary colours (colour). Colours can be mixed to ‘match’ real-life objects or to create things from your imagination (colour). Patterns can be made using shapes (shape). Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture (line). Different amounts of paint and water can be used to mix hues of secondary colours (tone). Composition means how things are arranged on the page (space).	
Tasks	Kapow: Map it Out (Year 2)	Kapow: Colour Mixing (Year 2)	Kapow: Paper Play (Year 1)
Vocabulary	abstract composition curator abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder	abstract (Y2) brushstrokes (Y2) detail (Y2) colour (EYFS) mix (EYFS) primary colour (Y2) secondary colour (Y2) thick (Y1) thin (Y1) wash (Y2)	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag
Outcomes: Art and Design Knowledge and Assessment	Pupils who are secure will be able to: - Sort map images into groups, explaining their choices. - Draw a map of their journey to school, including key landmarks and different types of mark-making. - Follow instructions to make a piece of felt that holds together and resembles their map. - Decide how to place ‘jigsaw’ pieces to create an abstract composition. - Make choices about which details from their map to include in a stained glass.	Pupils who are secure will be able to: - Name and identify primary and secondary colours. - Explain that primary colours cannot be created by mixing other colours. - Recognise and explain that mixing primary colours creates new colours. - Describe which primary colours mix to create each secondary colour. - Mix a secondary colour successfully for a purpose. - Identify how artists use paint to create different effects.	Pupils who are secure will be able to: - Roll paper tubes and attach them to a base securely. - Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. - Shape paper strips in a variety of ways to make 3D drawings. - Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. - Create a tree of life sculpture that includes several different techniques for shaping paper. - Work successfully with others, sustaining effort over a time.

	• Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery.	• Use a range of brushstrokes with control. • Make creative choices that show their own thoughts and ideas.	• Paint with good technique, ensuring good coverage.
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Year B YEAR 1/2

	Autumn	Spring	Summer
Art Focus	Painting and Mixed Media	Sculpture and 3D	Drawing
Key Skills and Techniques	Using sketchbooks Using sketchbooks to explore ideas. Making skills Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Developing control of brushes to make more deliberate marks. Practising different grips and learning how to drag and move the brush in different directions. Using and beginning to choose different brush sizes and types to create different marks. Filling spaces with paint and covering surfaces evenly and smoothly. Cleaning the brush when switching colours to prevent unwanted mixing. Wiping off extra paint and water from the brush to stay in control. Beginning to notice differences between similar colours (e.g. light blue, dark blue). Evaluating and analysing Describing and comparing features of their own and others' artwork. Evaluating art with an understanding of how art can be varied and made in different ways and by different people. Knowledge of artists Understanding how artists choose materials based on their properties to achieve certain effects.	Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons.	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) Exploring drawing and combining geometric shapes. (Line, Shape) Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line) Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone) Creating an area with a single, consistent tone when colouring/shading. (Tone) Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space) Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Key Knowledge	Making skills To know: That there are differences between similar colours. Adding water to paint makes it runnier and harder to control. The names of common colours when using ready-mixed paint. Knowledge of artists To know: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists choose materials that suit what they want to make or draw. Evaluating and analysing To know: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Making skills (formal elements) To know: Using different tools or using the same tool in different ways can create different types of lines (line). A pattern is a design in which shapes, colours or lines are repeated (pattern). How to use different tools to create different types of marks (texture).	To know that pieces of clay can be joined using the ‘scratch and slip’ technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork.	Formal elements: Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. Pattern: Know lines can create patterns like zig zags and wavy lines. Texture: Know different drawing tools make different marks. Tone: Changing pressure when drawing can create light and dark tones. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely. Knowledge of artists: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make or draw. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.
Tasks	Kapow: Learning About Paint and Brush Control (Year 1)	Kapow: Clay Houses (Year 2).	Kapow: Exploring Line and Shape (Year 1).
Vocabulary	bristles (Y1) brush (Y1) brushstrokes (Y1) control (Y1) drag (Y1) grip (Y1) marks (Y1) mixing (Y1) runny (Y1) smooth (Y1) thick (Y1) thin (Y1) watery (Y1)	casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot	Artist Control Line Pressure Shapel

