

### **Purpose:**

We aim to enable learners at all levels to explore, be curious, create and develop new ideas. Bringing our community together, to build moral purpose and Christian values. We will strive to provide memorable, meaningful learning experiences by creating an environment where each child can unlock their full potential.'

### **Our vision:**

Art, craft and design embody some of the highest forms of human creativity.' Through introducing key skills and materials in a nurturing and safe environment, our curriculum aims to foster an open-ended exploration of creativity in which children are encouraged to take creative risks and learn from the journey rather than a predefined outcome. Lessons are designed to inspire each child to experiment with, master and manipulate skills to enable them to express their creativity in unique works of art, craft and design.

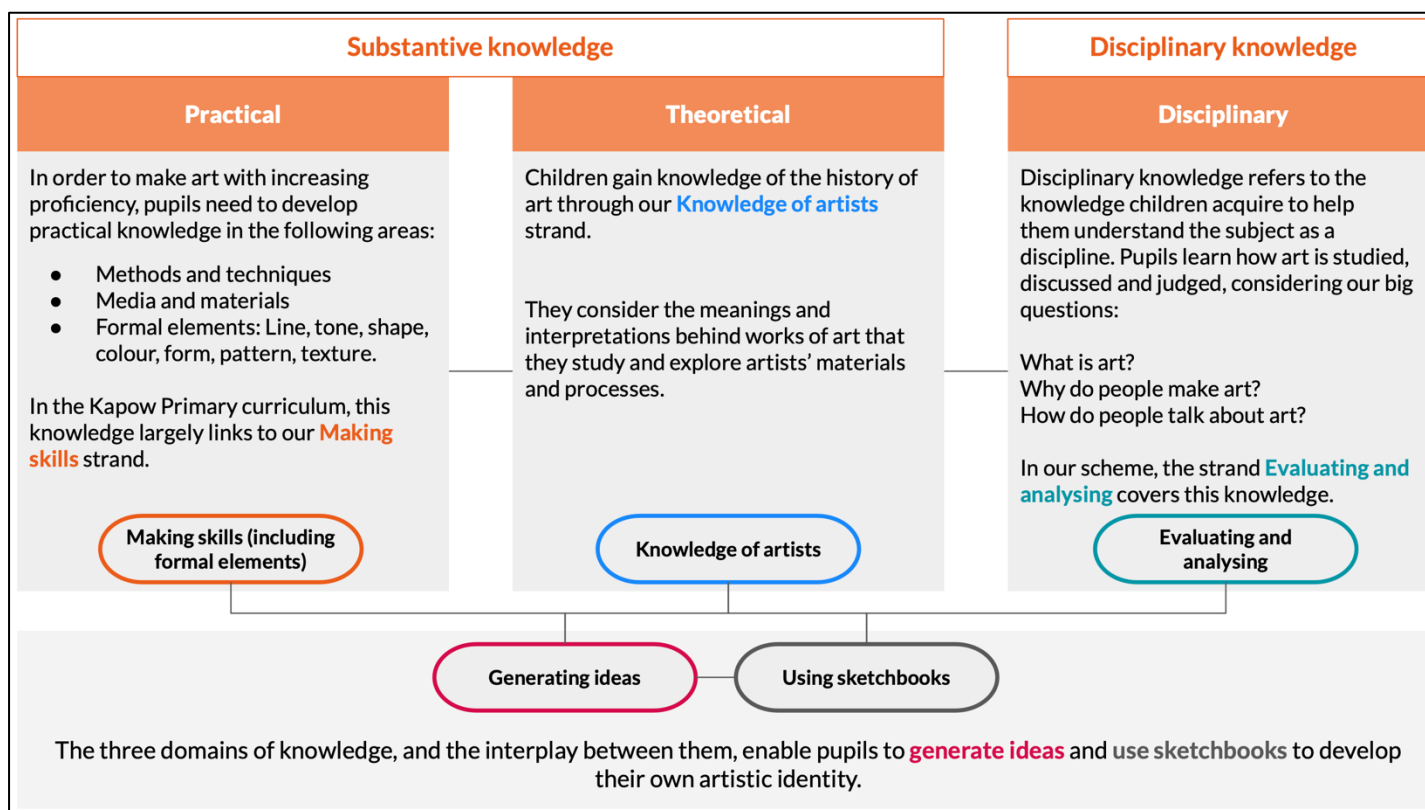
### **Our Aims**

- To ensure that all pupils:
- explore creativity in a holistic way.
- are able to use an open-ended exploration of materials, ideas and techniques.
- value the journey over or alongside outcome
- explore notions of "identity", gain the confidence to share their exploration and their thoughts, and to learn to appreciate and respect that others might have different experiences of their own identity.
- work together as a team, as well as value their ability to work alone.
- demonstrate that drawing, mark-making, making etc are physical as well as mental activities in which the mind and the body are involved.
- have the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others. Outcomes for pupils in

