PROGRESSION OF SKILLS	
EYFS Links to Art & Design	
We ensure that the curriculum in the EYFS covers Development Matters and the Early Learning Goals, set out in the Early Years Framework, paying particular attention to Physical Development and Expressive Arts & Design. Although we do have topics through the academic year, we are also steered by the children's interests and fascinations, ensuring that our curriculum is designed to meet the needs of the children. The skills are taught and recapped throughout the year in an open setting.	
Development Matters **What the children learn in Reception**	**Speaking** Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences **Listening and Attention** Use new vocabulary in different contexts Connect one idea or action to another using a range of connectives **Physical Development – Fine Motor** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Expressive Arts & Design – Creating with Materials** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. **PSED** Show resilience and perseverance in the face of challenge.

	Exploring & Developing Ideas **What this looks like in Reception:** Represent their own ideas, thoughts and feelings through art. Explore different textures and media. Encourage children to plan their creations, choosing their own materials and media. Open-ended workshop to design and develop ideas. **Evaluating & Developing Work** **What this looks like in Reception:** Encouraging children to plan, do and review their creations, pictures and illustrations Opportunities for children to share their learning processes. Opportunities for children to share their outcomes with their teachers and peers. **Drawing** **What this looks like in Reception:** Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk) Use drawings to tell a story (retelling or imagination). Investigate different lines (thick, thin, wavy, and straight). Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). To be able to communicate something about themselves in their drawing. Open ended drawing tools available in multiple areas of provision, both indoor and outdoor. **Digital Media** **What this looks like in Reception:** Use ICT to experiment with drawing lines Use ICT to experiment with different colours and patterns Use of iPads and age appropriate apps **Painting** **What this looks like in Reception:** Opportunities to experiment with primary colours. Experiment with mixing colours independently. Name colours. Learn the names of different tools. Use a range of different tools. Topic based painting opportunities. Free-choice painting.

	Creating natural painting tools. Looking at artists to inspire and create own representations. **Printing** **What this looks like in Reception:** Painting resources varied and topic based – printing with vehicles, vegetables, coins, mathematical tools etc. Printing with natural objects Printing opportunities indoor/outdoor Paint Malleable materials Fabric printing Rangoli Pattern printing **Textiles** **What this looks like in Reception** Handle, manipulate and enjoy using materials – Sensory experience. Simple collages Simple weaving Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca **3-D** **What this looks like in Reception** Handle, feel and manipulate, pull apart and reconstruct materials. Construct and build from simple objects. Shape and model from observation and imagination. -Impress and apply simple decoration. Construction areas – indoor/outdoor Box Modelling Malleable opportunities – playdough/clay **Collage** **What it looks like in Reception:** Create simple collages using fabric, paper, pasta, beans and larger tactile things. Open ended resources for children to explore in the workshop area to promote collage. Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.
Early Learning Goals	**Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	Listening and Attention Make comments about what they have heard and ask questions to clarify their understanding. **Physical Development – Fine Motor** Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing **Expressive Arts & Design – Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Vocabulary	Drawing Thick, thin, wavy, straight, pencil Digital Media Computer, iPad, laptop, pen, mouse Painting Brush, colour, texture, shape, size, tools, mix Printing Print, media, experiment, technique Textiles Fabric, decorate, join, weave 3D Clay, experiment, plasticine, dough, model, materials,

KEY SKILL	Class 3 (Year 1)	Class 4 (Year 1/2)	Class 5 (Year 2)	Class 6 (Year 3)	Class 7 (Year 3/4)	Class 8 (Year 4)	Class 9 & 10 (Year 5)	Class 11 & 12 (Year 6)
Exploring and Developing Ideas	Record and explore ideas from first hand observations.	Record and explore ideas from first hand observations.	Develop their ideas – try things out,	Select and record from first hand observation,	Select and record from first hand observation,	Question and make thoughtful observations about starting	Select and record from first hand observation, experience and	Question and make thoughtful observations about starting

KS1 - 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. KS2 -about great artists, architects and designers in history. KS2 -to create sketch books to record their observations and use them to review and revisit ideas	Ask and answer questions about the starting points for their work. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds.	change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	experience and imagination, and explore ideas for different purposes. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	experience and imagination, and explore ideas for different purposes. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Question and make thoughtful observations about starting points and select ideas to use in their work.	points and select ideas to use in their work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	imagination, and explore ideas for different purposes.	points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing Work KS1 - about the work of a range of artists, craft makers	Review what they have done and say what they think and feel about it.	Review what they (and others) have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it.	Compare ideas, methods and approaches in their own and others' work and say what they think and	Compare ideas, methods and approaches in their own and others' work and say what they think and	Annotate work in journal. Adapt their work according to their views.	Adapt their work according to their views and describe how they might develop it further.	Annotate work in their journal using a variety of methods (written, sketch, exploded views)

and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. KS2 -about great artists, architects and designers in history.	Identify what they might change in their current work or develop in future work.	Identify what they might change in their current work or develop in future work (and explain their reasoning).	Identify what they might change their current work or develop in future work (and explain their reasoning).	feel about them.	feel about them. Annotate work in journal. Adapt their work according to their views.			Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.
Drawing KS1 - to use **drawing** to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2 -to create sketch books to record their observations and use them to review and revisit ideas. KS2 - to improve their mastery of art and design techniques, including **drawing** with a range of materials [for example, pencil, charcoal, paint, clay]	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. **Lines and Marks (Pollock, Van Gogh)** Name, match and draw lines/marks from observations. Draw on different	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. **Lines and Marks (Pop art, Litchenstein with Rachel List and Hokusai and Giuseppe Arcimboldo)** Name, match and draw lines/marks from observations. Invent new lines.	Control the types of marks made with the range of media. **Lines and Marks (Peter Thorpe, Kandinsky and Tinga Tinga African art)** Invent new lines. Draw on different surfaces with a range of media. **Form, Shape Tone and Texture**	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information. **Lines and Marks (Paul Klee, Frieda Kahlo)** Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk	Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information. Draw for a sustained period of time at an appropriate level. **Lines and Marks (Steven Brown and Monet)**	Draw for a sustained period of time at an appropriate level. Use journals to collect and record visual information from different sources. **Lines and Marks (British artists, Constable, Turner and Banks)** Experiment with different grades of pencil and other implements to	Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. **Lines, Marks, Tone, Form and Texture (Lowry and Beatriz Milhazes)** Experiment with wet media to	Work from a variety of sources including observation, photographs and digital images. Identify artists who have worked in a similar way to their own work. **Lines, Marks, Tone, Form and Texture (Gaudí and Edouart and Harry Lawrence Oakley)** Use dry media to make different marks, lines,

	surfaces with a range of media. **Form, Shape Tone Texture** Observe and draw shapes from observations. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying.	**Form, Shape Tone and Texture** Observe and draw shapes from observations. Invent new shapes. Draw shapes in between objects.	Draw shapes in between objects. Invent new shapes. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying.	pastels, pens etc. **Form, Shape Tone and Texture** Experiment with different grades of pencil and other implements to draw different forms and shapes. Experiment with different grades of pencil and other implements to achieve variations in tone. Create textures with a wide range of drawing implements.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. **Form, Shape Tone and Texture** Experiment with different grades of pencil and other implements to draw different forms and shapes. Experiment with different grades of pencil and other	create lines and marks. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. **Form, Shape Tone and Texture** Begin to show an awareness of objects having a third dimension.	make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. **Perspective and Composition** Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.	patterns and shapes within a drawing. Start to develop their own style using tonal contrast and mixed media. Use different techniques for different purposes i.e. shading, hatching within their own work. **Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon. Show an awareness of how paintings are created i.e. composition.

