



Barnfields Primary School

Art and Design Curriculum Knowledge and Skills Progression Map

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| EYFS Linked Prime Area of Learning – Physical Development <i>These are all key skills and children develop at their own rate in these. We will use next steps to move each child on through these skills using our ongoing individual assessments.</i> |
| ELG: Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. |
| Development Matters Statements <ul style="list-style-type: none"> 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. Develop overall body-strength, balance, coordination and agility. |
| ** Development Matters statements repeated in skills. |

| National Curriculum | | | | |
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| <u>Purpose of Study</u> | | | | |
| 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. | | | | |
| KS1 | Using Materials | Drawing | Use of colour, pattern, texture, line, form, space and shape. | Range of artists |
| | Use a range of materials creatively to design and make products. | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | Know 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 | Using Sketchbooks | Drawing, Painting and Sculpture | | Study of Great Artists |
| Pupils should be taught to develop their techniques, including their control and their use of materials, with | Create sketch books to record their observations and use them to review and revisit ideas. | Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | | Pupils should be taught about great artists, architects and designers in history. |



creativity,
experimentation and
an increasing
awareness of different
kinds of art, craft and
design.





| EYFS (Reception) | | | | | |
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| EYFS ELG Expressive Art and Design | Development Matters (Reception) | | Autumn | Spring | Summer |
| <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.** | Key Knowledge | <ul style="list-style-type: none"> • To know that certain art types belong to different cultures. • To learn the names of different tools and techniques that can be used to create art. • Know that colours can mix together to make other colours. • Know which colours link to autumn. • Know that a self-portrait is a picture of themselves. • Know that Rangoli patterns are used to decorate houses at Diwali. | <ul style="list-style-type: none"> • To understand that pictures can be created by making observations or by using imagination. • To know and begin to identify which colours cold and which are warm. • To know that texture means how something feels and looks. • To know the names of patterns e.g. stripy, spotty. • To know that Vincent Van Gogh was an artist. • To know that Vincent Van Gogh painted 'Sunflowers'. | <ul style="list-style-type: none"> • Know that white and black can be used to make different shades of the same colour. • Know that Wassily Kandinsky was an artist. • Kandinsky's work often used shapes. • Know how different shapes fit inside each other (concentric circles). • To know the different uses and purposes of a range of media and materials. • To know ways of safely using and exploring a variety of materials. |



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| | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.**</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Key Skills</p> | <ul style="list-style-type: none"> • Explore creative materials. • Make representations through drawing, painting, collage, sculpture. • Print with various objects using paint. • Create self-portraits through drawing, painting and collage. • Say what they have represented in their art work. • Share resources with their friends. • Talk about what they have created. | <ul style="list-style-type: none"> • Copy patterns using paint, collage, drawing. • To use paints, pastels and other resources to create observational drawings. • Use colours for a purpose. • Experiment with different textures and describe them. • Choose the correct tools for their intended outcome. • Make links with artwork they have created before. • Talk about how they created their artwork. | <ul style="list-style-type: none"> • Apply artistic effects to their own creations. • Explain reasons for their choices of equipment or effect. • Complete artwork using a similar style to an artist. • Plan a piece of art before they create it. • Evaluate their artwork and talk about which ideas worked and which ideas didn't work and how they could do things differently next time. • Work collaboratively to produce a piece of artwork. • Share ideas about what they want to create and how they could do this. |
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| Year 1 | | | | |
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| KS1 End Points (NC) | Unit | Sculpture Create a sculpture of their favourite toy. | Printing Create a picture using repeated prints with fruits and vegetables in the style of Giuseppe Arcimboldo. | Drawing Create a drawing of a castle, taking inspiration from Stafford Castle. (Paul Klee – castle and sun.) |
| <p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p> | Key Knowledge | <ul style="list-style-type: none"> A sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials. Sculptures can be made from natural or man-made materials. Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. A free-standing structure needs a solid or flat base in order to be able to stand. Materials can be joined in a variety of ways e.g. glue, masking tape. | <ul style="list-style-type: none"> Giuseppe Arcimboldo was an Italian artist who is famous for producing portraits from fruits, vegetables and flowers. Printing makes a copy. A print is created with a wood block or shape that is repeated.. Relief printing: Relief printing is where the design sticks out from the surface. This bit gets covered with ink or paint. Engraving: Using a sharp tool, artists carve a design into a flat piece of metal. The design is then covered with ink. The ink sits inside the grooves of the carving pattern and the rest is wiped away. The pattern is pressed onto something to make the print. | <ul style="list-style-type: none"> Visual language includes: line, shape, space, tone, form, colour, texture and pattern. A line is longer than it is wide and can be straight, curved, diagonal, horizontal, vertical and dotted. Pictures can be made from a variety of different 2D shapes. There are a variety of different castle structures and types around the world. There are different drawing techniques which include: hatching, scribbling and blending. Chalk is a type of media. |
| | Key Skills | <ul style="list-style-type: none"> Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces. Start to record simple media explorations Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. | <ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge., corrugated card, bubble wrap etc. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Begin to identify forms of printing: books, posters pictures, fabrics. | <ul style="list-style-type: none"> Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces. Start to record simple media explorations Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. |



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| | | <ul style="list-style-type: none"> • Produce an expanding range of patterns and textures. • Use a comfortable grip with drawing tools • Colouring with some control • Drawing different 2D shapes with some accuracy • Beginning to experiment with different marks e.g. straight lines, dots, curved lines etc. | | <ul style="list-style-type: none"> • Produce an expanding range of patterns and textures. • Use a comfortable grip with drawing tools • Colouring with some control • Drawing different 2D shapes with some accuracy • Beginning to experiment with different marks e.g. straight lines, dots, curved lines etc. |
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| Year 2 | | | | |
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| KS1 End Points (NC) | Unit | Painting Create a portrait of Henry VIII in the style of Hans Holbien. | Drawing Create a charcoal drawing to convey the devastation of the Great Fire of London. | Sculpture Create a soup bowl in the style of Emma Bridgewater. |
| <p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and</p> | Key Knowledge | <ul style="list-style-type: none"> • Hans Holbien was a portrait painter in the Tudor times. He painted many portraits of Henry VIII and his wives. • He was renowned for the precise rendering of his drawings and the compelling realism of his portraits, particularly those recording the court of King Henry VIII of England. • Specific primary colours can be mixed to achieve specific secondary and tertiary colours. | <ul style="list-style-type: none"> • Charcoal is a black crumbly drawing material made of carbon. • The overall result is less precise than hard graphite pencils, so charcoal is suited to freer studies. • Know that different lines make a boundary line. • Know that there are different grades of pencil and that they create different shades and tones. | <ul style="list-style-type: none"> • Emma Bridgewater is a ceramic artist who was inspired to create a birthday present for her mother (she wanted to give her two cups and saucers that would say 'I love you. I miss you.') but couldn't find one anywhere! • The company 'Emma Bridgewater' was founded in 1984. |



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| <p>space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p> | | <ul style="list-style-type: none"> • Paintings can evoke emotions and a personal response • Varying tones can be created with the use of colour. • A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours. | <ul style="list-style-type: none"> • Know that when using charcoal, we can blend with our fingers to create varying textures. • Know how to create different tones using light and dark. | <ul style="list-style-type: none"> • Water makes clay softer and easier to mould, but too much can make it unworkable. • Clay can crack when it dries if it is too thin. • Bowls are a type of container and that containers are hollow inside (criteria for own work) • Clay is a natural material and has been used to produce containers because of its malleable nature. • Materials can be man-made or natural and have different associated qualities. • The choice of a material affects what the product will look like and its use • A sculpture is usually a 3D art form. • A print is created with a wood block or shape that is repeated. • A painted pattern is created by hand. • Patterns can be created using lines and shapes. • A pattern can be repeated, rotated or reversed. |
| | <p>Key Skills</p> | <ul style="list-style-type: none"> • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • Continue to experiment in lighten and darken without the use of black or white. • Begin to mix colour shades and tones. • Plan and develop simple ideas and continue to store information on | <ul style="list-style-type: none"> • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • Continue to experiment in lighten and darken without the use of black or white. • Begin to mix colour shades and tones. • Plan and develop simple ideas and continue to store information on | <ul style="list-style-type: none"> • Use clay to create sculptures • Create textured pictorial designs using tools. • Use scoring and slip to join clay parts together when creating their sculpture. • Use any Emma Bridgewater design to inspire own art. |



