



Art	
Level Expected at the End of EYFS We have selected the Early Learning Goals that link most closely with the Art National Curriculum. Expressive Arts and Design (Creating with Materials) Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories Expressive Arts and Design (Being Imaginative and Expressive) Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
Key Stage 1 National Curriculum Expectations Pupils should be taught: <ul style="list-style-type: none">• to use a range of materials creatively to design and make products;• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;• 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.	Key Stage 2 National Curriculum Expectations Pupils should be taught: <ul style="list-style-type: none">• 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;• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];• about great artists, architects and designers in history.



Art				
Year Group	Generating Ideas	Making	Evaluating	Knowledge
1	<ul style="list-style-type: none"> • Work purposefully responding to colours, shapes, materials etc. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town) • Create simple representations of people and other things. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town) • Recognise that ideas can be expressed in art work. (A Day in the Life) (The Circus is Coming to Town) • Experiment with an open mind. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town) 	<ul style="list-style-type: none"> • Work spontaneously and enjoy the act of making/creating. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town) • Sustain concentration and control when experimenting with tools and materials. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town) • Try out a range of materials and processes and recognise that they have different qualities. (Treasure Island) (The Circus is Coming to Town) • Use materials purposefully to achieve particular characteristics or qualities. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town) 	<ul style="list-style-type: none"> • Recognise and describe key features of their own and other's work. (A Day in the Life) • Show interest in and describe what they think about the work of others. (A Day in the Life) • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (Treasure Island) (A Day in the Life) 	<ul style="list-style-type: none"> • Know how to explain what they are doing. (Treasure Island) (A Day in the Life) • Know how to recognise and describe some simple characteristics of different kinds of art and artists. (A Day in the Life) (The Circus is Coming to Town) • Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Treasure Island) (A Day in the Life) (The Circus is Coming to Town)



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2	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next. (Buildings) • Use drawing to record ideas and experiences. (Buildings) • Draw recognisably from observation and begin to add some colour, shade and texture. (Buildings) 	<ul style="list-style-type: none"> • Deliberately choose to use particular techniques for a given purpose. (From A to B) (Buildings) • Develop and exercise some care and control over the range of materials they use. For example, they do not accept the first mark but seek to refine and improve. (From A to B) (Buildings) 	<ul style="list-style-type: none"> • When looking at creative work express clear preferences and give some reasons for these. (From A to B) • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (From A to B) (Buildings) 	<ul style="list-style-type: none"> • Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (From A to B) • Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use. (From A to B) (Buildings)
3	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions. (Fashion) (Island Life) (Gateways to the World) • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Scavengers and Settlers) (Fashion) (Island Life) (Gateways to the World) • Draw with some scaling accuracy from observation adding colour, shade and texture. (Island Life) 	<ul style="list-style-type: none"> • Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, clay) and techniques. (Scavengers and Settlers) (Fashion) (Island Life) • Select, and use appropriately, a variety of materials and techniques in order to create their own work. (Scavengers and Settlers) (Fashion) (Island Life) (Gateways to the World) 	<ul style="list-style-type: none"> • Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it. (Fashion) (Island Life) (Gateways to the World) 	<ul style="list-style-type: none"> • Know about (and be able to describe) the work of some artists, craftspeople, architects and designers. (Scavengers and Settlers) (Fashion) (Island Life) • Know how to explain the ways of using some of the tools and techniques they have chosen to work with. (Scavengers and Settlers) (Fashion)



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4	<ul style="list-style-type: none"> Select and use relevant resources to develop their ideas. (Temples, Tombs and Treasures) (All Aboard) Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. (All Aboard) 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials (pencil, charcoal, paint, clay) and processes systematically. (Temples, Tombs and Treasures) Apply the technical skills they are learning to improve the quality of their work. For example, in painting, they select and use different brushes for different purposes, in drawing scaling is evident. (Temples, Tombs and Treasures) 	<ul style="list-style-type: none"> Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve. (Temples, Tombs and Treasures) (All Aboard) 	<ul style="list-style-type: none"> Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Temples, Tombs and Treasures) (All Aboard) Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used. (Temples, Tombs and Treasures)
5	<ul style="list-style-type: none"> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. (The Great, the Bold and the Brave) (AD 900) Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information. (The Great, the Bold and the Brave) (Earth as an Island) (AD 900) 	<ul style="list-style-type: none"> Confidently investigate and exploit the potential of new and unfamiliar materials (pencil, charcoal, clay and paint). For example, try out several different ways of using tools and materials that are new to them. (The Great, the Bold and the Brave) (AD 900) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. Observational drawings are accurate using perspective and or shading for depth texture and realism. (The Great, the Bold and the Brave) (Earth as an Island) 	<ul style="list-style-type: none"> Regularly analyse and reflect on their progress taking account of what they hoped to achieve. (The Great, the Bold and the Brave) (Earth as an Island) 	<ul style="list-style-type: none"> Know how to research and discuss the ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions. (The Great, the Bold and the Brave) (Earth as an Island) (AD 900) Understand how to describe the processes they are using and how they hope to achieve high quality outcomes. (The Great, the Bold and the Brave)



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6	<ul style="list-style-type: none"> Independently develop a range of ideas which show curiosity, imagination and originality. (What Price Progress?) (The Story of English) Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used. (What Price Progress?) (The Story of English) 	<ul style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials (pencil, charcoal, clay, paint) and techniques. (What Price Progress?) (The Story of English) Independently select and effectively use relevant processes in order to create successful and finished work. Observational drawing evidences convincing scale, depth, texture, and tone through the majority of a piece. (The Story of English) 	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work. (What Price Progress?) 	<ul style="list-style-type: none"> Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. (What Price Progress?) (The Story of English) Know technical vocabulary and techniques for modifying the qualities of materials and processes. (The Story of English)



Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any teacher of art to ensure progression of skills and knowledge.



Implementation

Each IPC unit (where art is a focus subject) and through this progression of skills document gives the teacher and adults leading art, confidence in progression of skills and knowledge that outcomes have been met. The lessons within the units of work develop the children’s techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge. The diagram right demonstrates our approach to teaching each unit. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guides and accurate design and technology subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the skills and knowledge that they are teaching.



Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.