					implements to achieve variations in tone. Create textures with a wide range of drawing implements Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way. Apply a simple use of pattern and texture in a drawing.	Apply tone in a drawing in a simple way. Apply a simple use of pattern and texture in a drawing.		
Digital Media	Explore ideas using digital sources i.e. internet. Use a simple graphics package to	Explore ideas using digital sources i.e. internet. Record visual information using digital cameras, video recorders.	Record visual information using digital cameras, video recorders. Use a simple graphics	Record and collect visual information using digital cameras and video recorders. Present recorded visual	Record and collect visual information using digital cameras and video recorders.	**Use a graphics** package to create images and effects with; **lines** by controlling the brush tool with increased precision.	Record, collect and store visual information using digital cameras etc. Present recorded visual images using software	Use a graphics package to create and manipulate new images. Understand that a digital image is created by layering.

	create images and effects with: **lines** by changing the size of brushes in response to ideas; **shapes** using eraser, shape and fill tools; and **colours and texture** using simple filters to manipulate and create images.	Use a simple graphics package to create images and effects - Use basic selection and cropping tools.	package to create images and effects with: **lines** by changing the size of brushes in response to ideas; **shapes** using eraser, shape and fill tools; and **colours and texture** using simple filters to manipulate and create images. Use basic selection and cropping tools.	images using software. Use a graphics package to create images and effects with; **lines**. Change the type of brush to an appropriate style.	Present recorded visual images using software. Use a graphics package to create images and effects with; **lines.** Change the type of brush to an appropriate style. Use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision. Create **shapes** by making selections to cut, duplicate and repeat.	Create **shapes** by making selections to cut, duplicate and repeat. Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose	e.g. Photostory, Powerpoint. Be able to Import an image (scanned, retrieved, taken) into a graphics package.	Create layered images from original ideas.

					Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.			
Painting KS1 - to use **painting** to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space) KS2 - to improve their mastery of art and design techniques, including **painting** with a range of materials [for example, pencil, charcoal, paint, clay]	Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. **Colour** Identify primary and secondary	Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Name different types of paint and their properties. **Colour** Identify primary and secondary colours by name. Mix primary shades and tones.	Work on different scales. Name different types of paint and their properties. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. **Colour** Mix secondary colours. **Texture** Create textured paint	**Texture** Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Create different effects and textures with paint according to what they need for the task. **Colour** Mix colours and know which primary colours	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Create different effects and textures with paint according to what they need for the task. Work on a range of scales e.g. thin brush on small picture etc.	Work on a range of scales e.g. thin brush on small picture etc. **Colour** Mix and use tints and shades. Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. **Colour** Mix and match colours to create atmosphere and light effects.	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. **Colour** Be able to identify and work with complementary and contrasting colours.

	colours by name. Mix primary shades and tones. **Texture** Create textured paint by adding sand, plaster.	Mix secondary colours.	by adding sand, plaster.	make secondary colours. Use more specific colour language.	**Colour** Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.			
Printing	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Build repeating patterns and recognise pattern in the environment Make simple marks on rollers and	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Build and design repeating patterns and recognise pattern in the environment Make simple marks on rollers and printing palettes Roll printing ink over found objects to	Take simple prints i.e. mono -printing Design more repetitive patterns **Colour** Experiment with overprinting motifs and colour **Texture** Investigate textures by describing, naming,	Create printing blocks using a relief Design and create *complex* repeating patterns	Create printing blocks using a relief Design and create *complex* repeating patterns Print with two colour overlays Use relief or impressed method	Use relief or impressed method Print with two colour overlays	Create printing blocks by simplifying an initial journal idea Use relief or impressed method	Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints

	printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Create simple printing blocks with press print **Texture** Make rubbings to collect textures and patterns	create patterns e.g. plastic mesh, stencils Create simple printing blocks with press print Take simple prints i.e. mon-printing **Colour** Experiment with overprinting motifs and colour.	rubbing, copying. (rubbings)					
Textiles KS1 - to use a range of materials creatively to design and make products	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying,	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration	Apply decoration using beads, buttons, feathers etc Apply shapes by stitching Create cords and plaits for decoration	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material	Develop skills in stitching, cutting and joining. Experiment with paste resist.	Use fabrics to create 3D structures. Use different grades of threads and needles.	Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

	fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching **Colour** Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee **Texture** Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Cut and shape fabric using scissors/snip Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc **Texture** Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel **Colour** Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee			Develop skills in stitching, cutting and joining. Experiment with paste resist.			

3D KS1 - to use **sculpture** to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2 - to improve their mastery of art and design techniques, including **scultpure** with a range of materials [for example, pencil, charcoal, paint, clay]	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Understand the safety and basic care of materials and tools **Form** Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form	Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading **Form** Experiment with constructing and joining recycled, natural and manmade materials **Texture** Change the surface of a malleable material e.g. build a textured tile	Manipulate malleable materials for a purpose, e.g. pot, tile Explore sculpture with a range of malleable media Understand the safety and basic care of materials and tools **Form** Use simple 2-D shapes to create a 3-D form **Texture** Change the surface of a malleable material e.g. build a textured tile	Plan, design and make models from observation or imagination Use papier mache to create a simple 3D object	Plan, design and make models from observation or imagination Use papier mache to create a simple 3D object Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use recycled materials to create sculptures	Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material. Shape, form, model and construct from observation .	Shape, form, model and construct from observation or imagination. Use recycled, natural and man - made materials to create sculptures	Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media

Collage	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture **Colour** Collect, sort, name match colours appropriate for an image **Shape** Create and arrange shapes appropriately **Texture** Create, select and use	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers. Work on different scales **Colour** Collect, sort, name match colours appropriate for an image **Shape** Create and arrange shapes appropriately**Texture** Create, select and use textured paper for an image	Fold, crumple, tear and overlap papers. Work on different scales	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary Use different techniques and colours when designing and making pieces of work	Use collage as a means of collecting ideas and information and building a visual vocabulary. Use different techniques and colours when designing and making pieces of work	Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work	Add collage to a painted, printed or drawn background Use collage as a means of extending work from initial ideas

	textured paper for an image							
Vocabulary	**Drawing** light and dark lines, textures. **Digital media** Manipulate. **Painting** Brush size, poster paint, primary and secondary colours (by name), textured paint. **Printing** Hard and soft materials, rollers. **Textiles** Fabrics, texture, pulling, twisting, **3D** kneading, sculpture, joining, 2D shapes. **Collage** Sort, group,	**Drawing** invent, surface, light and dark lines, textures, rubbing, copying. **Digital media** Graphics, manipulate, cropping. **Painting** Brush size, brush type, scraping, watercolour, poster paint, primary and secondary colours (by name), shades and tones, textured paint. **Printing** Hard and soft materials, rollers, monoprint, overprinting. **Textiles** Fabrics, threads, texture, pulling, twisting, plaiting, weaving. **3D** kneading, sculpture, joining, natural and	**Drawing** Invent, surface, rubbing, copying **Digital media** Graphics, cropping. **Painting** brush type, scraping, watercolour, shades and tones. **Printing** monoprint, overprinting. **Textiles** threads, plaiting, weaving. **3D** Malleable, natural and man-made materials, **Collage** fold, crumple,	**Drawing** Observation, Surface detail, journals. **Digital media** Record, precision. **Painting** Colour blocking, washes, thickening paint, **Printing** Printing blocks, repeating patterns, two colour overlays. **Textiles** knotting, fraying, **3D** base, papier mache. **Collage** Tear, overlap, layer.	**Drawing** Observation, Surface detail, journals, grades of pencil, third dimension, tone. **Digital media** Record, precision, filters. **Painting** Colour blocking, washes, thickening paint, scales, tints and shades. **Printing** Printing blocks, repeating patterns, two colour overlays. **Textiles** knotting, fraying, fringing. **3D** base, papier mache.	**Drawing** Grades of pencil, third dimension, tone,close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point. **Digital media** filters. **Painting** Scales, tints and shades complimentary and contrasting colours. **Printing** repeating patterns, two colour overlays, simplifying, **Textiles** fringing overlap, layer. **3D** surface pattern, intricate.	**Drawing** Close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point. **Digital media** Scan **Painting** Complimentary and contrasting colours. **Printing** Simplifying **Textiles** overlap, layer **3D** intricate.	**Drawing** Composition, scale and proportion, foreground, middleground, background perspective. **Digital media** Digital layering **Painting** Preliminary study, atmosphere, light effects. **Printing** relief or impress. **Textiles** Grades of thread and needles, batik. **3D** slabs, coil, slips,

		man-made materials, 2D shapes. **Collage** Sort, group, fold, crumple,			surface pattern. **Collage** Tear, overlap, layer.			