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| | | <p>colour mixing, the colour wheel and colour spectrums.</p> <ul style="list-style-type: none"> Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work e.g. small brush for small marks. Continue to use a comfortable grip with painting tools Begin to experiment with using different painting tools e.g. straws, natural materials etc. with increasing control Name and use primary colours; name, mix and use secondary colours | <p>colour mixing, the colour wheel and colour spectrums.</p> <ul style="list-style-type: none"> Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work e.g. small brush for small marks. Continue to use a comfortable grip with painting tools Begin to experiment with using different painting tools e.g. straws, natural materials etc. with increasing control Name and use primary colours; name, mix and use secondary colours | |
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| Year 3 | | | | |
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| KS2 End Points (NC) | Unit | Drawing Create a cave drawing, taking inspiration from their Stone Age study. | Painting/Printing Create a pop art painting in the style of Andy Warhol. | Sculpture Create a Greek pot, taking inspiration from their Ancient Greece study. |
| Has learnt 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. | | <ul style="list-style-type: none"> Drawing is a skill used by humans which has been developed over thousands of years. Different materials can be used to create drawings. | <ul style="list-style-type: none"> Andy Warhol was an American artist who was famous for pop art. Andy Warhol was one of the most famous artists of the 20th Century | <ul style="list-style-type: none"> Greek pots were created to hold items and were often decorated with Greek myths. Pottery is 3D form and can be made from different materials. |



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| <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | <p>Key Knowledge</p> <ul style="list-style-type: none"> • Tone refers to how light or dark something is • A line, in art, is defined as a point moving in space. • When sketching we use different lines to ensure our drawings are accurate, detailed and true to life. • We use tone to give objects dimension and perspective when sketching. • Using different pressure with a pencil creates different tones. | <ul style="list-style-type: none"> • Pop art often uses bright complimentary colours and repeated patterns. • Primary colours are popular in pop-art. • Complimentary colours are bold and clashing. • A pattern can be repeated in various ways | <ul style="list-style-type: none"> • Clay can change form by rolling, wedging/kneading, pinching, smoothing and hollowing. • Paint can be used to create line and pattern. • Handles can be added securely to clay pots by scoring and fusing with slip. |
| | <p>Key Skills</p> <ul style="list-style-type: none"> • Developing intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Begin to show an awareness of objects having a third dimension and perspective. • Create textures and patterns with a wide range of drawing implements. • Colouring with control within boundary lines • Colouring with careful marks and suitable pressure • Use different pressures and marks to create tones • Drawing a range of 2D shapes with accuracy • Make effective use of space when drawing by using markers on the page | <ul style="list-style-type: none"> • Demonstrate increasing control the types of marks made and experiment with different effects and textures, including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. • Mix colour, shades and tones with increasing confidence. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Confidently create different effects and textures with paint according to what they need for the task. • Continue to experiment with using different painting tools e.g. straws, natural materials etc. with control • Begin to explore different brush techniques e.g. stippling, blending, dry brushing etc. | <ul style="list-style-type: none"> • Use equipment and media with confidence. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas, record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures with increasing control and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique • Begin to explore how to create relief with sculptures |



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| | | <ul style="list-style-type: none"> • Drawing different 3D shapes with increasing accuracy of perspective, adding tones to create depth • Using different marks e.g. straight lines, dots, curved lines etc. with greater control and accuracy | <ul style="list-style-type: none"> • Begin to explore different painting methods e.g. impasto, sgraffito, overlaying • Name and use primary colours; name, mix and use secondary colours, begin to mix and use tertiary colours | |
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| Year 4 | | | | |
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| KS2 End Points (NC) | Unit | Sculpture Create a 'Gorgon's Head' taking inspiration from the Roman Baths. | Printing Create a print of aspects of the Staffordshire Hoard. | Drawing Create a landscape drawing of a woodland inspired by the plot of The Wild Robot. |
| Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing | | <ul style="list-style-type: none"> • Sculptures are 3D forms and can be made from different materials | <ul style="list-style-type: none"> • The Staffordshire Hoard shows us the Anglo-Saxons were very skilled craftsmen. | <ul style="list-style-type: none"> • Peter Brown is the author and illustrator of The Wild Robot. • Georgia O'Keeffe was an American artist who was born in 1887; she |



