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| 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.

DfE Key Stage 2 Pupils should be taught: 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. • to create sketch books to record their observations and use them to review and revisit ideas: a sketchbook is not limited to the Victorian concept of a hard back book of plain drawing paper, in which pupils make observed sketches. It is a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, act creatively to support through diverse forms of design the creative process they are engaged in. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)• about great artists, architects and designers in history and the modern day, understanding the historical and cultural development of their art forms.. |
|  | Y5 | Y6 |
| **Generating Ideas** **Designing & Developing Ideas****including use of sketchbooks for recording, designing, experimenting** | engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Keep notes which consider how a piece of work may be developed further Start to develop their own style using tonal contrast and mixed media. Adapt work as and when necessary and explain whyExplore and record their plans, ideas and evaluations to develop their ideas towards an outcome | independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used, eg plan a sculpture through drawing and other preparatory work, plan how to join parts of the sculpture.)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.Develop their own style using tonal contrast and mixed media.Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome  |
| **Making** **Making Art, Craft and Design – developing fluency****Through the specialisms of drawing, painting, sculpture****Including exploring and learning about the formal elements of line, tone, texture, colour, form, shape and pattern****Developing a knowledge of media, materials, methods and techniques** | confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) use their acquired technical expertise to make work which effectively reflects their ideas and intentions.  | Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work |
| **Drawing and mark making**Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Develop simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view findersuse a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form  | **Drawing and mark making**Work from a range of sources including observation and photographs Work in a sustained and independent way to create detailed drawings Develop close observational skills using a variety of view finders Use different techniques for different purposes e.g. shading, hatching etc Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background Explore colour mixing and blending techniques with coloured pencils Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes Start to develop their own style using tonal contract and mixed media Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| **Painting, printing and collage**Confidently control types of marks made and experiment with different effects and textures Mix and match colours to create atmosphere and light effects. Mix colours, shades, tones and tints with confidence Start to develop a painting from a drawing Use watercolour paints and small brushes to develop detail Experiment composing using fore, middle and background Create images with lots of tone but using only one colour – monochromeApply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media. | **Painting, printing and collage**Work with sustained independence and confidence to develop their own style of painting. Use a range of effects to convey mood/feeling in their work. Mix colour, shades, tints and tones with confidence and to achieve an intended effect Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design workCreate a painting from a drawing Use painting techniques as part of a mixed media at project. Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.Work in a sustained way over several sessions to complete a piece. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects Embellish a surface using a variety of techniques, including drawing, painting and printing Select and use found materials with art media and adhesives to assemble and represent an image or stimulus |
| **Sculpture, form and space**Manipulate materials to make a new 3D form e.g. human figure. Use covering materials such as Modroc or modelling clay to create 3D models. Add final finishes to models using paint/glazing techniques. Use clay to create a coil pot using joining techniques to add detail e.g. handles. Use smoothing techniques to create a desired finish before painting.Explore a greater range of materials to create 3D forms eg.wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently | **Sculpture, form and space**Use more complex techniques to mould and form malleable materials, such as pinch, slab and coil techniques in clay Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.Investigate scale when creating forms in three dimensions. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. |
| Disciplinary knowledgeAppreciate the significance of art in human life, and the scope of art across time in all its formsKnow the different ways that art can exist – traditional modern and contemporaryKnow that art (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. **Including evaluating own work and that of others** | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. talk more confidently about the scope of human imagination and creativity over time, with an clear idea of art through history. Express what art means to them and talk about artists and movements they like most.Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the worktalk confidently about the scope of human imagination and creativity over time, with an clear idea of art through history. Express what art means to them and talk about artists and movements they like most, explaining how it affects them and influences their own creations.Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| Theoretical Knowledge Including knowledge of artists, craft people, designers and architects as well as their works – consider the history of art through time till the modern day  | research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions Confidently talk about the fact that artists develop and experiment over time and how this can be true for themselves, experimenting with techniques used by other artists and applying ideas to their own artworksKnow about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety..  | Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.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.Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits |