



Subject Art & Design	Overview and goals	Knowledge & Skills	Concepts
EYFS	<p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are</p>	<p>Drawing Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beevor (pencil, charcoal, chalk, pastels, ICT, software)</p> <ul style="list-style-type: none"> -Begin to use a variety of drawing tools -Use drawings to tell a story -Investigate lines -Encourage accurate drawings of people <p>Colour Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <ul style="list-style-type: none"> -Primary colours -Naming colours -Learn names of different tools <p>Use range of tools to make coloured marks</p> <p>Texture Linda Caverley, Molly Williams, Kaffe Fassett, William Morris, Gustav Klimt (textiles, clay, sand, plaster, stone)</p> <ul style="list-style-type: none"> -handle, manipulate, enjoy materials -sensory experience -simple collages -simple weaving <p>Form Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc)</p> <ul style="list-style-type: none"> -handling, feeling, enjoying manipulating materials -constructing -building and destroying -shape and model <p>Cutting</p> <ul style="list-style-type: none"> -grip scissors in correct hand -cut variety of materials <p>Printing Picasso, Dan Mather, Andy Warhol (found materials, fruit/veg, wood blocks, lino, press print, string)</p> <ul style="list-style-type: none"> -rubblings -print with objects -print with block colours <p>Pattern Joan Miro, Bridget Riley, Escher, Paul Klee (paint, pencil, textiles, clay, printing)</p> <ul style="list-style-type: none"> -repeating patterns -irregular painting patterns 	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>

		Simple symmetry	
Y1	<p>♣ to use a range of materials creatively to design and make products</p> <p>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Drawing Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beevor (pencil, charcoal, chalk, pastels, ICT, software)</p> <ul style="list-style-type: none"> -extend variety of drawing tools -explore different textures -observe and draw landscapes <p>Observe patterns</p> <ul style="list-style-type: none"> -observe faces, limbs <p>Colour Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <ul style="list-style-type: none"> -name all colours -mix colours -mix secondary colours -find collections of colours -apply colours with different tools <p>Texture Linda Caverley, Molly Williams, Kaffe Fasset, William Morris, Gustav Klimt (textiles, clay, sand, plaster, stone)</p> <ul style="list-style-type: none"> -weaving -collage -sort according to specific qualities -how textiles create things <p>Form Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc)</p> <ul style="list-style-type: none"> -construct -use materials to make known objects for a purpose -carve -pinch and roll coils and slabs using modelling media -make simple joins <p>Cutting</p> <ul style="list-style-type: none"> -cut basic shapes -cut along a pre-drawn line <p>Printing Picasso, Dan Mather, Andy Warhol (found materials, fruit/veg, wood blocks, lino, press print, string)</p> <ul style="list-style-type: none"> -create patterns -develop impressed images -relief printing <p>Pattern Joan Miro, Bridget Riley, Escher, Paul Klee (paint, pencil, textiles, clay, printing)</p>	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>

		-awareness and discussion of patterns -repeating patterns -symmetry	
Y2	<p>♣ to use a range of materials creatively to design and make products</p> <p>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Drawing Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beevor (pencil, charcoal, chalk, pastels, ICT, software) -experiment with tools and surfaces -draw a way of recording experiences and feelings -discuss use of shadows, light and dark -sketch to make quick records</p> <p>Colour Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe (painting, ink, dye, textiles, pencils, crayons, pastels) Begin to describe colours by objects -make as many6 tones of one colour as possible (add white) -darken colours without using black Use colour on a large scale</p> <p>Texture Linda Caverley, Molly Williams, Kaffe Fasset, William Morris, Gustav Klimt (textiles, clay, sand, plaster, stone) -overlapping and overlaying to create effects -large eyed needles, running stitches -simple applique -explore simple stitches -collage</p> <p>Form (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc) Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley -awareness of natural and man-made forms -shape and form from direct observation (malleable and rigid materials) -decorative techniques -replicate patterns and textures in 3D form and work of other Sculptors</p> <p>Cutting -cut basic shapes, triangle, square, circle -can cut precisely along a pre drawn line</p> <p>Printing Picasso, Dan Mather, Andy Warhol (found materials, fruit/veg, wood blocks, lino, press print, string -print with a growing range of objects -identify the different</p> <p>Pattern Joan Miro, Bridget Riley, Escher, Paul Klee (paint, pencil, textiles, clay, printing) -experiment by arranging, folding, repeating, regular and irregular patterning -natural and man-made patterns -regular and irregular patterns</p>	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>
Y3	<p>♣ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing</p>	<p>Drawing Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beevor (pencil, charcoal, chalk, pastels, ICT, software) -experiment with a variety of pencils -close observation -draw both positive and negative shapes</p>	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality;</p>