Curriculum Overview – Topics, key questions and skills.							
Class 3 *(Year 1)*	***Class 4*** *(Year 1/2)*	***Class 5*** *(Year 2)*	***Class 6*** *(Year 3)*	***Class 7*** *(Year 3/4)*	***Class 8*** *(Year 4)*	***Class 9 & 10*** *(Year 5)*	***Class 11 & 12*** *(Year 6)*
TOPIC 1 **Can I make art from the things around me?** **Artist focus/theme: Natural world** **Drawing, collage, printing** **L1 Can I make a rubbing?** **Exploring and Developing Ideas** *Record and explore ideas from first-hand observations.* **Printing** *Make rubbings to collect textures and patterns* **Drawing** *Investigate textures by describing, naming, rubbing, copying.* *Investigate textures by describing, naming, rubbing, copying.*	**Cross-curricular** **What does a hedgehog look like and where does it live?** **Artist focus/theme: Science Animals inc Humans topic through which the following 3D Art KLIPS are taught (See Science overview for lesson sequence)** **3D** **Exploring and Developing Ideas** **Year 1** *Ask and answer questions about the starting points for their work.* **Exploring and Developing Ideas** **Year 2** *Develop their ideas – try things out, change their minds*	**Cross-curricular** **Can I make a beach hut flag to stand out from the crowd?** **Artist focus/theme: DT topic through which the following Textiles Art KLIPS are taught (See DT overview for lesson sequence)** **Textiles** *Apply decoration using beads, buttons, feathers etc* **Textiles** *Apply shapes by stitching* **Textiles** *Create cords and plaits for decoration – hair,*	**TOPIC 1** **Can I camouflage an animal in my painting?** **Artist focus/theme: Henri Rousseau** **Drawing and painting** **L1 Can I make opinions and observations on an artist's work?** **Exploring and Developing Ideas** *Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures* **Exploring and Developing Ideas** *Select and record from first hand*	**TOPIC 1** **Can a sculpture show feelings and emotions?** **Artist focus/theme: Henry Moore** **3D** **L1 & 2 Who was Henry Moore, the artist?** ***Exploring and Developing Ideas*** **Year 3** *Select and record from first hand observation, experience and imagination,and explore ideas for different purposes.* ***Exploring and Developing Ideas*** **Year 4** *Question and make thoughtful observations about starting points and*	**TOPIC 1** **Who is the most significant British Artist?** **Artist focus/theme: Banksy, Constable, Turner** **Drawing and painting** ***L1 Why was turner called the painter of light?*** ***Exploring and Developing Ideas*** *Question and make thoughtful observations about starting points and select ideas to*	**TOPIC 1** **How did the Industrial Revolution change the landscape in Salford?** **Artist focus/theme: Lowry** **Drawing, painting and 3D** **L1. Can I collect and develop ideas based on the style of LS Lowry?** **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination,*	**TOPIC 1** **Does art need to be detailed to be thought-provoking?** **Artist focus/theme: War Silhouette Art** **Harry Lawrence Oakley** **Augustin Edouart** **Drawing, collage, digital media and painting** **L1 Can I compare ideas methods and approaches in my own and others' work and say what I think and feel about it?**

L2 Can outside inspire me to draw? **Exploring and Developing Ideas** *Ask and answer questions about the starting points for their work.* **Drawing** *Name, match and draw lines/marks from observations.* **Drawing** *Draw on different surfaces with a range of media.* **Drawing** *Form, Shape Tone and Texture* **Drawing** *Observe and draw shapes from observations.* **Drawing** *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.*	**3D** **Year 1** *Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading* *Form* **3D** **Year 1** *Experiment with constructing and joining recycled, natural and manmade materials.* **3D** **Year 2** *Change the surface of a malleable material e.g. build a textured tile* **Evaluating and Developing Work** *Review what they have done and say what they think and feel about it.* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work.*	*belt, bag, jewellery* **TOPIC 1** **How can we use shapes to become an artist?** **Artist focus/theme: Kandinsky** **Drawing and painting** **L1 Can I tell you about Kandinsky?** **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.* **Exploring and Developing Ideas** *Develop their ideas – try things out, change their minds.*	*observation, experience and imagination, and explore ideas for different purposes.* **Drawing** *Use journals to collect and record visual information.* **L2 Am I able to mix colours to make tints?** **Painting** *Mix colours and know which primary colours make secondary colours.* **Painting** *Use more specific colour language.* **L3 Can I create foliage using different textures and media?** **Painting** *Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.* **L4 Can I experiment with**	*select ideas to use in their work.* **L3 & 4 Can I create a sculpture in the style of Henry Moore?** **3DYear 3** *Plan, design and make models from observation or imagination.* **3DYear 3** *Use papier mache to create a simple 3D object.* **3DYear 4** *Create surface patterns and textures in a malleable material.* **3DYear 4** *Join clay adequately and construct a simple base for extending and modelling other shapes.* **L5 What do I and my peers think of my completed piece?** **Evaluating and developing work** **Year 3**	*use in their work.* ***Exploring and Developing Ideas*** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* ***Drawing*** *Experiment with different grades of pencil and other implements to create lines and marks.* ***Drawing*** *Draw for a sustained period of time at an appropriate level.*	*and explore ideas for different purposes.* **Drawing** *Work in a sustained and independent way to create a detailed drawing.* **Drawing** *Develop close observation skills using a variety of view finders.* *Use a journal to collect and develop ideas.* **L2 Can I experiment with wet media to make different lines, marks, patterns, textures and shapes?** **Drawing** *Lines, Marks, Tone, Form and Texture:*	***Evaluating and Developing Work*** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.* ***Exploring and Developing Ideas*** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. ***Evaluating and Developing Work*** *Annotate work in their journal using a variety of methods (written, sketch, exploded views)*

L3 Can I create collage from natural materials? **Drawing** *Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.* **Drawing** *Lines and Marks* **Collage** *Arrange and glue materials to different backgrounds* **Collage***Sort and group materials for different purposes e.g. colour texture* *Colour* **Collage** *Collect, sort, name match colours appropriate for an image* **L4 Can I be inspired by Kirsten Bailey?** **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from*	**TOPIC 1** **What colour is the sea?** **Artist focus/theme: Painting – The Great Wave off Kanagawa by Katsushika Hokusai** **Drawing and painting** **L1 Who drew the Great Wave?** **Drawing Year 1** *Name, match and draw lines/marks from observations.* *Invent new lines.* **Drawing Year 2** *Invent new shapes.* **Drawing Year 2** *Draw shapes in between objects.* **L2 Can I draw in the style of Hokusai?** **Drawing Year 1** *Observe and draw shapes from observations.* **Drawing Year 2** *Invent new shapes.* **Drawing Year 2** *Draw shapes in between objects*	**L2 Can I continue a Kandinsky painting in an abstract style?** **Drawing** *Control the types of marks made with the range of media.* **Evaluating and Developing Work** *Review what they and others have done and say what they think and feel about it.* **L3 Can I make tertiary colours?** **Painting** *Work on different scales. (draw in sketch books and on A3/A2)* **Painting** *Name different types of paint and their properties.* **Painting** *Experiment with tools and techniques e.g. layering, mixing*	**different effects and textures?** **Drawing** *Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.* **Drawing** *Experiment with ways in which surface detail can be added to drawings.* **L5 Am I able to recreate a piece of Henri Rousseau's art work?** **Drawing***Experiment with different grades of pencil and other implements to draw different forms and shapes.* **Drawing** *Experiment with different grades of pencil and other implements to achieve variations in tone.* **Drawing**	*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **Evaluating and developing work** **Year 4** *Annotate work in your journal.* **TOPIC 2** **How is light and colour used to create impressions on the water?** **Artist focus/theme: Monet** **Drawing, painting and printing** **Painting** **L1 How do artists create atmosphere?** **Painting** **Year 3** *Experiment with different effects and textures including*	***Evaluating and Developing Work*** *Annotate work in journal.* ***Evaluating and Developing Work*** *Adapt their work according to their views.* **L2 Constable – How did Constable portray life in Britain?** ***Drawing*** *Apply tone in a drawing in a simple way.* ***Painting*** *Work on a range of scales e.g. thin brush on small picture etc.* ***Painting***	*Experiment with wet media to make different marks, lines, patterns, textures and shapes.* **Painting** *Colour: Mix and match colours to create atmosphere and light effects.* **Painting** *Develop a painting from a drawing.* **Painting** *Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.* **L3 Can I mix and match colours to create atmosphere and light effects?**	**L2 Can I Experiment with wet media to make different marks, lines, patterns, textures and shapes?** **Drawing** *Show an awareness of how paintings are created i.e. Composition.* **Painting** *Mix and match colours to create atmosphere and light effects* **L3 Can I question and make thoughtful observations about starting points and select ideas to use in their work?** ***Exploring and Developing Ideas*** Question and make thoughtful observations