### **Our Pupils will:**

- 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

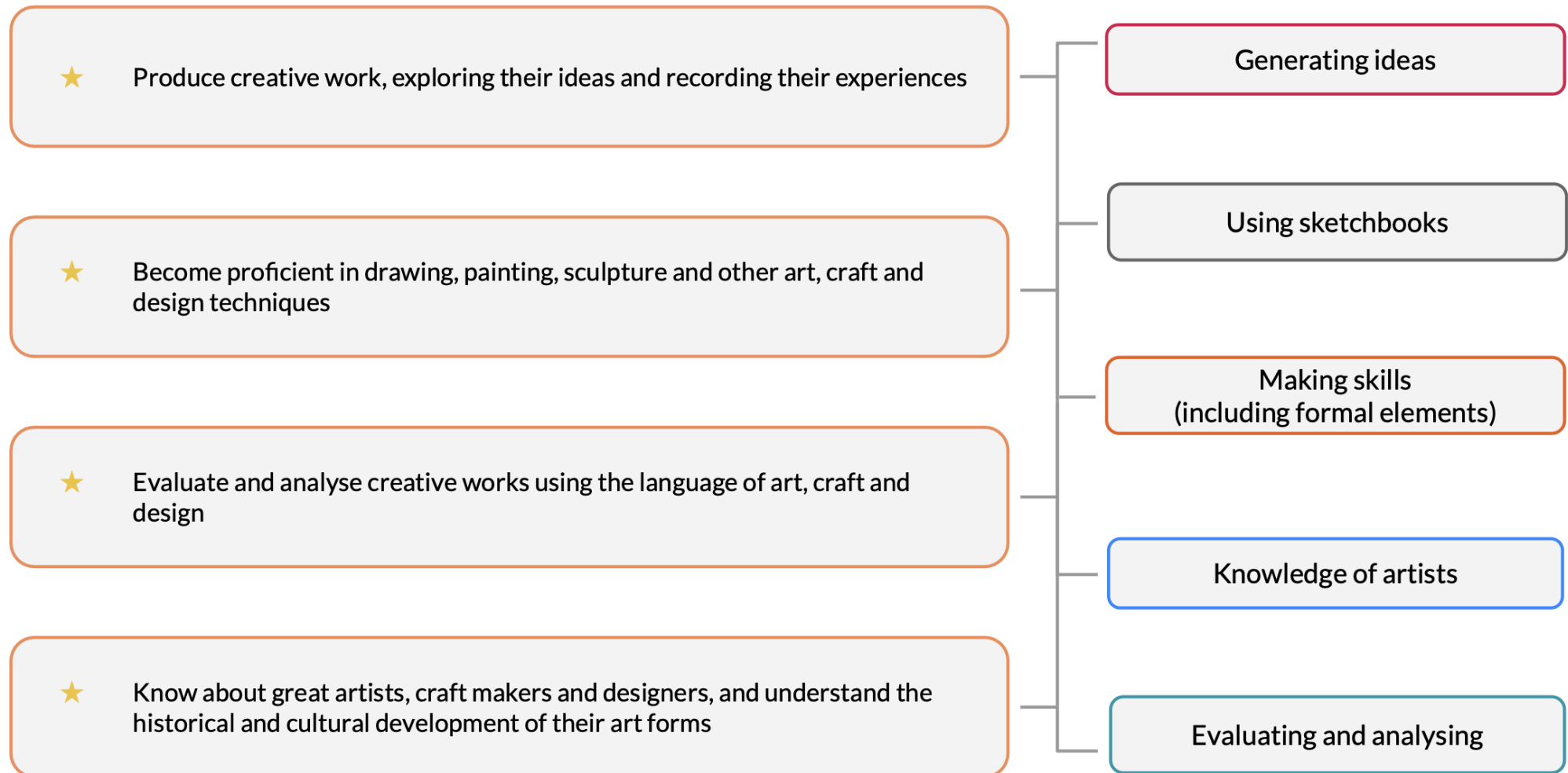
Knowledge of Art and Design can be identified in three categories		
<p><b>Practical Knowledge:</b> This outlines the methods, techniques, and materials that our children will be taught.</p> <p>We learn about the four components of art: drawing, painting, sculpture and printing. Alongside this we explicitly teach the formal elements of line, colour, texture, shape and space. These are all repeated as a child progresses through Ketton CE Primary.</p>	<p><b>Theoretical Knowledge:</b> This outlines the work of professional artists including different artists around the world, movements, and periods of history.</p> <p>We focus on the acquisition of knowledge about a range of art movements and artists alongside the practical knowledge taught in the formal elements and components</p>	<p><b>Disciplinary Knowledge:</b> This outlines the different ways that art can be engaged with, discussed and opinions formed.</p> <p>We have selected artists who present their art in different ways. We ensure every unit taught includes opportunities to look closely at artwork; to evaluate, debate and discuss this so our children can think deep</p>



## How does Kapow Primary help our school to meet statutory guidance for Art and design?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

From these aims, we have identified five strands which run throughout our scheme of work:



### **Oracy in Art and Design:**

Through our Art and design curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods, and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.