	<p>awareness of different kinds of art, craft and design</p> <p>♣ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>♣ 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]</p> <p>♣ about great artists, architects and designers in history.</p>	<p>-sketch before painting</p> <p>Colour <u>Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe</u> (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <p>-colour mixing</p> <p>-make colour wheels</p> <p>-introduce different types of brushes</p> <p>-techniques: dotting, scratching, splashing</p> <p>Texture <u>Linda Caverley, Molly Williams, Kaffe Fasset, William Morris, Gustav Klimt</u> (textiles, clay, sand, plaster, stone)</p> <p>-use smaller eyed needles and finer thread</p> <p>-weaving</p> <p>-tie dying, batik</p> <p>Form <u>Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley</u> (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc)</p> <p>-shape, form, model and construct (malleable and rigid materials)</p> <p>-use and understand different adhesives</p> <p>-experiment with different methods of construction</p> <p>Cutting</p> <p>-can use a craft knife safely</p> <p>-can cut out more detailed forms, e.g a figure</p> <p>Printing <u>Picasso, Dan Mather, Andy Warhol</u> (found materials, fruit/veg, wood blocks, lino, press print, string)</p> <p>-relief and impressed printing</p> <p>-recording - textures and patterns</p> <p>-monoprinting</p> <p>-colour mixing through overlapping colour prints</p> <p>Pattern <u>Joan Miro, Bridget Riley, Escher, Paul Klee</u> (paint, pencil, textiles, clay, printing)</p> <p>-pattern in the environment</p> <p>-design using ICT</p> <p>-make patterns on a range of surfaces</p> <p>-symmetry</p>	<p>perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>
Y4	<p>♣ 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</p> <p>♣ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</p>	<p>Drawing <u>Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beever</u> (pencil, charcoal, chalk, pastels, ICT, software)</p> <p>--identify and draw the effects of light</p> <p>-scale and proportion</p> <p>-accurate drawings of people (proportion and placement)</p> <p>-work on a variety of scales</p> <p>-computer generated drawings</p> <p>Colour <u>Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe</u> (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <p>-colour mixing and matching, tint, tone, shade</p> <p>-observe colours</p> <p>-choose suitable equipment for the task</p> <p>-use colours to reflect mood</p>	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement;</p>

	<p>example, pencil, charcoal, paint, clay]</p> <p>♣ about great artists, architects and designers in history.</p>	<p>-investigate qualities of colours (bright blue, sky blue, sapphire, soft)</p> <p>Texture <i>Linda Caverley, Molly Williams, Kaffe Fasset, William Morris, Gustav Klimt</i> (textiles, clay, sand, plaster, stone)</p> <p>-use a wider variety of stitches</p> <p>-observe textural art</p> <p>-compare different fabrics</p> <p>Form <i>Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley</i> (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc)</p> <p>-make surface patterns and different textures on work</p> <p>-analyse own work and that of other sculptors</p> <p>- observe natural and man-made forms of construction</p> <p>Cutting</p> <p>- can use a craft knife safely</p> <p>-can cut out more detailed forms, e.g. a figure</p> <p>Printing <i>Picasso, Dan Mather, Andy Warhol</i> (found materials, fruit/veg, wood blocks, lino, press print, string)</p> <p>-use sketchbook for recording textures and patterns</p> <p>-interpret environmental and manmade patterns</p> <p>-modify and adapt print</p> <p>Pattern <i>Joan Miro, Bridget Riley, Escher, Paul Klee</i> (paint, pencil, textiles, clay, printing)</p> <p>-explore environmental and man-made patterns</p> <p>-tessellations</p>	<p>autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>
Y5	<p>♣ 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</p> <p>♣ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>♣ 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]</p> <p>♣ about great artists, architects and designers in history.</p>	<p>Drawing <i>Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beevor</i> (pencil, charcoal, chalk, pastels, ICT, software)</p> <p>-effect of light on objects and people from different directions</p> <p>-interpret the texture of a surface</p> <p>-produce increasingly accurate drawings of people</p> <p>-concept of perspective</p> <p>Colour <i>Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe</i> (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <p>-hue, tint, tones, shade and mood</p> <p>-explore the use of texture in colour</p> <p>-colour for purposes</p> <p>Texture <i>Linda Caverley, Molly Williams, Kaffe Fasset, William Morris, Gustav Klimt</i> (textiles, clay, sand, plaster, stone)</p> <p>-use stories, music, poems as stimuli</p> <p>-select and use materials</p> <p>-embellish work</p> <p>-fabric making</p> <p>-artists using textiles</p> <p>Form <i>Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley</i> (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc)</p> <p>-plan and develop ideas</p>	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>