different times and cultures for differences and similarities. **Collage** *Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc* **Collage** *Create and arrange shapes appropriately* **Collage** *Create, select and use textured paper for an image* **L5 Can I use collage and natural materials to create my own tree?** **Collage** *Arrange and glue materials to different backgrounds* **Collage** *Sort and group materials for different purposes e.g. colour texture* *Colour* **L6 What does printing look like?**	**L3 What makes the best wave?** **PaintingYear 1** *Use a variety of tools and techniques including different brush sizes and types.* **PaintingYear 1** *Mix primary shades and tones.* **PaintingYear 1** *Mix and match colours to artefacts and objects.* **PaintingYear 2** *Work on different scales.* **PaintingYear 2** *Name different types of paint and their properties.* **PaintingYear 2** *Identify primary and secondary colours by name.* **PaintingYear 2** *Mix secondary colours.* **L4 Can I investigate shades of a colour?** **PaintingYear 1** *Mix primary shades and tones.* **PaintingYear 1**	*media, scrapping through.* **Painting** *Mix secondary colours.* **L4 Can I create a textured piece of art?** **Painting** *Create textured paint by adding sand, plaster. (texture for the centre of flower- paint over –silk, cotton. Add into paint – rice, sand, beans etc)* **Drawing** *Draw shapes in between objects.* **Drawing** *Invent new shapes.* **L5 Can I help make a Kandinsky-inspired Christmas card?** **Evaluating and Developing Work**	*Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.* **L6 Can I create a Rosseau inspired piece of art for our class gallery?** ***Evaluating and Developing Work*** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **Drawing** *Create textures with a wide range of drawing implements.* **Painting** *Create different effects and textures with paint according to what they need for the task.* **TOPIC 2**	*blocking in colour, washes, thickened paint creating textural effects.* **Year4** *Work on a range of scales e.g. thin brush on small picture etc.* **Evaluating and developing work** **Year 3** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **Evaluating and developing work** **Year 4** *Annotate work in your journal.* **L2 Which artists create atmosphere using light?** ***Exploring and Developing Ideas*** **Year 3** *Select and record from first hand observation, experience and imagination,and*	*Mix and use tints and shades.* ***L3 Banksy – How does Banksy reflect modern life?*** ***Exploring and Developing Ideas*** *Question and make thoughtful observations about starting points and select ideas to use in their work.* ***Exploring and Developing Ideas*** *Select and record from first hand observation, experience and imagination, and explore ideas for*	**Painting** *Develop a painting from a drawing.* **Painting** *Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.* **Painting** *Colour: Mix and match colours to create atmosphere and light effects.* **L4 Can I draw in an independent way?** **Drawing** *Work in a sustained and independent way to create a detailed drawing.* **Drawing** *Develop close observation*	about starting points and select ideas to use in their work. **L4 Can I create a background for my final piece?** **Drawing** *Show an awareness of how paintings are created i.e. Composition.* **Painting** *Mix and match colours to create atmosphere and light effects* **L5 Can I compose my final piece?** **Drawing** *Work from a variety of* sources *including observation, photographs and digital images.* **Drawing** *Begin to use simple perspective in their work using a single focal*

Printing *Make simple marks on rollers and printing palettes* **Printing** *Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils* **Printing** *Print with a range of hard and soft materials e.g. corks, pen barrels, sponge* **Evaluating and Developing Work** *Review what they have done and say what they think and feel about it.* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work.* **L7 Can I make a print for my school bag?** **Printing** *Build repeating patterns and*	*Mix and match colours to artefacts and objects.* **Painting Year 2** *Mix secondary colours.* **Evaluating and Developing Work** **Year 1** *Review what they have done and say what they think and feel about it.* **Evaluating and Developing Work** **Year 2** *Identify what they might change in their current work or develop in future work.* *(and explain their reasoning)* **L5 & 6 How do I create a realistic wave?** **Painting Year 1** *Mix and match colours to artefacts and objects.* **Painting Year 1** *Use a variety of tools and techniques*	*Identify what they might change in their current work or develop in future work (and explain their reasoning).* **TOPIC 2** **What does space look like to you?** **Artist focus/theme: Peter Thorpe** **Drawing, digital media and printing** **L1 Who is Peter Thorpe?** **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.* **Drawing**	**Can I make my picture jump out at me?** **Artist focus/theme: Frieda Kahlo** **Collage, drawing and digital media** **L1 Can I make first hand observations about an artist?** **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **L2 & 3 Can I experiment with ways details can be added to drawings?** **Drawing** *Experiment with ways in which surface detail can be added to drawings.*	*explore ideas for different purposes.* ***Exploring and Developing Ideas*** **Year 4** *Question and make thoughtful observations about starting points and select ideas to use in their work.* **Evaluating and developing work** **Year 3** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **Evaluating and developing work** **Year 4** *Annotate work in your journal* **Year 3** *Create different effects and textures with paint according to what they need for the task.* **Painting**	*different purposes.* ***L4 How do I sketch in the style of…? (Focus on sketching - children will choose one of the three studied artists)*** **Drawing** *Begin to show an awareness of objects having a third dimension.* **Drawing** *Apply a simple use of pattern and texture in a drawing.* ***L5 How do I sketch in the style of…? (Focus on painting)*** ***Painting*** *Develop a painting from a drawing.*	*skills using a variety of view finders.* *Use a journal to collect and develop ideas.* **Drawing** *Perspective and Composition:* *Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.* **L5 Can I shape, form, model and construct from observation or imagination?** **3D** *Shape, form, model and construct from observation or imagination.* **3D** *Use recycled, natural and man-made*	*point and horizon.* **Collage** *Add collage to a painted, printed or drawn background.* **Collage** *Use collage as a means of extending work from initial ideas.* **L6 Can I use a graphics package to enhance my work?** **Media** *Use a graphics package to create and manipulate new images.* **Media** *Understand that a digital image is created by layering.* **Media** *Create layered images from original ideas.*