### **Learning through talk**

We believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

### **Learning to talk**

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

**'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'**

**Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

## EYFS

Our Primary Art Curriculum promotes open-ended creative learning, placing emphasis on the creative journey and nurturing children to become confidence and independent creators. In order to prepare children for the pathways our Art Curriculum, we use resources suitable for EYFS and SEND. The aim of these resources is to help give pupils opportunities and experiences which enable pupils to:

- Build dexterity skills
- Explore materials and mark making in a playful way
- Use bodies and imaginations to inspire making
- Explore how they can reflect and share their views about what they have seen or made
- Explore how art enriches our lives

## Breadth of study

EYFS		
<p>Unit 1 Drawing: <a href="#">Marvellous marks</a> <i>Exploring mark-making and the language of texture, children use wax crayons and chalk to make rubbings on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</i></p> <p><a href="#">Lesson 1: To investigate the marks and patterns made by different textures</a>  <a href="#">Lesson 2: To explore making marks with felt tips</a>  <a href="#">Lesson 3: To explore marks with chalk</a>  <a href="#">Lesson 4: To explore mark making using pencils</a>  <a href="#">Lesson 5: To create a simple observational drawing</a>  <a href="#">Lesson 6: To use a variety of colours and materials to create a self-portrait</a></p>	<p>Unit 2 Painting and mixed media: <a href="#">Paint my world</a> <i>Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different painting techniques to create splatter pictures.</i></p> <p><a href="#">Lesson 1: To explore paint through finger painting</a>  <a href="#">Lesson 2: To create natural paintbrushes using found objects</a>  <a href="#">Lesson 3: To respond to music through the medium of painting</a>  <a href="#">Lesson 4: To make child-led collages using mixed media</a>  <a href="#">Lesson 5: To create landscape collages inspired by the work of Megan Coyle</a>  <a href="#">Lesson 6: To create a large piece of group artwork based around fireworks</a></p>	<p>Unit 3 Sculpture and 3D: <a href="#">Creation station</a> <i>Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist, etc. They create natural landscape pictures using items they have found outdoors.</i></p> <p><a href="#">Lesson 1: To explore clay and its properties</a>  <a href="#">Lesson 2: To explore playdough and its properties</a>  <a href="#">Lesson 3: To create natural 3D landscape pictures using found objects</a>  <a href="#">Lesson 4: To generate inspiration and conversation about sculpture art and artists</a>  <a href="#">Lesson 5: To begin making 3D clay sculpture using the designs created</a>  <a href="#">Lesson 6: To make 3D clay sculpture using the designs created</a></p>

Year 1		
<p>Drawing: <a href="#">Make your mark</a> <i>Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They then apply these skills to a collaborative piece using music as a stimulus.</i></p> <p><a href="#">Lesson 1: Exploring line</a> <a href="#">Lesson 2: Making waves</a> <a href="#">Lesson 3: Experimenting with media</a> <a href="#">Lesson 4: Mark making</a> <a href="#">Lesson 5: Drawing from observation</a></p> <p><b>Artist inspiration:</b> Bridget Riley and Zaria Forman.</p>	<p>Sculpture and 3D: <a href="#">Paper play</a> <i>Creating simple three-dimensional shapes and structures using familiar materials, children develop their skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils may extend their learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</i></p> <p><a href="#">Lesson 1: Tube towers</a> <a href="#">Lesson 2 : 3D drawings</a> <a href="#">Lesson 3 : Tree of life</a> <a href="#">Lesson 4: Giant spider model 1</a> <a href="#">Lesson 5: Giant spider model 2</a></p> <p><b>Artist inspiration:</b> Louise Bourgeois</p>	<p>Painting and mixed media: <a href="#">Colour splash</a> <i>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by the artists Clarice Cliff and Jasper Johns.</i></p> <p><a href="#">Lesson 1: Making colours</a> <a href="#">Lesson 2: Painting with colour</a> <a href="#">Lesson 3: Printing with paint</a> <a href="#">Lesson 4: Exploring colour mixing</a> <a href="#">Lesson 5: Clarice Cliff plates</a></p> <p><b>Artist inspiration:</b> Clarice Cliff and Jasper Johns.</p>
Year 2		
<p>Craft and design: <a href="#">Map it out</a> <i>This unit focuses on teaching children to explore and create maps through various art forms, including drawing, felt making, printmaking, and designing stained glass. The lessons aim to develop skills in sorting, designing, and evaluating art, encouraging students to present and discuss their creations in a class gallery setting.</i></p> <p><a href="#">Lesson 1: Creative journey</a> <a href="#">Lesson 2: Relief maps</a> <a href="#">Lesson 3: Abstract maps</a> <a href="#">Lesson 4: Print Possibilities</a> <a href="#">Lesson 5 : Gallery experiences</a></p> <p><b>Artist inspiration:</b> Emma Johnson</p>	<p>Painting and mixed media: <a href="#">Life in colour</a> <i>This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</i></p> <p><a href="#">Lesson 1: Colour Magic</a> <a href="#">Lesson 2: Texture Hunt</a> <a href="#">Lesson 3 : Making Textures</a> <a href="#">Lesson 4 : Collage Creation</a> <a href="#">Lesson 5 : Developing detail</a></p> <p><b>Artist inspiration:</b> Romare Bearden</p>	<p>Sculpture and 3D: <a href="#">Clay houses</a> <i>This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.</i></p> <p><a href="#">Lesson 1: Exploring clay</a> <a href="#">Lesson 2: Pinch pots</a> <a href="#">Lesson 3: Applying skills in clay</a> <a href="#">Lesson 4: Designing a tile</a> <a href="#">Lesson 5: House tiles</a></p> <p><b>Artist inspiration:</b></p>