Outcomes: Art and Design Knowledge and Assessment	Pupils who are secure will be able to:	Pupils who are secure will be able to:	Pupils who are secure will be able to:
	● Hold a brush in a comfortable, functional grip. ● Name at least two colours correctly and use colours with increasing confidence. ● Make two to three different marks with some control. ● Use more than one brush confidently and describe the differences between marks made with large and small brushes. ● Clean brushes between colours and wipe or blot excess water before painting. ● Use a sketchbook to explore ideas, plan and place marks with purpose. ● Produce a painting with smooth areas of colour and clearly separated colour blocks. ● Choose appropriate brushes for different tasks, make consistent, repeated marks inspired by the artists studied and talk confidently about their choices.	● Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. ● Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. ● Roll a smooth tile surface. ● Join clay shapes and make marks in the tile surface to create a pattern. ● Draw a house design and plan how to create the key features in clay. ● Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	● Identify that some shapes are organic. ● Connect lines to create shapes. ● Use and recognise different types of lines when drawing shapes. ● Identify basic shapes in everyday objects and artwork. ● Talk about what they like or dislike in a piece of artwork. ● Use shapes to draw a face. ● Use different pressures to make a colour lighter or darker. ● Choose lines and shapes inspired by Brianna McCarthy's artwork.

Year A - YEAR 3/4

	Autumn	Spring	Summer
Art focus	Drawing	Painting and Mixed Media	Craft and Design
Key Skills and Techniques	Generating ideas: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. Using sketchbooks: Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Making skills: Confidently using a range of materials and tools, selecting and using these appropriately with more independence. Developing direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. Evaluating and analysing:	Generating ideas: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. Using sketchbooks: Using sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking next steps in a making process. Making skills: Using a range of materials and tools confidently, selecting and using these appropriately with more independence. Using hands and tools confidently to cut, shape and join materials for a purpose. Evaluating and analysing: Explaining their ideas and opinions about their own and others' artwork confidently, with an understanding of the breadth of what art can be and that there are many ways to make art.	Carrying out simple research and evaluation as part of the making process. Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Drawing with expression and beginning to experiment with gestural and quick sketching. Using mixed media techniques to make different surfaces for painting and drawing. Learning a new making technique (paper making) and applying it as part of their own project. Investigating the history of a craft technique and sharing that knowledge in a personal way. Designing and making creative work for different purposes, evaluating the success of the techniques used. Using their own experiences to explain how art works may have been made.

	Confidently explaining 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.	Discussing and beginning to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. Beginning to carry out a problem-solving process and make changes to improve their work.	
Key Knowledge	Formal elements: Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. Making skills: Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. Recognise more organic shapes within objects. Attempt to draw 3D forms using line and shape. Place tonal shading by experimenting and recognising how it can help to show that a shape has form. Sketch out an idea or composition using short, fast, light strokes and 2D shapes. Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.	Making skills: Understand that changing the paint's consistency can affect texture and coverage. Intentionally use different brush techniques and brushstrokes to create effects. Use a variety of tools to create different textured effects. Identify warm and cool colours. Identify warm and cool colours. Making skills – Formal elements: Line: Combining more complex lines and marks can represent texture, tones and patterns. Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Space: Careful observation helps them decide how to place objects and shapes to create a clear composition. Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.

Tasks	Kapow: Developing Drawing Skills (Year 3).	Kapow: Exploring Texture with Paint and Collage (Year 3).	Kapow: Egyptian Scrolls (Year 3).
Vocabulary	Blend Even tones Observation Organic	collage composition cool colour detail overlap rubbing texture warm colour	ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine
Outcomes: Art and Design Knowledge and Assessment	Pupils who are secure will be able to: ● Use their observation skills to describe specific shapes, textures or patterns in objects. ● Shade with a reasonable degree of accuracy and skill following the four shading rules. ● Use mark marking to show texture and details. ● Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. ● Apply shading skills to show areas of light and dark (tone). ● Apply line, shape and tone with digital tools. ● Save and present digital artwork. ● Use materials to create a design inspired by The Sun.	Pupils who are secure will be able to: ● Explain how artists use colour and texture to communicate messages in their artwork. ● Identify warm and cool colours and use these deliberately to show mood or temperature. ● Talk about how colour choices in an artwork make them feel. ● Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them. ● Use tools and materials in different ways to create a range of textured effects and patterns and explain how tools and materials were used. ● Make choices about layout, materials and detail to strengthen the meaning or message in their artwork.	Pupils who are secure will be able to: ● Recognise and discuss the importance of Ancient Egyptian art. ● Consider the suitability of a surface for drawing. ● Record colours, patterns and shapes through observational drawing. ● Choose and use tools and materials confidently. ● Begin to experiment with drawing techniques. ● Create a selection of sketches that show idea exploration. ● Produce a final design with a clear purpose. ● Follow instructions with minimal support. ● Discuss and evaluate the process and outcome of their work. ● Produce a complete painted or drawn piece from a design idea. ● Use colours and materials appropriately, showing an understanding of effective composition. ● Have a clear idea of the subject of their zine, including a range of images and information.

