



# Deepcar St. John's C.E. Junior School

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## Vision

At Deepcar St John's C of E Junior School, we believe, like Pablo Picasso did, that every child is an artist. We believe that a high-quality Art and Design education should engage, inspire and challenge all pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

## Intent

We follow Kapow Primary's Art and Design scheme of work which is written by experts and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world as well as learning about art and artists across cultures and through history. Using this scheme we intend for the pupils at Deepcar St John's to do more, know more and remember more.

Key Concepts	1	To produce creative work
	2	To master skills
	3	To evaluate and analyse
	4	To know about great artists

## Implementation

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

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

- o Generating ideas
- o Using sketchbooks
- o Making skills. including formal elements (line, shape, tone. texture, pattern, colour)
- o Knowledge of artists
- o Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge and apply them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- o Drawing
- o Painting and mixed-media
- o Sculpture and 3D
- o Craft and design

Our National Curriculum Mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our Progression of Skills and Knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of the key stage. It also shows how knowledge builds in the formal elements of art.

The Kapow units fully scaffold and support age appropriate sequenced learning, and have been adapted to form cross-curricular links with our school's curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Art is taught as a distinct subject with links being made to other areas of the curriculum when it enriches and extends children's learning.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

## Impact

Kapow Primary's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. A spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.

After the implementation of Kapow Primary's Art and design scheme, pupils should leave Deepcar St John's Junior School equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- o Produce creative work, exploring and recording their ideas and experiences
- o Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- o Evaluate and analyse creative works using subject-specific language
- o Know about great artists and the historical and cultural development of their art
- o Meet the end of key stage expectations outlined in the National Curriculum for Art and Design.

Children's work is assessed at the end of each unit using the school's PITA system and uploaded onto SIMS. Work is collated to show those working at the expected standard, those working below and those working above.

We also measure impact through pupil voice and work scrutinies. Art and Design books are passed up through school allowing us to see how the quality of work improves year on year. Children's work is celebrated on displays around school and photographs are uploaded onto the school website and social media accounts.

## National Curriculum

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.

Pupils should be taught:

- o to create sketch books to record their observations and use them to review and revisit ideas
- o 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]
- o about great artists, architects and designers in history.

## Overview of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Drawing</u> Growing Artists		<u>Painting and Mixed Media</u> Light and Dark (Y4 Unit)		<u>Sculpture and 3D</u> Abstract Shape and Space	<u>Craft and Design</u> Ancient Egyptian Scrolls
Year 4	<u>Drawing</u> Power Prints		<u>Painting and Mixed Media</u> Prehistoric Painting (Y3 Unit)		<u>Sculpture and 3D</u> Mega Materials	<u>Craft and Design</u> Fabric of Nature
Year 5	<u>Drawing</u> I Need Space		<u>Painting and Mixed Media</u> Portraits		<u>Sculpture and 3D</u> Interactive Installation	<u>Craft and Design</u> Architecture
Year 6	<u>Drawing</u> Make My Voice Heard		<u>Painting and Mixed Media</u> Artist Study		<u>Sculpture and 3D</u> Making Memories	<u>Craft and design</u> Photo Opportunity

## Subject Knowledge: Making skills including formal elements

### 1 Drawing

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<ul style="list-style-type: none"> <li>● Use shapes identified within in objects as a method to draw.</li> <li>● Create tone by shading.</li> <li>● Achieve even tones when shading.</li> <li>● Make texture rubbings.</li> <li>● Create art from textured paper.</li> <li>● Hold and use a pencil to shade.</li> <li>● Tear and shape paper.</li> <li>● Use paper shapes to create a drawing.</li> <li>● Use drawing tools to take a rubbing.</li> <li>● Make careful observations to accurately draw an object.</li> <li>● Create abstract compositions to draw more expressively.</li> </ul>	<ul style="list-style-type: none"> <li>● Use pencils of different grades to shade and add tone.</li> <li>● Hold a pencil with varying pressure to create different marks.</li> <li>● Use observation and sketch objects quickly.</li> <li>● Draw objects in proportion to each other.</li> <li>● Use charcoal and a rubber to draw tone.</li> <li>● Use scissors and paper as a method to 'draw'.</li> <li>● Make choices about arranging cut elements to create a composition.</li> <li>● Create a wax resist background.</li> <li>● Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>● Choose a section of a drawing to recreate as a print.</li> <li>● Create a monoprint.</li> </ul>	<ul style="list-style-type: none"> <li>● To know what print effects different materials make.</li> <li>● Analyse an image that considers impact, audience and purpose.</li> <li>● Draw the same image in different ways with different materials and techniques.</li> <li>● Make a collagraph plate.</li> <li>● Make a collagraph print.</li> <li>● Develop drawn ideas for a print.</li> <li>● Combine techniques to create a final composition.</li> <li>● Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● To know gestural and expressive ways to make marks.</li> <li>● To know effects different materials make.</li> <li>● To know the effects created when drawing into different surfaces.</li> <li>● Use symbolism as a way to create imagery.</li> <li>● Combine imagery into unique compositions.</li> <li>● Achieve the tonal technique called chiaroscuro.</li> <li>● Make handmade tools to draw with.</li> <li>● Use charcoal to create chiaroscuro effects.</li> </ul>