		<p>-<i>shape, form, model and join</i> -observation or imagination -properties of media -discuss and evaluate own work and that of other sculptors</p> <p>Cutting -be able to select scissors or a craft knife for an appropriate task</p> <p>Printing Picasso, Dan Mather, Andy Warhol_ (found materials, fruit/veg, wood blocks, lino, press print, string) --combining prints -design prints -make connections -discuss and evaluate own work and that of others</p> <p>Pattern Joan Miro, Bridget Riley, Escher, Paul Klee (paint, pencil, textiles, clay, printing) -create own abstract patterns to reflect personal experiences and expression -create patterns for purpose</p>	
Y6	<p>♣ 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</p> <p>♣ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>♣ 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]</p> <p>♣ about great artists, architects and designers in history.</p>	<p>Drawing Leonardo Da Vinci, Vincent Van Gogh, Poonac, Julian Beever (pencil, charcoal, chalk, pastels, ICT, software) - effect of light on objects and people from different directions -interpret the texture of a surface -produce increasingly accurate drawings of people -concept of perspective</p> <p>Colour Pollock, Monet, Mondrian, Chagall, Ben Moseley, Van Gogh, Georgia O'Keefe_ (painting, ink, dye, textiles, pencils, crayons, pastels) - hue, tint, tones, shade and mood -explore the use of texture in colour -colour for purposes -colour to express feelings</p> <p>Texture Linda Caverley, Molly Williams, Kaffe Fasset, William Morris, Gustav Klimt_ (textiles, clay, sand, plaster, stone) -develops experience in embellishing -applies knowledge of different techniques to express feelings -work collaboratively on a large scale</p> <p>Form Henry Moore, Andy Goldsworthy, Barbara Hepworth, Antony Gormley_ (3D work, clay, boxes, dough, wire, paper, sculpture, mold roc) -plan and develop ideas <i>Shape, form, model and join</i> -observation or imagination -properties of media -discuss and evaluate own work and that of other sculptors</p> <p>Cutting -can cut very precisely creating fine complex shapes and detail -will use a craft knife safely, accurately and with precision</p> <p>Printing Picasso, Dan Mather, Andy Warhol_ (found materials, fruit/veg, wood blocks, lino, press print, string)</p>	<p>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</p> <p>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</p> <p>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</p> <p>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</p>

		-builds up drawings and images of whole or parts of items using various techniques -screen printing -explore printing techniques used by various artists <i>Pattern Joan Miro, Bridget Riley, Escher, Paul Klee (paint, pencil, textiles, clay, printing)</i> -create own abstract pattern to reflect personal experiences and expression -create pattern for purposes	
PHOTOGRAPHY – all year groups Photography should be taught as a skill in its own right. It is a visual medium that pupils are likely to use regularly. Teaching photography does not require special cameras or equipment. It can be taught successfully with one or two cameras/iPad in small group work. The aim should be to encourage more considered, intelligent image making. Often children need to learn to slow down and shoot less, get them to think before pressing the shutter. <ul style="list-style-type: none"> • Apply 3 simple rules to begin with : Finding, Framing, Focus • Make sure they have a clear subject matter to choose from, e.g. buildings, nature, reflections, texture • Limit the number of images they are allowed to shoot 			