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| <p>awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | <p>Key Knowledge</p> <ul style="list-style-type: none"> • Clay can change form by rolling, wedging/kneading, pinching, smoothing and hollowing • Lines, patterns and shapes can be applied to clay using different materials to cut and carve • Relief can be added securely to clay by scoring and fusing with slip | <ul style="list-style-type: none"> • Print blocks can be made from polystyrene blocks and cardboard. • Engraving can be added to polystyrene blocks using a sharp tool such as a pencil. • Relief can be added to cardboard print blocks using materials such as string. • Rubbings can be made to create textured prints. • A positive print can be made by rolling out paint, laying a plain piece of paper on top, drawing onto it and peeling it away. • A negative print can be made by putting a plain piece of paper over the paint which has just been used to create a positive print, rolling over the paper and peeling it away. | <p>Painted nature in a way that showed how it made her feel.</p> <ul style="list-style-type: none"> • Landscape painting is a well-known type of art that often shows a scene from nature, such as the countryside. • Landscape paintings may include people or animals but the focus is the scenery. • Some landscape paintings include buildings or scenes from a city. These are known as cityscapes. • Many landscape paintings can be divided into the foreground, middleground and the background. • The term landscape painting was developed in the 17th Century. • En plein air is a French term that means out of doors. It is used to describe painting outside in the open air. • Sketchbooks are a resource to develop out skills and ideas. The majority of artists use them to hone their craft. |
| | <p>Key Skills</p> <ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Make a slip to join two pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Use recycled, natural and man-made materials to create sculptures. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. | <ul style="list-style-type: none"> • Increase awareness of mono printing. • Demonstrate experience in fabric printing. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Expand experience in 3-colour printing. | <ul style="list-style-type: none"> • To draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to draw different forms and shapes. • Apply tone in a simple way. • Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects. • Use sketchbooks to collect and record visual information from |



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| | | <ul style="list-style-type: none"> Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Create patterns and textures using different tools, techniques and materials with control Use relief in 3D sculptures, ensuring it is created or secured stably | <ul style="list-style-type: none"> Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. Create own printing blocks using different materials and techniques to achieve patterns, shapes and textures. Create repeated patterns and explore how colour can be used to achieve particular effects. Begin to explore how positive and negative spaces can be created and used in printed works. | <p>different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. |
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| Year 5 | | | | |
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| KS2 End Points (NC) | Unit | Drawing Create a drawing in the style of Frida Kahlo, taking inspiration from their study of Mexico. | Repeating Prints Create a repeated print in the style of William Morris. | Painting Create a painting to convey the detrimental impact of plastic pollution, taking inspiration from Mandy Barker and Pamela Longobardi. |
| Has learnt 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. | | <ul style="list-style-type: none"> A vanishing point can be used to give the impression of depth in a picture. When considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer. | <ul style="list-style-type: none"> William Morris (24 March 1834 – 3 October 1896) was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist | <ul style="list-style-type: none"> Mandy Barker is an international award-winning photographer whose work involving marine plastic debris for more than 12 years, has received global recognition. |



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| <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | <p>Key Knowledge</p> | <ul style="list-style-type: none"> The use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art. Art can be autobiographical and be influenced by an artist's own experiences (relate, compare and comment on drawings from different contexts and cultures, for example, the influence of Kahlo's heritage on her work). Artists use different methods and approaches to convey their ideas and sense of self (e.g. Frida Kahlo) Specific art pencils are more suitable to achieve a chosen affect. Charcoal can be used to sketch, as well as different types of pencil, and varying the type of paper can also change the outcome (some types of paper are more appropriate to a specific medium than others). Be aware of and able to compare and comment on drawings from different contexts and cultures. E.g. Kahlo's Mexican heritage influencing use of flowers and clothing in her self-portrait sketches. | <p>associated with the British Arts and Crafts Movement.</p> <ul style="list-style-type: none"> William Morris was inspired by nature. Know that recording observations from nature in sketchbooks is one of the first stages of creating a print design. Mono printing is a type of printmaking where the intent is to make unique prints. Overlaying colours is the building up of different colours to create texture. Positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest. | <ul style="list-style-type: none"> Working with scientists she aims to raise awareness about plastic pollution in the world's oceans, highlighting the harmful effect on marine life and ourselves - ultimately leading the viewer to take action. Pamela Longobardi is an American contemporary artist and is known internationally for sculptural works and installations created from plastic debris, primarily from marine and coastal environments, as a primary material. Art can be a means to express personal views and develop knowledge of the use of shade and colour in the context of personal expression. Use knowledge of proportion and scale in the context of the stimulus. Know how to develop initial ideas through sketches to express aspects of own beliefs, making connections between own explorations and the materials used. To recognise similarities and differences in the styles adopted by artists. |
| | | <ul style="list-style-type: none"> Use a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on). | <ul style="list-style-type: none"> Use tools in a safe way Continue to gain experience in overlaying colours. Start to overlay prints with other media. | <ul style="list-style-type: none"> Understand how to mix acrylic paints appropriately. Mix primary colours to create both secondary and tertiary colours on a colour wheel. |



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| | Key Skills | <ul style="list-style-type: none"> • Demonstrate greater awareness of the qualities of materials • Develop practical skills, including working on different scales • Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. • Developing ideas from own drawings using different media. • Experiment with different approaches when sketching to improve skills – including using different tools to sketch, e.g. different pencils. | <ul style="list-style-type: none"> • Show experience in a range of mono print techniques. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works • Create and use positive and negative space in printed works | <ul style="list-style-type: none"> • Practice and refine images over time through use of sketchbooks. • Add texture to a painting using a variety of methods. • Demonstrate understanding of the use of complementary colours • Experiment with painting to convey a sense of mood. • Experiment with mixed media to create a 3D effect. |
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| Year 6 | | | | |
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| KS2 End Points (NC) | Unit | Poppy Sculptures Create poppy sculptures in the style of Paul Cummins and Tom Piper. | Painting Create a painting of an aspect of WW2 in the style of Evelyn Mary Dunbar. | Drawing Create a Harry Potter illustration, taking inspiration from their favourite scene. |
| Has learnt 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. | | <ul style="list-style-type: none"> • Poppies from the installation Blood Swept Land and Seas of Red by artist Paul Cummins and designer Tom Piper, originally staged by Historic Royal Palaces at HM Tower of London in 2014. | <ul style="list-style-type: none"> • Evelyn Mary Dunbar was a British artist, illustrator. • She is notable for recording women's contributions to World War II on the United Kingdom home front, particularly the work of the Women's Land Army. | <ul style="list-style-type: none"> • Jim Kay is a British illustrator and printmaker from Northamptonshire, England, who was selected personally by J. K. Rowling to present colour illustrations of every title in the Harry Potter series. |



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| <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | <p>Key Knowledge</p> <ul style="list-style-type: none"> Originally displayed at the Tower of London to commemorate 100 years since the start of WW1. Sculptures are 3D forms and can be made from different materials. Clay can change form by pinching, slabbing, and coiling. Understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief (a sculptural method in which the sculpted pieces are bonded to a solid background of the same material, added securely to clay by fusing, scoring with slip) | <ul style="list-style-type: none"> She was the only woman working for the War Artists' Advisory Committee on a full-time salaried basis. Children should be able to mix colours and tones of paint. Space can be crowded or spacious – the use of space effect how people view a painting. Focal points are used to draw the attention of the observer. Paintings can convey messages and stimulate a reaction from the observer. | <ul style="list-style-type: none"> Explore different techniques to sketch a face/body, focusing on facial expressions. Use sketch books to record different Harry Potter scenes/characters to explore different ways of sketching to develop mastery of drawing techniques. Know the different ways to add depth to sketching: hatching and cross-hatching, stippling, scribbling, circling, smooth shading and blending, creating highlights, rendering. |
| | <p>Key Skills</p> <ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Model and develop work through a combination of pinch, slab, and coil. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: furniture, buildings. Use sketchbooks to collect and record visual information from different sources, considering how the parts will join together. Annotate work in sketchbook. Confidently carve a simple form. | <ul style="list-style-type: none"> Create exploratory work, trying out different approaches and developing an extended repertoire of ideas from different starting points. Explore different tools and surfaces and select appropriately, experimenting with paint application, colour and scale Consolidate and develop further skills in colour mixing – reproducing colours in natural and made objects to express moods and emotions, emphasising certain colours and replacing others in a reproduction of an image to convey a specific mood. Develop artistic techniques to express and refine own ideas and responses to a piece of art/a given or chosen subject. Review the effectiveness of their own work, adapting it and | <ul style="list-style-type: none"> Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. Investigate and develop practical skills and working on different scales Explore and increase understanding of the different functions of drawing Draw from memory, imagination and first-hand experience, experimenting with different approaches in a sketchbook Use drawing as a starting point and to generate ideas that may or may not be taken forward in other media. |



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| | | | <p>articulating their reasons with appropriate vocabulary.</p> <ul style="list-style-type: none">• Make connections between the materials and processes used by artists and those explored by themselves, expressing personal preferences• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.• Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.• Mix colour, shades and tones with confidence building on previous knowledge.• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.• Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.• Making independent choices with the size and scale of paintings. | |
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