### 2 Painting and Mixed Media

	Year 3 (Y4 Unit)	Year 4 (Y3 Unit)	Year 5	Year 6
Methods, techniques, media and materials	<ul style="list-style-type: none"> <li>● Mix a tint and a shade by adding black or white.</li> <li>● Use tints and shades of a colour to create a 3D effect when painting.</li> <li>● Apply paint using different techniques e.g. stippling, dabbing, washing.</li> <li>● Choose suitable painting tools.</li> <li>● Arrange objects to create a still life composition.</li> <li>● Plan a painting by drawing first.</li> <li>● Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple shapes to scale up a drawing to make it bigger.</li> <li>● Make a cave wall surface.</li> <li>● Paint on a rough surface.</li> <li>● Make a negative and positive image.</li> <li>● Create a textured background using charcoal and chalk.</li> <li>● Use natural objects to make tools to paint with.</li> <li>● Make natural paints using natural materials.</li> <li>● Create different textures using different parts of a brush.</li> <li>● Use colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a drawing into a painting.</li> <li>● Create a drawing using text as lines and tone.</li> <li>● Experiment with materials and create different backgrounds to draw onto.</li> <li>● Use a photograph as a starting point for a mixed-media artwork.</li> <li>● Take an interesting portrait photograph, exploring different angles.</li> <li>● Adapt an image to create a new one.</li> <li>● Combine materials to create an effect.</li> <li>● Choose colours to represent an idea or atmosphere.</li> <li>● Develop a final composition from sketchbook ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Use sketchbooks to research and present information.</li> <li>● Develop ideas into a plan for a final piece.</li> <li>● Make a personal response to the artwork of another artist.</li> <li>● Use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul>

### 3 Sculpture and 3D

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<ul style="list-style-type: none"> <li>● Join 2D shapes to make a 3D form.</li> <li>● Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>● Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>● Identify and draw negative spaces.</li> <li>● Plan a sculpture by drawing.</li> <li>● Choose materials to scale up an idea.</li> <li>● Create different joins in card e.g. slot, tabs, wrapping.</li> <li>● Add surface detail to a sculpture using colour or texture.</li> <li>● Display sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>● How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.</li> <li>● Use their arm to draw 3D objects on a large scale.</li> <li>● Sculpt soap from a drawn design.</li> <li>● Smooth the surface of soap using water when carving.</li> <li>● Join wire to make shapes by twisting and looping pieces together.</li> <li>● Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>● Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>● Try out different ways to display a 3D piece and choose the most effective.</li> </ul>	<ul style="list-style-type: none"> <li>● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>● Try out ideas on a small scale to assess their effect.</li> <li>● Use everyday objects to form a sculpture.</li> <li>● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>● Try out ideas for making a sculpture interactive.</li> <li>● Plan an installation proposal, making choices about light, sound and display.</li> </ul>	<ul style="list-style-type: none"> <li>● Translate a 2D image into a 3D form.</li> <li>● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>● Manipulate cardboard to create different textures.</li> <li>● Make a cardboard relief sculpture.</li> <li>● Make visual notes to generate ideas for a final piece.</li> <li>● Translate ideas into sculptural forms.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<ul style="list-style-type: none"> <li>• That layering materials in opposite directions make the handmade paper stronger.</li> <li>• Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>• Construct a new paper material using paper, water and glue</li> <li>• Use symbols to reflect both literal and figurative ideas.</li> <li>• Produce and select an effective final design.</li> <li>• Make a scroll.</li> <li>• Make a zine.</li> <li>• Use a zine to present information.</li> </ul>	<ul style="list-style-type: none"> <li>• That a mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>• That batik is a traditional fabric decoration technique that uses hot wax.</li> <li>• Select imagery and use as inspiration for a design project.</li> <li>• To know how to make a mood board.</li> <li>• Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>• Draw small sections of one image to docs on colours and texture.</li> <li>• Develop observational drawings into shapes and pattern for design.</li> <li>• Transfer a design using a tracing method.</li> <li>• Make a repeating pattern tile using cut and torn paper shapes.</li> <li>• Use glue as an alternative batik technique to create patterns on fabric.</li> <li>• Use materials, like glue, in different ways depending on the desired effect.</li> <li>• Paint on fabric.</li> <li>• Wash fabric to remove glue to finish a decorative fabric piece.</li> </ul>	<ul style="list-style-type: none"> <li>• The steps to make a monoprint.</li> <li>• When a roller is sufficiently inked.</li> <li>• Make an observational drawing of a house.</li> <li>• Use shapes and measuring as methods to draw accurate proportions.</li> <li>• Select a small section of a drawing to use as a print design.</li> <li>• Develop drawings further to use as a design for print.</li> <li>• Design a building that fits a specific brief.</li> <li>• Draw an idea in the style of an architect that is annotated to explain key features.</li> <li>• Draw from different views, such as a front or side elevation.</li> <li>• Use sketchbooks to research and present information about an artist.</li> <li>• Interpret an idea in into a design for a structure.</li> </ul>	<ul style="list-style-type: none"> <li>• How different materials can be used to produce photorealistic artwork.</li> <li>• That macro photography is showing a subject as larger than it is in real life.</li> <li>• Create a photomontage.</li> <li>• Create artwork for a design brief.</li> <li>• Use a camera or tablet for photography.</li> <li>• Identify the parts of a camera.</li> <li>• Take a macro photo, choosing an interesting composition.</li> <li>• Manipulate a photograph using photo editing tools.</li> <li>• Use drama and props to recreate imagery.</li> <li>• Take a portrait photograph.</li> <li>• Use a grid method to copy a photograph into a drawing.</li> </ul>