Year B - YEAR 3/4

	Autumn	Spring	Summer
Art focus	Sculpture and 3D	Drawing	Craft and Design
Key Skills and Techniques	Working selectively, choosing and adapting collage materials to create contrast and considering overall composition. Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Showing an understanding of appropriate finish and presenting work to a good standard. Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D. Using subject vocabulary confidently to describe and compare creative works. Using their own experiences of techniques and making processes to explain how art works may have been made. Evaluating their work more regularly and independently during the planning and making process.	Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Making skills: Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Using growing knowledge of different materials, combining media for effect. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Knowledge of artists: Using subject vocabulary confidently to describe and compare creative works. Evaluating and analysing: Using more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.	Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Using growing knowledge of different drawing materials, combining media for effect. Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. Showing an understanding of appropriate finish and presenting work to a good standard. Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Designing and making art for different purposes and beginning to consider how this works in creative industries. Using subject vocabulary confidently to describe and compare creative works. Using their own experiences of techniques and making processes to explain how art works may have been made. Building a more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.
Key Knowledge	To know that simple 3D forms can be made by creating layers, by folding and rolling materials. To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).	Formal elements: Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces. Tone: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork. Making skills:	To know how to use basic shapes to form more complex shapes and patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.

		Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. Represent geometric 3D shapes more accurately and begin to include organic forms. Use a more diverse range of marks to convey a subject's form. Combine lines and marks to create light and dark areas of a drawing. The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. Sketch to plan the placement of their composition elements for visual effect. Draw more accurately in relative size/proportion. Recognise whether something is in the foreground or background of a composition and how size can show distance. Knowledge of artists: Artists use drawing to plan ideas for work in different media. Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Artworks can fit more than one genre. Artists evaluate what they make, and talking about art is one way to do this.	
Tasks	Kapow: Mega Materials (year 4).	Kapow: Exploring Tone, Texture and Proportion (Year 4)	Kapow: Fabric of Nature (year 4)
Vocabulary	abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers	Collage Composition Form Highlight Proportion Shadow Three Dimensional	batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic

	quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding		pattern repeat repeating rainforest symmetrical texture theme
Outcomes: Art and Design Knowledge and Assessment	Pupils who are secure will be able to: - Try drawing in an unfamiliar way and take risks in their work. - Use familiar shapes to create simple 3D drawings and describe the shapes they use. - Draw a simple design with consideration for how its shape could be cut from soap. - Transfer a drawn idea successfully to a soap carving. - Make informed choices about their use of tools. - Successfully bend wire to follow a simple template, adding details for stability and aesthetics. - Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. - Show they are considering alternative ways to display their sculpture when photographing it. - Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. - Describe how their work has been influenced by the work of El Anatsui.	Pupils who are secure will be able to: - Create a three-dimensional effect by using contrasting tones to show light and dark. - Combine lines and marks to represent different textures. - Use lines and marks in different ways to represent dark and light areas (tone). - Comparing the sizes of different objects to draw them in proportion. - Represent the size of one object relative to another. - Consider where to place each element thinking carefully about the space. - Show texture in the collage. - Use the impasto technique to create textured effects.	Pupils who are secure will be able to: - Describe objects, images and sounds with relevant subject vocabulary. - Create drawings that replicate a selected image. - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Identify and explain where a pattern repeats. - Follow instructions to create a repeating pattern, adding extra detail. - Understand different methods of creating printed fabric in creative industries. - Use sketchbooks to evaluate patterns. - Produce ideas to illustrate products using their designs.