recognise pattern in the environment **Printing** *Create simple printing blocks with press print* **Evaluating and Developing Work** *Review what they have done and say what they think and feel about it.* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work .* **TOPIC 2** **Could my Christmas tree decoration be sold in a shop?** **Artist focus/theme: Yayoi Kasuma and Jackson Pollock - Christmas** **Drawing and 3D** **L1 What style does Kasuma use?** **Exploring and Developing Ideas**	*including different brush sizes and types.* **PaintingYear 2** *Work on different scales.* **PaintingYear 2** *Mix secondary colours.* **Evaluating and Developing Work Year 1** *Review what they have done and say what they think and feel about it.* **Evaluating and Developing Work Year 2** *Identify what they might change in their current work or develop in future work.* *(and explain their reasoning)* **TOPIC 2** **Who was Roy Lichtenstein?** **Artist focus/theme: Roy Lichtenstein** **Digital media and drawing**	*Control the types of marks made with the range of media.* **Drawing** *Lines and Marks* **Drawing** *Invent new lines.* **Drawing** *Draw on different surfaces with a range of media.* **L2 Can I use mono printing and tone to create different effects?** **Exploring and Developing Ideas** *Develop their ideas – try things out, change their minds.* **Drawing** *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.* **Printing** *Take simple prints i.e*	*Use journals to collect and record visual information.* **Drawing** *Experiment with different grades of pencil and other implements to draw different forms and shapes.* **L4 Can I create texture?** **Drawing** *Create textures with a wide range of drawing implements.* **Painting** *Experiment with different effects and textures* **Digital Media** *Record and collect visual information using digital cameras and video recorders.* **Digital Media** *Create textures with a wide range of drawing implements.* **L5 Can I use graphics and**	**Year 4** *Mix and use tints and shades.* **L3 Can I begin to create atmosphere using different effects and textures?** **PaintingYear 3** *Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.* **PaintingYear 3** *Mix colours and know which primary colours make secondary colours.* **PaintingYear 3** *Use more specific colour language* **PaintingYear 3** *Create different effects and textures with paint according to what they need for the task.* **PaintingYear4** *Mix and use tints and shades.*	***Painting*** *Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.* ***Painting*** *Work on a range of scales e.g. thin brush on small picture etc.* ***Painting*** *Mix and use tints and shades.* ***L6 How do I sketch in the style of…? (Focus on evaluation)*** ***Evaluating and Developing Work***	*materials to create sculptures* **L6 Can I use recycled, natural and man made materials to create a sculpture?** **3D** *Use recycled, natural and man-made materials to create sculptures* **Evaluating and Developing Work** *Adapt their work according to their views and describe how they might develop it further.* **Cross-Curricular** **How are Viking pouches made?**	**TOPIC 2** **Is there a place in the modern world for traditional methods of printing and textiles?** **Artist focus/theme: Batik Printed Bag** **L1 What are the features of Islamic Art?** **Exploring and Developing Ideas** *Question and make thoughtful observations about starting points and select ideas to use in their work.* **Exploring and Developing Ideas** *Explore the roles and purposes of artists, craftspeople and*

Record and explore ideas from first-hand observations. **Drawing***Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.* **Drawing** *Lines and Marks* **Drawing** *Name, match and draw lines/marks from observations.* **Drawing** *Observe and draw shapes from observations* **L2 Can I create rain water?** **Exploring and Developing Ideas** *Ask and answer questions about the starting points for their work.* **Drawing** *Draw on different surfaces with a range of media.* **Evaluating and *Developing Work***	**L1 Who is Roy Lichtenstein and what is pop art?** **Drawing Year 1** *Observe and draw shapes from observations.* **L2 & 3 What techniques are used to create pop art?Drawing Year 1** *Name, match and draw lines/marks from observations.* **Drawing Year 2** *Year 2 Invent new lines.* **Drawing Year 2** *Invent new shapes.* **Drawing Year 2** *Draw shapes in between objects.* **L4 Can I create a collage of a face?** **Collage Year 1** *Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc* **Collage Year 1** *Collect, sort, name match colours*	*monoprinting* **L3 Can I use over printing techniques?** **Printing** *Experiment with overprinting motifs and colour* **Evaluating and Developing Work** *Review what they and others have done and say what they think and feel about it.* **L4 Can I create a repetitive pattern and a moon footprint?** **Drawing** *Investigate textures by describing, naming, rubbing, copying. (rubbings)* **Printing** *Design more repetitive patterns* **Evaluating and Developing Work**	**digital software to present images?** **Digital Media** *Present recorded visual images using software.* **Digital Media** *Use a graphics package to create images and effects with; lines .* **Digital Media** *Change the type of brush to an appropriate style.* **Evaluating and Developing Work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **TOPIC 3** **What would it look like if we brought the Stone Age to class 6?** **Artist focus/theme: The Stone Age**	**Painting Year4** *Work on a range of scales e.g. thin brush on small picture etc.* **L4 Can I use the techniques I have learned to produce my own still life art?** **Drawing Year 3** *Experiment with ways in which surface detail can be added to drawings.* **Drawing Year 3** *Use journals to collect and record visual information from different sources.* **Drawing Year 3** *Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.* **Drawing Year 4** Draw for a sustained period of time at an appropriate level. **Drawing Year4**	*Annotate work in journal.* ***Evaluating and Developing Work*** *Adapt their work according to their views.* **TOPIC 3** **How can we use digital media to design a dragon's eye that shows its power and personality?** ***Artist focus/theme: Link to literacy text The Dragon Slayer*** ***Drawing, digital media and collage***	**Artist focus/theme: DT – Viking topic through which the following Textiles Art KLIPS are taught (See DT overview for lesson sequence)** **Textiles** *Use fabrics to create 3D structures.* *Use different grades of threads and needles.* **TOPIC 2** **How can different media work together in one piece of art?** **Space Collage** **Painting,**	*designers working in different times and cultures.* **Evaluating and Developing Work** *Annotate work in their journal using a variety of methods (written, sketch, exploded views)* **L2 Can I apply the features of Islamic Art to my own work?** **Drawing** *Use dry media to make different marks, lines, patterns and shapes within a drawing.* **Drawing** *Start to develop their own style using tonal contrast and mixed media.* **Evaluating and Developing Work** *Compare ideas, methods and*

Review what they have done and say what they think and feel about it. **Evaluating and *Developing Work*** *Identify what they might change in their current work or develop in future work.* **L3 What is the art of Jackson Pollock like?** **Drawing** *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.* **Drawing** *Investigate textures by describing, naming, rubbing, copying.* **L4 Can I make a Pollock inspired chocolate lollipop?** **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.* **3D**	*appropriate for an image* **Collage Year 1** *Create and arrange shapes appropriately* **Collage Year 1** *Create, select and use textured paper for an image* **Collage Year 1** *Arrange and glue materials to different backgrounds* **Collage Year 2** *Sort and group materials for different purposes e.g. colour texture* *Fold, crumple, tear and overlap papers.* **Collage Year 2** *Work on different scales* **L5/6 Can I create digital art in the style of Roy Lichtenstein?** **Digital media** **Year 1** *Explore ideas using digital sources i.e. internet.* **Digital media Year 2**	*Review what they and others have done and say what they think and feel about it.* **L5 Can I use Purple Mash to create a Peter Thorpe style piece of Space Art?** **Digital Media** *Record visual information using digital cameras, video recorders.* **Digital Media** *Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.*	**Drawing and 3D** **L1 Can I make first hand observations about art?** **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **Drawing** *Experiment with different grades of pencil and other implements to draw different forms and shapes.* **Drawing** *Use journals to collect and record visual information from different sources.* **L2 Can I create cave art images?** **Drawing** *Experiment with ways in which*	Apply tone in a drawing in a simple way. **Drawing Year 4** Apply a simple use of pattern and texture in a drawing. **L5 & 6 Can I create an image based on The Mousehole Cat?** From planning: "Children are to draw first any outlines faintly and then paint using water colours. Use the range of techniques covered in previous lessons." **Cross-curricular** **How do techniques affect a finished product?** **(Taught through DT unit – see DT overview for lesson breakdown)** **Textiles** **Year 3** Use a variety of techniques, e.g.	**L1 Can I use different grades of pencil to create lines, marks, and textures?** **Drawing** *Experiment with different grades of pencil and other implements to create lines and marks.* **L2 Can I construct and draw a still life scene using my own ideas and tools for different purposes?** **Drawing** *Experiment with different grades of pencil and other implements to*	**Printing, Collage** **L1 Can I collect and develop ideas based on space artwork?** **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **Painting** *Develop a painting from a drawing.* **Painting** *Carry out preliminary studies, trying out different media and materials and mixing*	*approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.* **L3 Can I select a final design and produce it using water colours?** **Evaluating and Developing Work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.* **Painting** *Create imaginative work from a variety of sources e.g. observational*