Year 3		
<p>Drawing: <a href="#">Growing artists</a> <i>This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.</i></p> <p><a href="#">Lesson 1: See like an artist</a> <a href="#">Lesson 2: Shading</a> <a href="#">Lesson 3: Texture pictures</a> <a href="#">Lesson 4: Botanical drawing</a> <a href="#">Lesson 5: Abstract flowers</a></p> <p><b>Artist inspiration: Max Ernst, Maud Purdy</b></p>	<p>Craft and design: <a href="#">Ancient Egyptian scrolls</a> <i>This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.</i></p> <p><a href="#">Lesson 1: Exploring Ancient Egyptian art</a> <a href="#">Lesson 2: Designing scrolls</a> <a href="#">Lesson 3: Making paper</a> <a href="#">Lesson 4: Scroll making</a> <a href="#">Lesson 5: Making zines</a></p> <p><b>Artist inspiration:</b></p>	<p>Sculpture and 3D: <a href="#">Abstract shape and space</a> <i>This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.</i></p> <p><a href="#">Lesson 1: Structural shapes</a> <a href="#">Lesson 2: Constructing in 3D</a> <a href="#">Lesson 3: Seeing space</a> <a href="#">Lesson 4: Abstract sculpture</a> <a href="#">Lesson 5: Surface decoration</a></p> <p><b>Artist inspiration: Sir Anthony Caro</b></p>
Year 4		
<p>Drawing: <a href="#">Exploring tone, texture and proportion</a> <i>This brand-new unit offers fresh, engaging content designed to reinforce key skills, inspire creativity and support pupils' artistic development. The updates include a clearer and more structured progression of knowledge and skills, broader exposure to diverse artists and new educational videos for both teachers and pupils.</i></p> <p><a href="#">Lesson 1: 3D pencil drawings</a> <a href="#">Lesson 2 : Texture and tone</a> <a href="#">Lesson 3 : Understanding proportion</a> <a href="#">Lesson 4 : Creating an effective composition</a> <a href="#">Lesson 5: Using texture, tone and proportion in drawing</a></p> <p><b>Artist inspiration:</b></p>	<p>Painting and mixed media: <a href="#">Light and dark</a> <i>Analysing different painting techniques, comparing paintings by artists according to elements such as texture or colour and practising creating tints and shades when colour mixing. Having experimented with painting techniques, the children paint a still life that showcases their own unique style.</i></p> <p><a href="#">Lesson 1: Tints and shades</a> <a href="#">Lesson 2: Three dimensions</a> <a href="#">Lesson 3: Painting techniques</a> <a href="#">Lesson 4: Composition</a> <a href="#">Lesson 5 : Still life</a></p> <p><b>Artist inspiration:</b></p>	<p>Craft and design: <a href="#">Fabric of nature</a> <i>Children are inspired to create a series of drawings, forming their ideas into a mood board. Exploring how drawing can develop ideas for pattern design, children draw one rainforest animal from four different perspectives. Children develop an understanding of how pattern designers work in the creative industries and learning how to create a repeating pattern.</i></p> <p><a href="#">Lesson 1: Inspired by the rainforest</a> <a href="#">Lesson 2: One picture, four views</a> <a href="#">Lesson 3: Creating patterns</a> <a href="#">Lesson 4: Repeating patterns</a> <a href="#">Lesson 5: Fabric design</a></p> <p><b>Artist inspiration: William Morris</b></p>

