

Purpose of study								
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.								
Aims								
The national curriculum for art and design aims to ensure that all pupils: - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.								
KS2 NC								
	Y1	Y2	KS2 NC	Y3	Y4	Y5	Y6	
Sketchbooks	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques including colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing their differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that a sketchbook is for...</li> <li>- that the way each person's sketchbook looks is unique to them.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- make a simple elastic band sketchbook. Personalise it.</li> <li>- test out preliminary ideas.</li> <li>- make clear observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>- explore colour and colour mixing.</li> <li>- make visual notes about artists studied.</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that sketchbooks are places for personal experimentation.</li> <li>- that the way each person's sketchbook looks is unique to them.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- explore the qualities of different media.</li> <li>- make clear observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>- explore colour and colour mixing.</li> <li>- make visual notes about artists studied.</li> </ul>	<p><b>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>- about great artists, architects and designers in history</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that the way each person's sketchbook looks is unique to them.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- explore the qualities of charcoal.</li> <li>- make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>- test and experiment with materials.</li> <li>- transform pattern, colour, line and shape.</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- make visual notes to record ideas and processes discovered through looking at artists.</li> <li>- test and experiment with materials.</li> <li>- transform pattern, colour, line and shape.</li> </ul>	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>- brainstorm ideas generated when reading poetry or prose.</li> <li>- make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>- explore ideas relating to design, exploring thoughts about inspiration, source, materials, textures, colours, mood, lighting etc.</li> <li>- develop Mark Making</li> <li>- make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>- practice seeing negative and positive shapes.</li> <li>- use the grid method to scale up an image</li> <li>- explore combinations and layering of media.</li> <li>- develop Mark Making</li> <li>- make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>
	Drawing	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques including colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing their differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that drawing is a physical activity.</li> <li>- that there is a relationship between drawing on paper (2D) and making (3D).</li> <li>- that we can transform 2D drawings into 3D objects.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- work at a scale to accommodate exploration.</li> <li>- use colour (pastels, chalks) intuitively to develop spiral drawings.</li> <li>- use drawing exercises to focus on exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, hardwriting pen.</li> <li>- explore quality of line, texture and shape.</li> </ul> <p><b>VOCABULARY</b></p> <p>Point, Movement, Pressure, Median, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Mark Making Colour, Pattern</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that we can use different media to capture the nature of things we find.</li> <li>- that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- use local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing.</li> <li>- use drawing exercises to focus on exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, hardwriting pen.</li> <li>- explore quality of line, texture and shape.</li> </ul> <p><b>VOCABULARY</b></p> <p>Explore, Collect, Refuse, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that charcoal is a drawing medium that lends itself to loose, gestural marks made on a large scale.</li> <li>- that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</li> <li>- use light and portray light/shadow. Interpret poetry or prose and create sequenced images as either an accordion or poetry comic format.</li> <li>- work in a variety of media according to intention, including handwriting, pen, pencil.</li> <li>- use a variety of drawing media including charcoal, graphite, was resist and watercolour to make observational and experimental drawings.</li> </ul> <p><b>VOCABULARY</b></p> <p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator.</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that artists and illustrators interpret narrative texts and create sequenced drawings.</li> <li>- use light and portray light/shadow. Interpret poetry or prose and create sequenced images as either an accordion or poetry comic format.</li> <li>- work in a variety of media according to intention, including handwriting, pen, pencil.</li> <li>- use a variety of drawing media including charcoal, graphite, was resist and watercolour to make observational and experimental drawings.</li> </ul> <p><b>VOCABULARY</b></p> <p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator.</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</li> <li>- draw over maps/adding marks to explore how you can make mark making more visually powerful.</li> <li>- combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme.</li> <li>- explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</li> </ul> <p><b>VOCABULARY</b></p> <p>Typography, Lettering, Graphics, Design, Communicate, Emotion, Purpose, Intention</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that there is often a close relationship between drawing and making</li> <li>- that we can transform 2D drawings into 3D objects.</li> <li>- explore using negative and positive space to "fill" and draw a simple element/object.</li> <li>- use the grid system to scale up the image above, transferring the image onto card.</li> </ul> <p><b>VOCABULARY</b></p> <p>3D Drawing 3D Object Packaging Negative space Grid method Scaling up</p>
Painting / Print		<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques including colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing their differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that collage is the art of using elements of paper to make images.</li> <li>- that there is a relationship between drawing on paper (2D) and making (3D).</li> <li>- that we can transform 2D drawings into 3D objects.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- work at a scale to accommodate exploration.</li> <li>- use colour (pastels, chalks) intuitively to develop spiral drawings.</li> <li>- use drawing exercises to focus on exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, hardwriting pen.</li> <li>- explore quality of line, texture and shape.</li> </ul> <p><b>VOCABULARY</b></p> <p>Point, Movement, Pressure, Median, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Mark Making Colour, Pattern</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that some painters use expressive, gestural marks in their work, often resulting in abstract, representational painting.</li> <li>- understand the concept of still life.