Explore sculpture with a range of malleable media **3D** *Understand the safety and basic care of materials and tools* **Evaluating and *Developing Work*** *Review what they have done and say what they think and feel about it.* **Evaluating and *Developing Work*** *Identify what they might change in their current work or develop in future work.* **L5 Can I make a Christmas tree decoration?** **3D** *Explore sculpture with a range of malleable media* **3D** *Understand the safety and basic care of materials and tools* **3D** *Manipulate malleable materials in a variety*	*Record visual information using digital cameras, video recorders.* **Digital media Year 2** *Use a simple graphics package to create images and effects - Use basic selection and cropping tools.* **TOPIC 3** **What materials make the best printing blocks?** **Artist focus/theme: Paisley patterns** **Printing and textiles** **L1 What is paisley?** **Exploring and Developing Ideas** **Year 1** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.* **L2 How to create a paisley pattern style?** **Printing Year 1**	**Digital Media** *Use basic selection and cropping* **L6 Can I produce a piece of Art in the style of Peter Thorpe?** **Drawing** *Form, Shape Tone and Texture* **Drawing** *Draw shapes in between objects.* **Drawing** *Invent new shapes* **Evaluating and Developing Work** *Review what they and others have done and say what they think and feel about it.* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work (and explain their reasoning).*	*surface detail can be added to drawings.* **Drawing** *Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.* **L3 Can I create a textured cave wall?** **Painting** *Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.* **3D** *Use papier mache to create a simple 3D object* **L4 Can I make my own Stone Age painting tool?** **3D***Plan, design and make models from observation or imagination.*	printing, dyeing, weaving and stitching to create different textural effects. **Textiles Year 3** Match the tool to the material. **Textiles Year4** Develop skills in stitching, cutting and joining. **Textiles Year4** Experiment with paste resist. **TOPIC 3** **Can I replicate a McCoo?** **Artist focus/theme: Steven Brown** **Drawing, Collage, Digital Media** **L1 What is the art of Steven Brown?** ***Exploring and Developing Ideas*** **Year 3** *Explore the roles and purposes of artists, craftspeople*	*create lines and marks.* **Drawing** *Begin to show an awareness of objects having a third dimension.* **L3 Can I make thoughtful observations about starting points and select ideas to use in my work?** **Drawing** *Experiment with different grades of pencil and other implements to create lines and marks.* **Drawing** *Begin to show an awareness of objects having a third dimension.*	*appropriate colours.* **Colour** *Mix and match colours to create atmosphere and light effects.* **L2 Can I mix and match colours to create atmosphere and light effects?** **Colour** *Mix and match colours to create atmosphere and light effects.* **Evaluating and Developing Work** *Adapt their work according to their views and describe how they might develop it further.* **L3 Can I use a range of media to create a collage?** **Collage**	*drawing, themes, poetry, music.* **Painting** *Be able to identify and work with complementary and contrasting colours.* **L4 Can I create an Islamic art – inspired motif through printing?** **Printing** *Create prints with three overlays.* **Printing** *Work into prints with a range of media e.g. pens, colour pens and paints.* ***L5 Can I use Baitk techniques?*** **Textiles** *Experiment with batik techniques.* **Textiles** *Experiment with a range of media to overlap and*

of ways including rolling and kneading **L6 Can I create a Christmas card?** **3D** *Experiment with constructing and joining recycled, natural, and manmade materials.* **3D** *Use simple 2-D shapes to create a 3-D form.* **Evaluating and *Developing Work*** *Review what they have done and say what they think and feel about it.* **Evaluating and *Developing Work*** *Identify what they might change in their current work or develop in future work.* **TOPIC 3** **Can I create a tool to help put out the Great Fire of London?**	*Build and design repeating patterns and recognise pattern in the environment* **Printing Year 1** *Print with a range of hard and soft materials e.g. corks, pen barrels, sponge* **Printing Year 1** *Make simple marks on rollers and printing palettes* **Printing Year 2** *Take simple prints i.e. mono-printing* **Printing Year 2** *Experiment with overprinting motifs and colour.* **L3 Can I create a final design?** **Printing Year 1** *Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils* **Printing Year 1** *Create simple printing blocks with press print* **Year 1** *Match and sort fabrics and threads for*	**TOPIC 3** **How is art inspired by culture?** **Artist focus/theme: Edward Saidi TingaTinga** **Drawing, collage, painting and 3D** **L1 What are the features of tinga tinga art?** **Exploring and Developing Ideas** *Develop their ideas – try things out, change their minds.* **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.*	**3D** *Use papier mache to create a simple 3D object* **L5 Can I produce my piece of Stone Age inspired art?** **Drawing** *Experiment with ways in which surface detail can be added to drawings.* **Drawing** *Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.* **Evaluating and developing work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.*	*and designers working in different times and cultures* **DrawingYear 3** *Experiment with ways in which surface detail can be added to drawings.* **DrawingYear4** *Experiment with different grades of pencil and other implements to create lines and marks.* **L2 Can I explore and develop ideas?** ***Exploring and Developing Ideas*** **Year 3** *Select and record from first hand observation, experience and imagination,and explore ideas for different purposes.* ***Exploring and Developing Ideas*** **Year 4** *Question and make thoughtful observations about starting points and*	**Exploring and Developing Ideas** *Question and make thoughtful observations about starting points and select ideas to use in their work.* **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **Evaluating and Developing Work** *Annotate work in journal.*	*Use a range of media to create collages.* **Collage** *Use different techniques, colours and textures etc when designing and making pieces of work* **L4 Can I use relief or impressed printing methods?** **Printing** *Use relief or impressed method* **L5 Can I create printing blocks by simplifying an initial journal idea?** **Printing** *Create printing blocks by simplifying an initial journal idea*	*layer creating interesting colours and textures and effects.* **L6 Have I successfully created a piece of Islamic art?** **Evaluating and Developing Work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.* **Evaluating and Developing Work** *Annotate work in their journal using a variety of methods (written, sketch, exploded views)*

Artist focus/theme: The Great Fire of London **Digital media** **L1 How do I create fire?** **Exploring and Developing Ideas** *Record and explore ideas from first-hand observations.* **Exploring and Developing Ideas** *Ask and answer questions about the starting points for their work.* **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.* **L2 & 3 Can I draw a building and a bucket?** **Drawing** *Investigate tone by drawing light/dark lines, light/dark*	*colour, texture, length, size and shape* *Year 1 Apply colour with printing, dipping, fabric crayons* **TextilesYear 1** *Create and use dyes i.e. onion skins, tea, coffee* **TextilesYear 1** *Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration* **L4 & 5 Can I put my print onto a pencil case?** **TextilesYear 1** *Match and sort fabrics and threads for colour, texture, length, size and shape* **TextilesYear 1** *Apply colour with printing, dipping, fabric crayons* **TextilesYear 1** *Create and use dyes i.e. onion skins, tea, coffee*	**L2 Can I use collage to create a background?** **Collage** *Fold, crumple, tear and overlap papers.* **Collage** *Work on different scales* **L3 Can I use tone to add detail to my drawing?** **Drawing** *Control the types of marks made with the range of media.* **Drawing** *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.* **L4 Can I make a tinga tinga style animal tile?** **3D** *Manipulate malleable materials for a purpose, e.g. pot, tile*	**TOPIC 4** **Would Ribchester Museum use my bag as an artefact?** **Artist focus/theme: Romans** **Textiles** **L1 What are the features of a Roman bag?** **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **Drawing** *Experiment with ways in which surface detail can be added to drawings.* **Drawing** *Use journals to collect and record visual information.*	*select ideas to use in their work.* **DrawingYear 3** *Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.* **DrawingYear 3** *Experiment with different grades of pencil and other implements to draw different forms and shapes.* **DrawingYear 3** *Create textures with a wide range of drawing implements.* **DrawingYear 3** *Experiment with different grades of pencil and other implements to achieve variations in tone.* **DrawingYear4** *Apply tone in a drawing in a simple way.* **Drawing**	**L4 Can I use collage to collect ideas for my own work?** **Collage** *Use collage as a means of collecting ideas and information and building a visual vocabulary.* **Collage** *Use different techniques and colours when designing and making pieces of work* **L5 Can I use digital media to experiment with colours, textures, filters and lines?** **Digital Media** *Use a graphics package to*	**Evaluating and Developing Work** *Adapt their work according to their views and describe how they might develop it further.* **L6 Can I develop a painting from a drawing?** **Painting** *Develop a painting from a drawing.* **Evaluating and Developing Work** *Adapt their work according to their views and describe how they might develop it further.* **TOPIC 3** **Can I use Maths in my artwork?**	**TOPIC 3** **How was Gaudi's art and craft influenced by nature?** **Artist focus/theme: Gaudi** **3D Tile & mosaic Drawing,** **L1 & 2 What is Gaudi's art?** **Exploring and Developing Ideas** Question and make thoughtful observations about starting points and select ideas to use in their work. **Exploring and Developing Ideas** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