Year 5		
<p><b>Sculpture and 3D:</b>  <a href="#">Interactive installation</a>  <i>Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.</i></p> <p><a href="#">Lesson 1: What is installation art?</a>  <a href="#">Lesson 2: Space and scale</a>  <a href="#">Lesson 3: Everyday amazing</a>  <a href="#">Lesson 4: Creative concepts</a>  <a href="#">Lesson 5: Viewer experience</a></p> <p><b>Artist inspiration: Cai Guo-Qiang</b></p>	<p><b>Drawing:</b>  <a href="#">I need space</a>  <i>This unit focuses on understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the development of pupils' independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks, leading to a final piece of artwork.</i></p> <p><a href="#">Lesson 1: Space imagery</a>  <a href="#">Lesson 2: Drawing decisions</a>  <a href="#">Lesson 3: Teis Albers</a>  <a href="#">Lesson 4 : A vision of the future</a>  <a href="#">Lesson 5: Revisiting ideas</a></p> <p><b>Artist inspiration: Teis Albers</b></p>	<p><b>Painting and mixed media:</b>  <a href="#">Portraits</a>  <i>This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.</i></p> <p><a href="#">Lesson 1: Poem portrait</a>  <a href="#">Lesson 2: Developing drawings</a>  <a href="#">Lesson 3: Self-portraits</a>  <a href="#">Lesson 4: Changing faces</a>  <a href="#">Lesson 5 : Mixed-media portraits</a></p> <p><b>Artist inspiration :</b></p>
Year 6		
<p><b>Craft and design:</b>  <a href="#">Photo opportunity</a>  <i>Children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.</i></p> <p><a href="#">Lesson 1: Photomontage</a>  <a href="#">Lesson 2: Macro photography</a>  <a href="#">Lesson 3 : Digital art</a>  <a href="#">Lesson 4 : Recreating painting</a>  <a href="#">Lesson 5 : Photorealistic self-portraits</a></p> <p><b>Artist inspiration: Hannah Hoch, Chris Plowman, Graham Holland, Edward Weston</b></p>	<p><b>Drawing:</b>  <a href="#">Make my voice heard</a>  <i>This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</i></p> <p><a href="#">Lesson 1: Experimental mark making</a>  <a href="#">Lesson 2: Symbolic imagery</a>  <a href="#">Lesson 3: Chiaroscuro</a>  <a href="#">Lesson 4: Street art</a>  <a href="#">Lesson 5: Powerful imagery</a></p> <p><b>Artist inspiration: Dan Fenelon</b></p>	<p><b>Sculpture and 3D:</b>  <a href="#">Making memories</a>  <i>This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</i></p> <p><a href="#">Lesson 1: Exploring self</a>  <a href="#">Lesson 2: Relief sculptures</a>  <a href="#">Lesson 3: Memory museum</a>  <a href="#">Lesson 4 : Memory sculpture</a>  <a href="#">Lesson 5 : Complete and reflect</a></p> <p><b>Artist inspiration: Louise Nevelson</b></p>

**Progression**

Generating Ideas			
EYFS	KS1	LKS2	UKS2
<p>Children start to explore and develop their ideas. Children start to build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>• Responds imaginatively to art works and object (EAD)</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms (EAD)</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes (UTW)</li> </ul>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences. Children can:</p> <ul style="list-style-type: none"> <li>• respond positively to ideas and starting points; explore ideas and collect information</li> <li>• describe differences and similarities and make links to their own work</li> <li>• try different materials and methods to improve</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ul style="list-style-type: none"> <li>• use sketchbooks to record ideas</li> <li>• explore ideas from first-hand observations</li> <li>• question and make observations about starting points, and respond positively to suggestions</li> <li>• adapt and refine ideas</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: transform, manipulate, dissect, combine, animate, collect,</li> </ul>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ul style="list-style-type: none"> <li>• review and revisit ideas in their sketchbooks</li> <li>• offer feedback using technical vocabulary</li> <li>• think critically about their art and design work</li> <li>• use digital technology as sources for developing and recording ideas</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>
Drawing			
EYFS	KS1	LKS2	UKS2
<p>Children begin to explore different techniques involved in drawing such as wavy and spiral lines, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons and chalk. To create different textures</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b></p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g., shading, thick and thin.</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p>

<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (EAD)</li> <li>• Develops their own ideas through experimentation with diverse materials (EAD)</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms (EAD)</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects (EAD)</li> <li>• Chooses particular colours and materials for their own imaginative purposes (EAD)</li> <li>• Responds imaginatively to art works and objects (EAD)</li> </ul>	<p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> <li>• draw lines (converging and parallel) and lines of varying thickness; use dots and lines to demonstrate pattern and texture</li> <li>• develop shading techniques such as cross and tick hatching and stippling</li> <li>• use different materials to draw, for example pastels, chalk, felt tips</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, geometric, organic, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> <li>• experiment with showing line, tone and texture with different hardness of pencils</li> <li>• use shading to show light and shadow effects using previous hatching techniques and contour hatching</li> <li>• use different materials to draw, e.g., pastels, chalk, felt tips</li> <li>• use line to help show emotion</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching (previous techniques taught)</li> <li>• depict movement and perspective in drawings using background and foreground</li> <li>• use a variety of tools and select the most appropriate</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: foreground, background, positive, negative, value, stimuli, graphic, black, white, shade, tone</li> </ul>
<b>Painting</b>			
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<p>Children start to explore different brushes and tools to see what happens. Children begin to explore colours.</p> <p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (EAD)</li> <li>• Develops their own ideas through experimentation with diverse materials (EAD)</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms (EAD)</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects (EAD)</li> <li>• Chooses particular colours and materials for their own imaginative purposes (EAD)</li> </ul>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> <li>• name the primary, secondary and complimentary colours; experiment with different brushes (including brushstrokes) and other painting tools</li> <li>• mix primary colours to make secondary colours</li> <li>• Know that complimentary colours are opposite each other on a colour wheel</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: primary</li> </ul>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, patterns and lines</li> <li>• mix colours effectively using the correct language, e.g., primary, secondary and complimentary and use these to show emotion</li> <li>• create different textures and effects with paint</li> </ul>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and nonnatural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques</li> <li>• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this</li> </ul>

<ul style="list-style-type: none"> <li>Responds imaginatively to art works and objects (EAD)</li> </ul>	<p>colours, secondary colours, complimentary colours, warm colours, cool colours, acrylic paint, poster paint, contrast</p>	<ul style="list-style-type: none"> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>	<p>strand: blend, dark &amp; light, decorate, geometric, organic, imagination, texture, line,</p>
Sculpture			
EYFS	KS1	LKS2	UKS2
	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><b>KS1 Art and Design National Curriculum</b>  <b>To become proficient in sculpting techniques.</b>  <b>To use sculpture to develop and share their ideas, experiences and imagination.</b> Children can:</p> <ul style="list-style-type: none"> <li>use a variety of shapes, including lines and texture; use key vocabulary to demonstrate</li> <li>Know how to create a shape that resembles the object they are observing</li> <li>Know that their 2D designs can be used to create a 3D piece of work knowledge and understanding in this strand:</li> </ul>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b>  <b>To become proficient in sculpting techniques.</b>  <b>To improve their mastery of art and design techniques, including sculpting with a range of materials.</b> Children can:</p> <ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms</li> <li>use clay and other malleable materials and practise joining technique</li> <li>add materials to the sculpture to create detail</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: armature, Modroc, clay, dissect, paper, sculpture, manipulate, animate, construct, reconstruct</li> </ul>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b>  <b>To become proficient in sculpting techniques.</b>  <b>To improve their mastery of art and design techniques, including sculpting with a range of materials.</b> Children can:</p> <ul style="list-style-type: none"> <li>plan and design a sculpture</li> <li>use tools and materials to carve, add shape, add texture and pattern</li> <li>develop cutting and joining skills, e.g. using angles, coils, slabs and slips;</li> <li>use materials other than clay to create a 3D sculpture</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, geometric, organic, cast, Modroc, papier mache, scale, sculpty, fimo</li> </ul>
Collage			
EYFS	KS1	LKS2	UKS2
<p>Children will have the opportunity to explore using different materials and images to embellish their work</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower</p>

<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (EAD)</li> <li>• Develops their own ideas through experimentation with diverse materials (EAD)</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms (EAD)</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects (EAD)</li> <li>• Chooses particular colours and materials for their own imaginative purposes (EAD)</li> <li>• Responds imaginatively to art works and objects (EAD)</li> </ul>	<p>experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a combination of materials that have been cut, torn and glued</li> <li>• layer and overlap objects to create effect</li> <li>• sort and arrange materials</li> <li>• add texture by mixing materials</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, layer, overlap, features, cut, place, arrange.</li> </ul>	<p>effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices</li> <li>• refine work as they go to ensure precision</li> <li>• learn and practice a variety of techniques, e.g. overlapping, tessellation, and montage</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: collage, texture, imagination, space, decorate, background, perspective, texture,</li> </ul>	<p>KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• add collage to a painted or printed background</li> <li>• create and arrange accurate patterns</li> <li>• use a range of mixed media</li> <li>• plan and design a collage</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix, transform, image, texture, shadow,</li> </ul>
<b>Printing</b>			
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• use carbon paper to produce a different printing technique</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour,</li> </ul>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use more than one colour to layer in a print</li> <li>• replicate patterns from observations</li> <li>• make printing blocks</li> <li>• make repeated patterns with precision</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: rollers, ink, fabric, print foam,</li> </ul>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles</li> <li>• develop techniques in mono, block and relief printing</li> <li>• use printing to enhance effects such as shade, shadow, depth</li> <li>• create and arrange accurate patterns</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: print, mono, relief, blocks, newspaper, balance,</li> </ul>

	shape, printing, printmaking, wood cut, relief printing, objects.	portrait, positive, negative, intention, foil, string, relief, line, figurative	
Knowledge of artists			
EYFS	KS1	LKS2	UKS2
<p>Children have the opportunity to explore the work of famous artists looking at their styles and techniques. They will begin their exposure to art through history in EYFS</p> <p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (EAD)</li> <li>• Develops their own ideas through experimentation with diverse materials (EAD)</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms (EAD)</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects (EAD)</li> <li>• Chooses particular colours and materials for their own imaginative purposes (EAD)</li> <li>• Responds imaginatively to art works and objects (EAD)</li> </ul>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><b>KS1 Art and Design National Curriculum</b> To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers</li> <li>• express an opinion on the work of famous, notable artists</li> <li>• use inspiration from famous, notable artists to create their own work and compare</li> <li>• use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques.</li> <li>• To have experience and knowledge of artists, such as, Diana Beltran Herrera, Colin Self, Georgia O'Keeffe, Jan Van Huysum, Van Gogh, Eric Carle, Cezanne and Bryan Wynter.</li> </ul>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of work</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect</li> <li>• use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. Identifying some artists by their style.</li> <li>• To have experience and knowledge of artists, such as, Quentin Blake, Peggy Fortnum, Bryan Organ, Rembrandt, Picasso, Matisse and Hokusai</li> </ul>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists', artisans' and designers' work</li> <li>• offer facts about notable artists', artisans' and designers' lives</li> <li>• use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. Identifying some artists by their style and palette choices.</li> <li>• To have experience and knowledge of artists, such as, Grayson Perry, Clarice Cliff, Georgina Luck, Lichtenstein, Claes Oldberg, Warhol, George Cruikshank and Taylor Holihan</li> </ul>