</li> <li>- explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.</li> </ul> <p><b>VOCABULARY</b></p> <p>Gesture, Gestural, Mark making, Loose, Expressive, Emotion, Intention, Exploration, Reaction, Response</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that paint acts differently on different surfaces.</li> <li>- the concept of still life and landscape painting.</li> <li>- use paint, mixing colours, to complete the sculpture inspired by literature.</li> <li>- continue to develop colour mixing skills.</li> <li>- explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</li> </ul> <p><b>VOCABULARY</b></p> <p>Wool Media, Cloth, Fabric, Canvas, Acrylic Paint, Thread, Stitches, Needle, Text, Experiment, Try Out, Reflect.</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</li> <li>- explore colour (and colour mixing), line, shape, pattern and composition in creating still life.</li> <li>- consider lighting, surface, foreground and background.</li> <li>- use clear observation and try different focus and tones to capture 3d form in 2 dimensions.</li> <li>- make reliefly response by knit still life, or make 3d graphic still lives using ink and foamboard.</li> </ul> <p><b>VOCABULARY</b></p> <p>Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Window/ Lighting, Background, Foreground</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</li> <li>- explore how the media you choose, combined with the marks you make and how you use your body will affect the end result.</li> <li>- think about colour, composition and mark making.</li> <li>- think about light and dark, movement and energy.</li> </ul> <p><b>VOCABULARY</b></p> <p>Landscapes, Working From Life, Mixed Media, Sensa, Spirit, Energy, Capture, Composition, Format</p>	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>- explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality</li> <li>- make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</li> <li>- explore what topics and themes I care about.</li> <li>- articulate my fears, hopes, dreams.</li> <li>- think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</li> </ul> <p><b>VOCABULARY</b></p> <p>Identity, Layer, Contrast, Portraiture Learning Digital Art, Physical Capture, Composition, Format</p>
	Making	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques including colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing their differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that sculpture is the name sometimes given for artwork which exists in 3D</li> <li>- the role of an architect.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective.</li> <li>- consider interior and exterior.</li> <li>- transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking</li> </ul> <p><b>VOCABULARY</b></p> <p>Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience, Three Dimensional, Form, Structure</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that many makers use other forms as inspiration, such as literature, film, drama or music.</li> <li>- that when we make sculpture by moulding with our fingers it is called modelling</li> <li>- use Modroc or air dry clay to model characters inspired by literature.</li> <li>- consider form, texture, character, structure.</li> </ul> <p><b>VOCABULARY</b></p> <p>Use, Shape, Wash Layer, Pen, Watercolour, Engraving, Gesture</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that it is ok to take creative risks and ok if things go wrong as well as right.</li> <li>- use tools to help us construct and take creative risks by experimenting to see what happens.</li> <li>- use Design through Making philosophy and reflect at all stages to inform future making.</li> </ul> <p><b>VOCABULARY</b></p> <p>Exploration, Invention, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse</p>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that we may all have different responses in terms of our thoughts and the things we make.</li> <li>- that all responses are valid.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</li> <li>- present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...").</li> <li>- talk about intention.</li> <li>- share responses to classmates work, appreciating similarities and differences.</li> <li>- listen to feedback about your own work and respond.</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- about the process, intention as an outcome of different artists, using visual notes in a sketchbook to help consolidate and refine the learning.</li> <li>- that artists often collaborate on projects, bringing different skills together.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</li> <li>- present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...").</li> <li>- talk about intention.</li> <li>- share responses to classmates work, appreciating similarities and differences.</li> <li>- present as a team.</li> <li>- share responses to classmates work, appreciating similarities and differences.</li> <li>- listen to feedback about your own work and respond.</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that we may all have different responses in terms of our thoughts and the things we make.</li> <li>- that we may share similarities. Understand all responses are valid.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</li> <li>- present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...").</li> <li>- talk about intention.</li> <li>- work collaboratively to present outcomes to others where appropriate.</li> <li>- present as a team.</li> <li>- share responses to classmates work, appreciating similarities and differences.</li> <li>- listen to feedback about your own work and respond.</li> </ul>
Purpose/ Visual literacy/Articulation		<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques including colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing their differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that we may all have different responses in terms of our thoughts and the things we make.</li> <li>- that we may share similarities.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- reflect upon the artists' work, and share your response verbally ("I liked...").</li> <li>- present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well...").</li> <li>- talk about intention.</li> <li>- share responses to classmates work, appreciating similarities and differences.</li> <li>- listen to feedback about your own work and respond.</li> </ul>	<p><b>I know</b></p> <ul style="list-style-type: none"> <li>- that in art we can experiment and discover things for ourselves.</li> <li>- that we may all have different responses in terms of our thoughts and the things we make.</li> <li>- that we may share similarities. Understand all responses are valid.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>- reflect upon the artists' work, and share your response verbally ("I liked...").</li> <li>- present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... 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I would have liked... next time I might...").</li> <li>- talk about intention.</li> <li>- work collaboratively to present outcomes to others where appropriate.</li> <li>- present as a team.</li> <li>- share responses to classmates work, appreciating similarities and differences.</li> <li>- listen to feedback about your own work and respond.</li> <li>- document work using still image (photography) or by making a drawing of the work, if using photography consider lighting and focus. Some children may make films thinking</li> </ul>