patterns, light/dark shapes. **Drawing** *Lines and Marks* **Drawing** *Name, match and draw lines/marks from observations.* **Drawing** *Observe and draw shapes from observations* **L4 & 5 Can I create a digital piece of art?** **Digital Media** *Explore ideas using digital sources i.e. internet.* **Digital Media** *Use a simple graphics package to create images and effects with:* ***lines** by changing the size of brushes in response to ideas; shapes using eraser, **shape** and fill tools; and* ***colours and texture** using simple filters to manipulate and create images.*	**TextilesYear 1** *Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration* **TextilesYear 1** *Cut and shape fabric using scissors/snips* **TextilesYear 1** *Apply shapes with glue or by stitching* **TextilesYear 1** *Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel* **TextilesYear 2** *Apply decoration using beads, buttons, feathers etc*	**3D** *Explore sculpture with a range of malleable media –make with playdough first, how to make it stand* **3D** *Understand the safety and basic care of materials and tools* **3D** *Use simple 2-D shapes to create a 3-D form – sketch animal and add notes – legs same length etc.* **3D** *Change the surface of a malleable material e.g. build a textured tile* **Evaluating and Developing Work** *Review what they and others have done and say what they think and feel about it.* **Evaluating and Developing Work**	**Evaluating and Developing Work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **L2 Can I create a design inspired by the Romans?** **Drawing** *Experiment with different grades of pencil and other implements to draw different forms and shapes.* **Painting** *Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.* **L3 Can I create a print to be sewn on to my Roman bag?** **Printing**	**Year 4** *Apply a simple use of pattern and texture in a drawing.* **L3 Can I draw in the style of Steven Brown?** **DrawingYear 3** *Use journals to collect and record visual information from different sources.* **DrawingYear 3** *Experiment with ways in which surface detail can be added to drawings.* **Drawing** **Year 4** *Draw for a sustained period of time at an appropriate level.* **Drawing** **Year 4** *Begin to show an awareness of objects having a third dimension.* **L4 Can I use collage to enhance my artwork?**	*create images and effects with; **lines** by controlling the brush tool with increased precision.* **Digital Media** *Create **shapes** by making selections to cut, duplicate and repeat.* **Digital Media** *Experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.* **Evaluating and Developing Work** *Annotate work in journal.*	**Artist/theme: Beatriz Milhazes** **Drawing, Digital Media** **L1 Can I select and record from first hand observation, experience and imagination, and explore ideas for different purposes?** **Exploring and Developing Ideas** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. **L2 Can I develop close observation skills using a variety of view finders?**	**Evaluating and Developing Work** Annotate work in their journal using a variety of methods (written, sketch, exploded views) **Drawing** *Use different techniques for different purposes i.e. shading, hatching within their own work.* **L3 & 4 Can I plan Gaudi-inspired Art from my surroundings?** **3D** *Plan a sculpture through drawing and other preparatory work.* **Drawing** *Work from a variety of sources including observation, photographs and digital images.* **Evaluating and Developing Work**

Evaluating and Developing Work *Review what they have done and say what they think and feel about it.* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work.* **TOPIC 4** **Who is Rene Magriette?** **Artist focus/theme: Rene Magriette** **Painting** **L1 Who was Rene Magriette?** **Exploring and Developing Ideas** *Record and explore ideas from first-hand observations.* **Exploring and Developing Ideas** *Ask and answer questions about the*		*Identify what they might change in their current work or develop in future work (and explain their reasoning).* **L5 Can I add detail to my tinga tinga tile?** **Painting** *mix paint with PVA* *Name different types of paint and their properties.* **Painting** *Experiment with tools and techniques e.g. layering, mixing media, scrapping through.* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work (and explain their reasoning).*	*Create printing blocks using a relief.* **Evaluating and Developing Work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* **L4 & 5 Can I use sewing techniques to make a Roman bag?** **Textiles (Art)** *Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects* **Textiles (DT)** *Match the tool to the material* **Textiles (Art)** *Develop skills in stitching, cutting and joining.* **Textiles (DT)**	**Collage** **Year 3** Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. **Collage** **Year4** Use collage as a means of collecting ideas and information and building a visual vocabulary. **CollageYear4** Use different techniques and colours when designing and making pieces of work **L5 Would the use of digital media improve my work?** **Digital Media** **Year 3** *Record and collect visual information using digital cameras and video recorders.*	**Evaluating and Developing Work** *Adapt their work according to their views.* **TOPIC 3** **How did the people of the Indus Valley use printing?** **Artist focus/theme: History – The Indus Valley** **L1 What is a printing block?** **Exploring and Developing Ideas** *Question and make thoughtful observations about starting points and select ideas to*	**Drawing** Work in a sustained and independent way to create a detailed drawing. *Develop close observation skills using a variety of view finders.* *Use a journal to collect and develop ideas.* **L3 Can I draw in the style of Beatriz Milhazes?** **Drawing** *Lines, Marks, Tone, Form and Texture: Explore colour mixing and blending techniques with coloured pencils.* **L4 Can I work in a sustained and independent way to create a detailed drawing?** **Drawing**	Annotate work in their journal using a variety of methods (written, sketch, exploded views) **Exploring and Developing Ideas** Question and make thoughtful observations about starting points and select ideas to use in their work. **L5 Can I use a coil technique?** **3D** *Plan a sculpture through drawing and other preparatory work.* **Drawing** *Identify artists who have worked in a similar way to their own work.* **3D** *Develop skills in using clay inc. slabs, coils, slips, etc.*

starting points for their work. **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.* **Evaluating and Developing Work** *Review what they have done and say what they think and feel about it.* **L2 What are primary and secondary colours?** **Painting** *Identify primary and secondary colours by name.* **Painting** *Mix primary shades and tones.* **Painting** *Use a variety of tools and techniques including different brush sizes and types.* **L3 Can I draw still life vegetables?** **Drawing***Observe and draw shapes from*			*Sew on buttons and make loops.* **L6 Would Ribchester Museum use my bag as an artefact?** **Evaluate (DT)** *Evaluate their ideas and products against their own design criteria* **Evaluating and Developing Work** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.*	**Digital Media** **Year 3** *Present recorded visual images using software.* **Digital Media** **Year 3** *Use a graphics package to create images and effects with; lines.* **Digital Media** **Year 3** *Change the type of brush to an appropriate style.* **Digital Media** **Year4** *Use a graphics package to create images and effects with;* ***lines*** *by controlling the brush tool with increased precision.* **Digital Media** **Year4** *Create* ***shapes*** *by making selections to cut, duplicate and repeat.* **Digital Media** **Year4** *Experiment with*	*use in their work.* **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **L2 Can I create and draw a repeating pattern?** **Printing** *Use relief or impressed method* **Printing** *Print with two colour overlays.* **L3 Can I make a block print showing an**	Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. **L5 Can I develop my drawing using digital media?** **Digital Media** Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. **Digital Media** Be able to Import an image (scanned,	**L6 Can I make a Gaudi-inspired mosaic tile?** **3D** *Produce intricate patterns and textures in a malleable media* **3D** *Develop skills in using clay inc. slabs, coils, slips, etc.* **Evaluating and Developing Work** Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.