Year Group	Line	Colour	Texture	Shape	Space
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Know that artists use different lines</li> <li>• Understand that closing lines will make a shape</li> <li>• Know that lines can be different – straight, curved, zig zag, spiral and diagonal</li> </ul>	<ul style="list-style-type: none"> <li>• Know that artists use different colours</li> <li>• Know that some colours can be bright or dark and some are light</li> <li>• Know that they can blend colours and smudge lines to create different effects</li> <li>• Know that when paint is mixed it will change its colour</li> <li>• Know how to mix basic colours to match the colours they see</li> </ul>	<ul style="list-style-type: none"> <li>• Know that different lines can create different textures</li> <li>• Know that it is possible to create different textures using paint</li> <li>• Know that texture is the feel of something under your fingers</li> </ul>		
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Know that different lines (see previous units in EYFS) can create different effects – horizontal, vertical</li> <li>• Know that forms can be shaded using lines in a parallel hatching technique</li> </ul>	<ul style="list-style-type: none"> <li>• Know that red, blue and yellow are primary colours</li> <li>• Know that you can mix primary colours to create other colours</li> </ul>	<ul style="list-style-type: none"> <li>• Know that different materials can produce different marks</li> <li>• Know that different lines can imitate different textures</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create a shape that resembles the object they are observing</li> <li>• Know that their 2D designs can be used to create a 3D piece of work</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Know how to use shading techniques cross hatch, stipple and tick hatch as well as previous parallel hatching</li> </ul>	<ul style="list-style-type: none"> <li>• Know that secondary colours are created using a mix of two primary colours</li> <li>• Know that complimentary are colours opposite each other on a colour wheel and add high impact and contrast</li> <li>• Know that the colour wheel represents how colours work together and their relationship to one another</li> </ul>	<ul style="list-style-type: none"> <li>• Know that different textures can be made using different lines (see previous year groups) – such as parallel, converging</li> <li>• Know that different textures can be used to create interest or a focal point or to add contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Know that geometric and organic shapes are in the natural world and can use these shapes to draw what they can see</li> <li>• Know that geometric shapes are often used by artists to create form</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Know the shading/line techniques from previous years</li> </ul>	<ul style="list-style-type: none"> <li>• Know that primary, secondary, complimentary colours can be used to show emotions</li> </ul>		<ul style="list-style-type: none"> <li>• Know how to shade using contour hatching to develop form and depth</li> </ul>	

	<p>(parallel, cross, and tick hatching and stippling)</p> <ul style="list-style-type: none"> <li>• Know how to shade using contour hatching to develop form and depth</li> <li>• Know that lines can be used to imitate texture and depth</li> <li>• Know that lines can help to show emotions and movement</li> </ul>			<ul style="list-style-type: none"> <li>• Know that shape can help to show emotions</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Know all that there are different techniques to line and shading (see previous years) that can add texture, depth and emotion</li> <li>• Know that woven hatching can be a technique to add depth, shade and shadow to an object</li> </ul>		<ul style="list-style-type: none"> <li>• Know that textures can create a focal point and contrast</li> <li>• Know that textures can give illusions using different materials and different lines and pattern</li> </ul>		<ul style="list-style-type: none"> <li>• Know that the placement of objects can make things appear further back</li> <li>• Know that space, in art, means the arrangement of objects in a picture</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Know all that there are different techniques to line (see previous years) that can add texture, depth and emotion</li> <li>• Know different types of line to suggest an emotion or to imitate an object</li> <li>• Know all that there are different techniques to line (see previous years) that can add texture, depth and emotion</li> </ul>			<ul style="list-style-type: none"> <li>• Know that different shapes – geometric and organic – can be used to produce a pattern</li> <li>• Know that 2D shapes can be used to create a 3d object</li> </ul>	<ul style="list-style-type: none"> <li>• Know that (as in the previous year) there is a value change with perspective as objects get paler in the background</li> <li>• Know that overlapping objects suggests space (perspective)</li> <li>• Know that objects lack detail when in the background</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Know that there are different lines that create different effects – scribbling, stippling, parallel, converging, spiral, etc</li> <li>• Know that different lines can be used to form objects, depth and textures</li> </ul>	<ul style="list-style-type: none"> <li>• Know that colour and form can suggest emotion</li> <li>• Know that shade is when black is added to a hue (colour) and tint is where white is added to a hue (colour)</li> <li>• Know that, in art, value is the light on a surface</li> </ul>	<ul style="list-style-type: none"> <li>• Know that texture is the feel of a surface, and that texture is used to create interest or a focal point and/or contrast</li> <li>• Know that texture can be created by illusion</li> </ul>	<ul style="list-style-type: none"> <li>• Know that negative shapes can be created in a composition and provide impact</li> <li>• Know that form is when a shape is made 3D</li> </ul>	

