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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 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.  DfE Key Stage 2 Pupils should be taught:  • 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.  . | | |
|  | Y3 | Y4 |
| **Generating Ideas**  **Designing & Developing Ideas**  **including use of sketchbooks for recording, designing, experimenting** | gather and review information, references and resources related to their ideas and intentions.  use a sketchbook for different purposes, including recording observations, planning and shaping ideas.  Identify interesting aspects of objects as a starting point for work.  Use a sketch book to express feelings about a subject  Make notes in a sketch book about techniques used by artists | select and use relevant resources and references to develop their ideas.  use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)  Use a sketchbook 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.  Express likes and dislikes through annotations.  Use a sketchbook to adapt and improve original ideas.  Make notes to indicate their intentions/purpose of a piece of work. |
| **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** | **develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.**  **select, and use appropriately, a variety of materials and techniques in order to create their own work**. | **investigate the nature and qualities of different materials and processes systematically.**  **apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)** |
| **Drawing and mark making**  Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil  Experiment with ways in which surface detail can be added to drawings  Understand tone through the use of different grades of pencils (HB, 2B, 4B)  Experiment with different grades of pencil to create lines and marks and to draw different forms and shapes  Explore shading with different media to achieve a range of light and dark tones, black to white  Draw objects from different viewpoints: above, below, front, back  Draw with expression and begin to experiment with gestural and quick sketching. | **Drawing and mark making**  Confidently use of a range of materials, selecting and using these appropriately with more independence.  Begin to show in their drawings that objects have a third dimension  Developing drawing through further direct observation, showing a greater awareness of composition and demonstrating the beginnings of an individual style.    Using tonal shading and starting to apply an understanding of shape to communicate form, proportion and perspective.  Use different grades of pencils and other drawing implements to achieve variation in tone  Experiment with different shading techniques of hatching and cross hatching |
| **Painting, printing and collage**  Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.  Mix colours with greater accuracy and begin to consider how colours can be used expressively.  Explore contrasting and complimentary colours.  Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping.  In sketchbooks, use collage as a means of collecting ideas.  Sort and group materials by properties e.g. colour and textures  Create and arrange shapes appropriately  Select and use textured paper for an image  Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing  Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects  Experiment with different types of paint  Work in greater detail when relief printing - making printing blocks  Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles)  Create repeating patterns  Develop skills of overlapping and overlaying to place objects in front or behind in a collage  Use collage as a means of collecting ideas and information and building a visual vocabulary | **Painting, printing and collage**  Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.  Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.  Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.  Experiment with overlapping and overlaying materials to create interesting effects.  Build on understanding of the colour wheel, storing information through investigation on a colour spectrum Explore complementary colours – colours opposite each other on the colour wheel  Work on different scales, selecting suitable brush size and type Introduce watercolour paints to create wash backgrounds  Create different effects and textures with paint according to what they need for a task.  Use light and dark within painting and show understanding of complimentary colours.  Mix tints and shades with increasing confidence.  Experiment with creating tones – adding grey to a colour  Work with increasing detail, using appropriate brushes.  Work with a range of paints: poster and watercolour and investigate effect  Use two colour overlays when relief printing  Design a complex pattern made up from two or more motifs and print a tiled version  Experiment with techniques to make mosaics for example |
| **Sculpture, form and space**  plan and think through the making process to create 3D forms using a range of materials.  Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).  Experiment with combining found objects and recyclable material to create sculpture.  Make 3D models by constructing materials and using papier mâché and paint to add a final finish.  Plan, design and make models from observation or imagination. | **Sculpture, form and space**  Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.  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.  Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.  Manipulate clay.  Create surface patterns and textures onto clay looking at cultural decoration from historic time periods. |
| 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** | In response to the varied and sometimes contradictory art they see, express clear preferences and give some reasons for these (for instance, be able to say “I like that because…”)  Start to understand the scope of human imagination and creativity over time as well as the meaning and value of art for humans and for themselves.  take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) | In response to the varied and sometimes contradictory art they see, express clear preferences and give some reasons for these (for instance, be able to say “I like that because…”) and be able to use technical vocabulary to do so.  Start to talk about with some clarity about the scope of human imagination and creativity over time, with an idea of art through history. Start to be able to express what art means to them.  regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve. |
| Theoretical KnowledgeIncluding knowledge of artists, craft people, designers and architects as well as their works – consider the history of art through time till the modern day | Know about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with.Start to appreciate the journey of an artist or artists in their life span and how being an artist does not mean producing just one kind of art.Investigate how artists work, for example how they might use warm and cool colours – create and use in own work building on understanding of tints and shades. | Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Confidently talk about the fact that artists develop and experiment over time and how this can be true for themselves. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.Look at how artists paint foregrounds and backgrounds for perspective when thinking about landscapes. |