Observations **Painting** *Mix and match colours to artefacts and objects.* **Painting** *Experiment with tools and techniques e.g. layering, mixing media, scrapping through.* **L4 How do I create textured paint?** **Painting** *Create textured paint by adding sand, plaster* **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work.* **L5 Can I create a piece of art in the style of Magriette?** **Drawing** *Observe and draw shapes from Observations* **Painting** *Mix and match colours to artefacts and objects.* **Painting** *Experiment with tools and*				*colours and textures by using effects and simple filters to manipulate and create images for a purpose.* **L6 What might I develop next time?** ***Evaluating and Developing Work*** **Year 3** *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.* ***Evaluating and Developing Work*** **Year 4** *Annotate work in your journal.* ***Evaluating and Developing Work*** **Year 4** *Adapt their work according to views*	**authentic design?** **Printing** *Use relief or impressed method* **L4 Am I able to use a printing block to create a repeating pattern?** **Printing** *Use relief or impressed method* **Printing** *Print with two colour overlays.* **L5 Can I design my own Indus Valley artefact?** **Exploring and Developing Ideas** *Question and make thoughtful observations about starting*	retrieved, taken) into a graphics package. **L6 Can I adapt my work according to my views and describe how I might develop it further?** **Evaluating and Developing Work** Adapt their work according to their views and describe how they might develop it further.	

techniques e.g. layering, mixing media, scrapping through. **Painting** *Create textured paint by adding sand, plaster* **L6 What might I do differently next time?** **Evaluating and Developing Work** *Identify what they might change in their current work or develop in future work.* **Cross-curricular** **Can I create a coat of many colours?** **Artist focus/theme: Joseph & his coat of many colours.** **DT unit through which the following Textiles Art KLIPS are taught** **Exploring and Developing Ideas** *Explore the work of artists, craftspeople and designers from different times and*					*points and select ideas to use in their work.* **Exploring and Developing Ideas** *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.* **L6 Can I create my own Indus Valley Artefact?** **3D** *Join clay adequately and construct a simple base for extending and modelling other shapes.* **3D** *Create surface*		

cultures for differences and similarities. *Record and explore ideas from first-hand observations.* *Ask and answer questions about the starting points for their work.* **Textiles** *Match and sort fabrics and threads for colour, texture, length, size, and shape* *Cut and shape fabric using scissors/snips* *Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting* *Apply shapes with glue or by stitching* *Apply colour with printing, dipping, fabric crayons* *Create and use dyes i.e. onion skins, tea,* *Create fabrics by weaving materials i.e.*					*patterns and textures in a malleable material.* **Evaluating and Developing Work** *Annotate work in journal.*		

grass through twigs, carrier bags on a bike wheel **Evaluating and Developing Work** *Review what they have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.*							

The curriculum was designed to meet the requirements of the National Curriculum in a way that inspires and motivates the pupils at St George's. We aim for children to be determined and confident in all that they do. Therefore, the Art units all start with a problem (in the form of a question) for children to explore using their own ideas and research into existing artists or artistic styles to help guide their learning. Through exploring this question, we encourage children at St George's to be determined, confident, resilient and creative in their approach to researching, experimenting, making/creating and evaluating their pieces of Art.

When the curriculum was reviewed in 2021, St George's had 312 pupils on roll with 284 pupils of White-British ethnicity. We therefore designed a curriculum that gives children a wealth of experiences of other culture. We aim for our children to understand their local artistic heritage, national artistic heritage and also appreciate global art movements and artists from different cultures. We have planned our art topics and artists according to these aims to ensure the children are immersed in wealth of Art and develop a broad range of progressive artistic skills over the course of the primary school career. Some examples include;

Reception – Rangoli patterns (Diwali topic)
Year 1 - Rene Magriette (Belgium), Vincent Van Gogh (Netherlands), Jackson Pollock (American)
Year 1/2 - The Great Wave off Kanagawa by Katsushika Hokusai (Japanese), Giuseppe Arcimboldo (Italian)
Year 2 – Kandinsky (Russian), Peter Thorpe (American), Tinga-Tinga (African),
Year 3 – Paul Klee (Switzerland) Freda Carlo (Mexican)
Year 3/4 – Monet (French)
Year 4 – Balla (Italian)
Year 5 - Beatriz Milhazes (Brazilian)
Year 6 - Augustin Edouart (French), Gaudi (Catalonian), Batik Art (South East Asia)

To widen the children's artistic understanding further we study a range of British artists such as Banksy and Grayson Perry and link their understanding of these artists to the fundamental British values.

As a school, our Overall Multiple Deprivation Index is B and our Employment Deprivation Index are C. We therefore aim to give purpose to our Art teaching by showing the children at St George's how the skills they learn can be used in future employment in a range of industries. These include:

Reception – Alabaster Jar – Ceramicist from Chorley visit to school
Year 2 – Illustrator visit – (Ian McDonald)
Year 3 - – Graffiti artist visit to school (Tony Kelzo)
Year 4 – Landscape gardener visit to school
Year 5 – Curating artwork for Arts Week
Year 6 – Fashion design topic (Viv Dean visit to school)

During 2020-2021 school year Arts Week, when the whole school came off timetable for a full week and were immersed in the world of the Arts, the children journeyed through the ages and studied the chronology of art and artists from 60s to present day, deepening their appreciation and understanding of how Art develops and changes over time. All children experienced working with a graffiti artist to design the school mural, worked with a textile artist to create art on fabric to be displayed in school (Viv Dean), designed and made their own tie-dye t-shirts, graphical media through music, digital media of their own face among other activities.

In January 2023, the whole school came off timetable for an Arts Weeks focused on Great Explorers. The children explored the lives and times of famous explorers, using a wide range of skills to create different pieces of work including three ships that were constructed and decorated by the children and placed around the school premises.

As a school our Income Deprivation Domain is B. We therefore aim to widen the children's experiences of using resources not usually available at home or in others areas of their life. These include:

Reception – chalk, different grades of paintbrushes, sponging
Year 1- water colours, different grades of pencil, rubbings
Year 1/2 – working with canvases and pastels
Year 2 – oil based paints, air drying clay
Year 3 – collage using different materials
Year 3/4 – sewing, paste-resist printing
Year 4 – artistic digital packages, block printing
Year 5 – digital photography
Year 6: Batik printing

The Early Years curriculum for Art & Design is taken from Development Matters but steered by the children's interests. 'All About Me' booklets completed by parents before children start school allow us to design a curriculum that meets the needs and interests of the children. Early Years staff continually discuss ideas with the children and change planning accordingly. The curriculum is designed to be taught using group work, individual work and through carefully designed continuous provision that encourages children to revisit and remember previously taught skills. Children are given choice of media in each topic. For example in their minibeast topic the children choose what they would like to make using a variety of media readily available e.g. hoops worms, butterfly printing, beetle sculpting and ladybird printing. The children choose the tools, technique and materials they would like to use.

The Art & Design curriculum has been designed to be fully inclusive. All children, regardless of any special needs, take part fully in all art activities. If children are physically unable to take part in a particular activity or skill, the activity is adapted to ensure they can access the learning.

We aim to give all children skills and knowledge through meaningful real life experiences including trips and visits from people who have jobs in the Art industries. This gives our Art & Design teaching purpose and inspires children to be determined and confident in using their own ideas and experiences to solve problems. These experiences include:

Reception – work with an Indian artist (Prags) to create Rangoli patterns
Year 1 – trip into local woodland to take rubbings of natural environment using different media.
Year 1/2 – observational drawings of local areas
Year 2 – Observational drawings/ water colour painting during residential trip.
Year 3- Liverpool Just Imagine visit
Year 3/4 – Sculpture Walk (Beacon Fell)

Year 4 – Manchester art gallery visit
Year 5 – Manchester Science and Industry Museum including opportunities to sketch machinery
Year 6 – London art gallery visit (During Parliament Day)

Whole school experiences have included designing a logo for our school radio station, working with a graphic designer to produce a whole school artwork, working with a graffiti artist to design a school mural, designing and creating numerous book benches that are displayed around the local area.

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Pupil Voice

The pupils' views have also inspired the way our curriculum has been designed. On reflection the structure of the infant lessons will be encouraged to be more experimental with techniques and the artists studied discussed rather than annotated. We will continue to encourage the use of line and form experimentation as an introduction (on different scales). The concept of evaluating at the end of a project could be done as a vocal evaluation on seesaw rather than a written.