Year A - YEAR 5/6

	Autumn	Spring	Summer
Art focus	Craft and Design	Sculpture and 3D	Painting and Mixed Media
Key Skills and Techniques	Apply an understanding of composition to create an effective photomontage poster. Apply understanding of abstract art through photography. Demonstrate an understanding of design choices made for effect using digital photography techniques. Apply an understanding of photography to design and recreate a famous painting. Demonstrate observation and proportion to create art in a photorealistic style.	Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Applying known techniques with a range of media, selecting these independently in response to a stimulus. Combining a wider range of media, e.g. photography and digital art effects.	Generating ideas Choosing and combining different ideas or influences in thoughtful ways. Generating ideas that show a personal response or creative intention. Using sketchbooks Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills Selecting and applying tools, materials and techniques confidently to manipulate the formal elements for a specific effect or purpose.

		Investigating how scale, display location and interactive elements impact 3D art. Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevering when constructions are challenging and working to problem solve more independently. Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. Researching and discussing 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. Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Adapting and refining techniques with precision to improve the quality or impact of their work across different media. Using brushes expressively by adjusting pressure, speed and direction to create dynamic effects. Applying paint with precision and intent, making decisions based on the effect they are aiming for. Applying techniques like flicking, dabbing and sweeping to create rhythm and motion. Exploring how colour and contrast can emphasise mood and movement in a composition. Applying colour mixing skills to create specific, intentional colours for a purpose. Knowledge of artists Explaining how artists' work is shaped by their time, culture, beliefs or personal experiences. 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Evaluating and analysing Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Key Knowledge	To know the features of a camera, including the macro and normal lens functions. To know how to use a camera to create a range of different effects. To know how to manipulate a photograph and change it for specified purposes.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know how to create texture on different materials.	Knowledge of artists To know: Artists are influenced by what is going on around them; for example culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example digital imagery with paint or print. Evaluating and analysing To know: People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.

			Making skills (including formal elements) To know: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Lines and marks can be expressive and show movement or emotion.
Tasks	Kapow: Photo Opportunity (Year 6)	Kapow: Interactive installation (Year 5)	Kapow: Expressive Portraits (Year 5)
Vocabulary	album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional	brushstroke (Y1) colour (EYFS) communicate (Y3) composition (Y2) expressive (Y5) identity (Y5) imagery (Y3) impact (Y5) intent (Y5) layer (Y2) mixed media (Y5) monoprint (Y5) portrait (EYFS) self-portrait (EYFS) symbolism (Y5)
Outcomes: Art and Design Knowledge and Assessment	Pupils who are secure will be able to: - Explain how a new image can be created using a combination of other images. - Understand what photomontage is and recognise how artists use photography. - Select relevant images and cut them with confidence and a level of control. - Demonstrate a competent knowledge of effective composition, discussing their ideas.	Pupils who are secure will be able to: - Group images together, explaining their choices. - Answer questions about a chosen installation thoughtfully and generate their own questions. - Show that they understand what installation art means. - Justify their opinions of installation artworks. - Evaluate their box designs, considering how they might appear as full-sized spaces. - Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.	Pupils who are secure will be able to: - Identify how artists use self-portraits to communicate aspects of their identity. - Identify artistic choices, including symbolism, colour and composition, and suggest what they might communicate. - Use evidence from an artwork to explain interpretations of an artist's self-portrait. - Select and use words and phrases to communicate meaningful aspects of identity in a self-portrait.

	• Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect.	• Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive.	• Experiment with colour and expressive brushstrokes to communicate different effects. • Experiment with monoprinting techniques and layering to develop a mixed-media self-portrait. • Use ideas and experiments from sketchbook work to inform a final piece. • Select and purposefully combine media and techniques to communicate aspects of identity in a final mixed-media self-portrait.
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Year B - YEAR 5/6

	Autumn	Spring	Summer
Art focus	Craft and Design	Painting and Mixed Media	Drawing
Key Skills and Techniques	Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Combining a wider range of media, e.g. photography and digital art effects. Designing and making art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.	Generating ideas Choosing and combining different ideas or influences in thoughtful ways. Generating ideas that show a personal response or creative intention. Making skills Selecting and changing brushes confidently to suit the purpose, scale or effect they want to create. Blending and layering paint with control to achieve smooth transitions or bold contrasts. Building a painting in layers, starting with a sketch, then a light wash, followed by built-up colour and fine detail. Controlling water on the brush to create washes, gradients or stronger colour. Using wet-on-wet and wet-on-dry watercolour techniques to achieve different effects. Exploring and using watercolour paints (solid paint).	Generating ideas: Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills: Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combining materials and techniques appropriately to fit with ideas. Working 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. Knowledge of artists: Describing, interpreting and evaluating 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. Evaluating and analysing:

	Researching and discussing 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.	Using water instead of white paint to lighten colours when using watercolour. Making sophisticated colour choices to support depth, composition, mood or meaning in their work. Knowledge of artists Describing how artists use the elements of art (e.g. colour, form, tone) as part of their individual style. Evaluating and analysing Describing how an artist has used colour, line, shape or other elements to create an effect. Suggesting changes they could make to improve their work, based on what they've noticed or learned.	Giving reasoned evaluations of their own and others' work which takes account of context and intention. Discussing how art is sometimes used to communicate social, political, or environmental views. Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Key Knowledge	To know that architects design buildings for a purpose which can be practical, aesthetic or both. To recognise how shape (2D and 3D), space, perspective and proportion can be used in a design process. To know key architectural buildings of the world and their locations and impact.	Knowledge of artists To know: That artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas, which can lead to new techniques being developed. Evaluating and analysing To know: Art does not have to be a literal representation of something; it can sometimes be imagined and abstract. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art. Making skills (including formal elements) To know: To know how line is used beyond drawing and can be applied to other art forms (line). To know how pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition (pattern).	Making skills: Explore the expressive qualities of line as part of their iterative process. Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. Find a point in the distance to draw from (one-point perspective). Scale drawings up or down while aiming to keep proportion. Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Art can be a form of protest. 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. Art sometimes creates difficult feelings when we look at it. Evaluating and analysing: Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.
Tasks	Kapow: Architecture (year 5)	Kapow: World in Watercolour (Year 6)	Kapow: Expressing Ideas (year 6)
Vocabulary	abstract annotate architect architectural architecture birds eye view built environment commemorate composition crop design design brief design intention	abstract (Y2) bloom (Y6) blot (Y6) composition (Y2) contrast (Y4) effect (Y5) gradient (Y6) layering (Y6) study (Y6) technique (Y3) wash (Y2) watercolour (Y6) wet on dry (Y6)	Depth Graffiti Horizon Mural One point perspective Proportion Realism Scale Street art Vanishing point

	elevation evaluate external form futuristic individuality interpret legacy literal monoprint monument observational drawing organic perspective pressure	wet on wet (Y6)	
Outcomes: Art and Design Knowledge and Assessment	Pupils who are secure will be able to: ● Sketch a house from first-hand or second-hand observation. ● Use basic shapes to place key features and form the composition, measuring to work out proportions. ● Notice small details to incorporate into the drawing by observing. ● Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. ● Follow steps to create a print with clear lines, with some smudging. ● Purposefully evaluate their work, demonstrating what went well and what could be improved. ● Create a building design based on a theme or set purpose. ● Draw a plan view or front elevation of their building, annotating the key features. ● Discuss Hundertwasser’s work and recognise his style. ● Create a factual presentation about Hundertwasser in a visually pleasing way. ● Show understanding of what a monument is for by designing a monument that symbolises a person or event. ● Describe their monument and explain their choices. ● Give constructive feedback to others about their monument designs.	Pupils who are secure will be able to: ● Give examples of how artists use sketchbooks to record, explore and develop ideas. ● Identify and compare how artists use colour, materials and techniques to represent the natural world. ● Use wet-on-wet and wet-on-dry techniques to create different effects. ● Control the amount of water used to change the intensity of colour. ● Select and use a range of watercolour techniques to achieve intended effects. ● Use studies and sketchbook work to develop and inform a final composition. ● Create and develop painted studies to explore ideas before producing a final piece. ● Evaluate a final piece, identifying strengths and areas for development. ●	Pupils who are secure will be able to: ● Identify key features of street art and murals. ● Discuss the intention and impact of street art. ● Use various shading techniques to show texture, tone, form and depth. ● Apply one point perspective in their work. ● Enlarge a drawing by scaling using an accurately drawn grid. ● Show an understanding of perspective, scale and proportion with a level of accuracy across their design. ● Choose appropriate materials for their design and explain their choices and intention. ● Use space effectively to enhance visual impact of their graffiti tag.