	<ul style="list-style-type: none"> <li>Know that lines can also be used to suggest emotions</li> </ul>		using lines, strokes, patterns and shading		
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### Middle Leader questions

Question	Response
<p>Outline your roles and areas of responsibility - what training have you had?</p> <p>How are you supported to do your leadership role effectively?</p>	
<p>What's working well in Art?</p> <p>Key achievements in this subject area - things to celebrate?</p> <p>Challenges? Areas to be developed - priorities? Why - rationale?</p>	
<p>Have you made any recent changes to your subject curriculum? <b>Why?</b></p>	
<p>Briefly describe the school's <b>vision, aims and ambition</b> for Art? Your intent.</p> <p><b>What is Art's profile within the school?</b> What do you want pupils to have achieved and experienced by the time they leave (in top-level detail)?</p> <p>Ultimate goals. What impression you want this subject to leave on pupils?</p> <p>How do you make sure that art is valued as a subject by pupils?</p>	
<p><b>Talk me through your ART curriculum - the big picture</b></p> <p>Where has it comes from and what are you trying to achieve?</p>	
<p>What are the <b>timetabling</b> arrangements for Art? Have you allocated enough time to particular units or topics to make sure they're broad and deep enough?</p>	

<p>How is the history curriculum planned/designed/organised/mapped out? Why?  <b>How do you know what is taught term by term?</b></p>	
<p><b>What is the RATIONALE for the ordering of the content?</b> Why this, why now?</p>	
<p><b>Do all teachers know what pupils need to know by the end of the unit/term/year?</b>          Are the essential knowledge – key concepts, skills, vocabulary and understanding you want pupils to gain clearly laid out in your curriculum maps and/or planning for each topic?</p>	
<p><b>How have you decided what knowledge/skills you expect pupils to learn in history?</b>          How do plans take into account pupils’ prior knowledge and understanding?</p>	
<p><b>How do teachers plan for progression in history?</b>          When you think about pupils getting better at history, what does that mean for your school? What kinds of things are pupils expected to learn and remember over time?</p>	
<p>Does the school give meaningful attention to all <b>categories of knowledge</b> in which progress is made in history?</p> <p><i><b>Substantive knowledge</b> is the ‘stuff’ (or substance) of history. It is history content, like what happened in the Battle of Hastings.          Key knowledge of current topic/theme          Key substantive – more abstract concepts: settlements, beliefs, trade, empire, tax, monarchy, society, conflict          Chronological understanding</i></p> <p><i><b>Disciplinary knowledge</b> is knowledge of how historians find out about the past, and how they shape their arguments.          Cause and consequence, change and continuity, historical significance, similarities and differences, sources and evidence, interpretations</i></p>	
<p><b>How effectively does the school teach the historical concepts of:</b>          Chronological understanding HDYK EVIDENCE          Knowledge and interpretation of events, people, places, changes HDYK EVIDENCE          Historical enquiry - sources of evidence, interpretation/bias HDYK EVIDENCE          To communicate historically using key concepts and vocabulary HDYK EVIDENCE</p>	

<p><b>How well does the EYFS/KS1 curriculum introduce pupils to the study of the past? How does it underpin KS2 POS?</b></p>	
<p><b>How do teachers ensure pupils are challenged in history?</b>          Are tasks challenging and appropriate to ensure children become historians?          How well does your school ensure high expectations in history?</p>	
<p><b>Which aspects of your history curriculum are revised and repeated? Why?</b>          Do children have the opportunity to read extended texts in history? High quality? HDYK</p>	
<p><b>Outline your school's approach to assessment in history - rationale</b>  <b>What is the school's way of measuring progress?</b>          How do teachers ensure that pupils have learned/understood/remembered the key concepts for each unit - long term? How do you capture this information?</p>	
<p>What content from this topic are pupils expected to remember long-term?          Where will pupils revisit content from this topic?</p>	
<p>What are the <b>typical gaps in pupils' knowledge and skills</b> in this subject area?          Is the curriculum planned and sequenced to address these gaps?</p>	
<p>How do you <b>adapt the curriculum</b> to meet different needs of all pupils?          (SEND and HAP) from EYFS to Year 6.</p>	
<p><b>How ambitious is your curriculum for SEND or disadvantaged pupils? HDYK</b></p>	
<p>How strong is <b>teacher subject knowledge</b>?          Where would we see the strongest/weakest teaching? HDYK          What would this look like?</p>	