**Making Skills**

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p>	<p>Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p>



Form	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p>	<p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>A silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>How an understanding of shape and space can support creating effective composition.</p>
Line	<p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>Different drawing tools can create different types of lines.</p>	<p>Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>How line is used beyond drawing and can be applied to other art forms.</p>
Pattern	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>How to create texture on different materials.</p>	<p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>		<p>Tone can help show the foreground and background in an artwork.</p>	<p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>



## Knowledge of Artists

<p>Meanings</p>	<p><b>Art from the past can give us clues about what it was like to live at that time.</b> Ancient Egyptian scrolls</p>	<p><b>Art from the past can give us clues about what it was like to live at that time.</b> Prehistoric painting</p> <p><b>Art can communicate powerful statements about right and wrong.</b> Mega materials (Sokari Douglas Camp)</p>	<p><b>Artists are influenced by what is going on around them; for example, culture, politics and technology.</b> I need space, Interactive installation (Space race imagery, Teis Albers, Cai Guo-Xiang)</p> <p><b>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</b> I need space (Retrofuturistic images)</p> <p><b>How an artwork is interpreted will depend on the life experiences of the person looking at it.</b> Interactive installation (Cai Guo-Xiang)</p>	<p><b>Artists can use symbols in their artwork to convey meaning.</b> Make my voice heard (Diego Rivera)</p> <p><b>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</b> Make my voice heard (Graffiti; Guerilla art)</p>
<p>Interpretations</p>	<p><b>The meanings we take from art made in the past are influenced by our own ideas.</b> Ancient Egyptian scrolls</p>	<p><b>The meanings we take from art made in the past are influenced by our own ideas.</b> Prehistoric painting</p> <p><b>Designers can make beautiful things to try and improve people's everyday lives.</b> Fabric of nature (William Morris)</p> <p><b>How and where art is displayed has an effect on how people interpret it.</b> Mega materials (Sokari Douglas Camp, Barbara Hepworth, Jaume Plensa)</p>	<p><b>Artists use self-portraits to represent important things about themselves.</b> Portraits (Frida Kahlo, Vincent van Gogh, Rembrandt, Chila Kumari Singh Burman)</p> <p><b>Artists create works that make us question our beliefs.</b> Interactive installation (Cai Guo-Xiang)</p> <p><b>Visual designs can represent big ideas like harmony with nature or peace.</b> Architecture (Friedensreich Hundertwasser)</p>	<p><b>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</b> Make my voice heard (Dan Fenelon)</p> <p><b>Art can be a form of protest.</b> Make my voice heard (Graffiti, Guerilla art)</p> <p><b>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</b> Artist study (David Hockney, Richard Brackenburg, Paula Rego, John Singer Sargent, Lubaina Himid)</p> <p><b>Art sometimes creates difficult feelings when we look at it.</b> Year 6 Artist study (John Slinger Sargent, Lubaina Himid)</p>

<p>Materials and processes</p>	<p><b>Artists have different materials available to them depending on when they live in history.</b> Ancient Egyptian scrolls,</p> <p><b>Artists experiment with different tools and materials to create texture.</b> Growing artists (Max Ernst)</p> <p><b>Artists can work in more than one medium.</b> Abstract shape and space (Anthony Caro)</p> <p><b>Artist make decisions about how their work will be displayed.</b> Abstract shape and space (Ruth Asawa, Robert Morris)</p>	<p><b>Artists have different materials available to them depending on when they live in history.</b> Prehistoric painting</p> <p><b>Artists can make their own tools.</b> Prehistoric painting</p> <p><b>Artists can choose particular materials to communicate a message.</b> Mega materials (El Anatsui)</p> <p><b>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</b> Light and dark (Audrey Flack, Clara Peeters)</p> <p><b>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</b></p> <p><b>Artists and designers sometimes choose techniques based on the time and money available to them.</b> Fabric of nature (William Morris)</p> <p><b>Artists use drawing to plan ideas for work in different media.</b> Mega materials</p>	<p><b>Artists can choose their medium to create a particular effect on the viewer.</b> I need space (Karen Rose, Teis Albers)</p> <p><b>Artists can combine materials; for example, digital imagery with paint or print. Portraits,</b> I need space (Chila Kumari Singh Burman, Teis Albers)</p> <p><b>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</b> Interactive installation (Lorenzo Quinn, Cai Guo-Xiang, Yayoi Kusama, Olafur Eliasson)</p>	<p><b>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</b> Make my voice heard (Vermeer, Da Vinci)</p> <p><b>Artists can use materials to respond to a feeling or idea in an abstract way.</b></p> <p><b>Artists take risks to try out ideas; this can lead to new techniques being developed.</b> Artist study (Fiona Rae, Frank Bowling)</p> <p><b>Artists can make work by collecting and combining ready-made objects to create 'assemblage'</b> Making memories (Louise Nevelson, Joseph Cornell)</p> <p><b>Artforms are always evolving as materials and techniques change over time.</b> Photo opportunity (Photorealism - Oscar Ukono, Michael Gaskell)</p>
<p>Themes</p>	<p><b>Art can help people learn.</b> Growing artists</p> <p>Nature Growing Artists</p> <p>Stories, symbols Ancient Egyptian scrolls</p>	<p><b>Sustainability, identity, stories, right and wrong</b> Mega materials</p> <p><b>Nature; art is for everyone</b> Fabric of nature</p> <p>Nature, stories Prehistoric painting</p>	<p><b>Nature</b> <b>Architecture</b></p> <p><b>Identity, symbols</b> <b>I need space</b></p> <p><b>Identity</b> Portraits</p> <p><b>Sustainability; protecting the environment; right and wrong</b> Stories Interactive installation</p>	<p><b>Identity; right and wrong, symbols;</b> Make my voice heard</p> <p><b>Stories</b> <b>Identity</b> Artist study</p> <p>Celebration, Identity, stories Making memories</p>

## Evaluating and Analysing

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

<p>How do people talk about art?</p>	<ul style="list-style-type: none"> <li>• People can have their own opinions about art, and sometimes disagree. Abstract shape and space</li> <li>• One artwork can have several meanings. Ancient Egyptian scrolls, Prehistoric painting</li> </ul>	<ul style="list-style-type: none"> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it. Mega materials</li> <li>• Artists may hide messages or meaning in their work. Light and dark</li> <li>• Artists evaluate what they make and talking about art is one way to do this. Power prints, Fabric of nature</li> </ul>	<ul style="list-style-type: none"> <li>• People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. I need space, Interactive installation, Architecture</li> <li>• Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Interactive installation</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>• Comparing artworks can help people understand them better. Portraits, Interactive installation</li> </ul>	<ul style="list-style-type: none"> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. Photo opportunity</li> <li>• People can have varying ideas about the value of art.</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>• Everyone has a unique way of experiencing art. Artist study Make my voice heard</li> </ul>
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**Progression of Skills**

	Year 3	Year 4	Year 5	Year 6
<p><b>NC</b></p> <p><b>To create sketch books to record their observations and use them to review and revisit ideas</b></p>				
<p>Generating ideas</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
<p>Sketch books</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>

**NC**

**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]**

**To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.**

<p>Making skills</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale.</p>
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**NC**

**About great artists, architects and designers in history.**

<p>Knowledge of artists</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
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**NC**

**Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.**

<p>Evaluating and analysing</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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## Vocabulary

	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<u>Growing Artists</u>  <b>Geometric, Organic,</b> Shape, Line, <b>Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth,</b> Blend, <b>Even, Frottage, Rubbing, Surface,</b> Texture, <b>Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale,</b> Composition, Abstract, <b>Frame, Gestural, Expressive, Viewfinder</b>	<u>Power Prints</u>  <b>Contrast, Observational drawing,</b> Shading, <b>Shadow, Tone, Gradient,</b> Three dimensional (3D), Proportion, <b>Symmetry,</b> Pattern, Composition, <b>Precision, Mixed media, Wax-resist, Highlight,</b> Collage, <b>Combine, Parallel,</b> Hatching, Cross-hatching, Viewfinder, <b>Collaborate, Collaboratively, Printmaking,</b> Abstract, <b>Figurative, Monoprint, Block print</b>	<u>I Need Space</u>  <b>Retro-futurism,</b> Futuristic, <b>Imagery,</b> Culture, Cold War, <b>Propaganda,</b> Space race, <b>Purpose</b> Stimulus, <b>Decision,</b> Process, <b>Technique,</b> Collagraphy, <b>Collagraph,</b> Repetition, Printing plate, <b>Composition,</b> Printmaking, <b>Evaluate, Revisit,</b> Develop	<u>Make My Voice Heard</u>  <b>Maya,</b> Mayan, Imagery, Mark making, Expressive, Character traits, <b>Symbol, Symbolic,</b> Interpretation, <b>Aesthetic,</b> Representative, Tone, <b>Chiaroscuro,</b> Technique, <b>Graffiti,</b> Guerilla, Mural, Street art, <b>Commissioned,</b> Tone, Tonal, Composition, <b>Impact,</b> Audience
<b>Painting and Mixed Media</b>	<u>Light and Dark</u>  <b>Portrait, Landscape,</b> Shadow, <b>Tint, Shade,</b> Texture, Contrasting, <b>Vivid, Muted, Formal,</b> Patterned, Abstract, <b>Detailed, Figurative,</b> Three dimensional (3D), <b>Grid,</b> Technique, Mark-making, Composition, <b>Dabbing paint, Stippling paint, Paint wash, Pointillism</b>	<u>Prehistoric Painting</u>  Charcoal, Composition, <b>Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up,</b> Sketch, Texture, <b>Tone</b>	<u>Portraits</u>  <b>Background, Continuous line drawing, Portrait, Self-portrait,</b> Paint wash, Collage, Texture, Composition, <b>Carbon paper, Transfer,</b> Printmaking, Monoprint, Mixed media, <b>Multimedia, Justify, Research,</b> Evaluate, <b>Represent, Atmosphere, Art medium</b>	<u>Artist Study</u>  Artist, Compositions, Evaluation, Medium, Mixed media, Technique, <b>Translate,</b> Analyse, <b>Meaning, Narrative, Interpret,</b> Justify, <b>Inference, Respond, Tableau,</b> Abstract, <b>Convey, Compose, Thought-provoking</b>
<b>Sculpture and 3D</b>	<u>Abstract Shape and Space</u>  Sculpture, Structure, Three-dimensional, <b>Found objects,</b> Sculptor, Abstract, <b>Negative space, Positive space</b>	<u>Mega Materials</u>  <b>Visualisation,</b> Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, <b>Model, Hollow, Figurative,</b> Abstract, <b>Quarry,</b> Texture, Surface, Join, <b>Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</b>	<u>Interactive Installation</u>  <b>Display, Installation art,</b> Mixed media, <b>Features,</b> Evaluate, <b>Analyse, Location,</b> Scale, Scaled down, <b>Special effects,</b> Three-dimensional, Art medium, <b>Performance art,</b> Stencil, Atmosphere, <b>Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</b>	<u>Making Memories</u>  Expression, Self, Identity, <b>Attribute,</b> Symbolic, Literal, <b>Assemblage,</b> sculpture, <b>Manipulate, Relief,</b> Composition, <b>Juxtaposition, Embedded,</b> Tradition, Pitfall, <b>Representation,</b> Originality, Collection

<p><b>Craft and Design</b></p>	<p><u>Ancient Egyptian Scrolls</u></p> <p><b>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</b></p>	<p><u>Fabric of Nature</u></p> <p>Rainforest, Inspiration, Imagery, <b>Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</b></p>	<p><u>Architecture</u></p> <p><b>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</b></p>	<p><u>Photo Opportunity</u></p> <p><b>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</b></p>
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