

# South View Community Primary School

## Our Art and Design Curriculum



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## 1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience both a wide breadth and depth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

## 2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop vocabulary so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as successful readers. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a wider understanding of the world and their place within it.

### 3. ART INTENT

South View's Art and design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Our curriculum is designed with five strands that run throughout. These are:

- *Generating ideas*
- *Using sketchbooks*
- *Makings skills, including formal elements (line, shape, tone, texture, pattern, colour)*
- *Knowledge of artists*
- *Evaluating and analysing*

## 4. MEETING THE NEEDS OF ALL CHILDREN IN ART

### Supporting children with Special Education Needs and Disabilities

Cognition and Learning		Communication and Interaction	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Interpretation of artists' work.</p> <p>Reading/studying of artists' background and styles.</p> <p>Cognitive difficulties – ability to understand the content of formal art lessons</p> <p>Processing difficulties</p>	<ul style="list-style-type: none"> <li>• Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.</li> <li>• Dual coded knowledge organisers /resources/displays to support access</li> <li>• Use of stories to support understanding, linking art to real life</li> <li>• Key words displayed</li> <li>• Use of shorter/less complex sentences in resources given</li> <li>• Writing frames where possible</li> </ul>	<p>Expressing themselves – opinions using verbal communication</p> <p>Language difficulties may make children unable to access learning</p>	<ul style="list-style-type: none"> <li>• Providing flashcards (dual coded) for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions</li> <li>• Use of simple instructions – small steps</li> <li>• Careful and appropriate modelling to support understanding</li> <li>• Visual aids and dual coding</li> <li>• Videos of examples and practice</li> </ul>

Physical and sensory		Social Emotional and Mental Health	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Fine motor skills/physical difficulties</p> <p>Tactile quality of materials</p>	<ul style="list-style-type: none"> <li>• Choosing appropriate resources and manipulatives for each individual child's need.</li> <li>• Provide additional ways to record info (video/ICT, etc)</li> <li>• Ensure any sensory difficulties are considered at the point of planning</li> </ul>	<p>Low self-esteem in art abilities</p> <p>Social difficulties – may struggle with group work</p>	<ul style="list-style-type: none"> <li>• Showcase different artists' work and a focus on the creation process rather than on the end result.</li> <li>• Teachers languages – that we are all artists.</li> <li>• Open ended learning objectives – the skill not the artwork.</li> <li>• Pre-teach key information so they feel prepared for the lesson and can be an 'expert'</li> <li>• Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start</li> <li>• Provide clear, specific instructions and outline expectations</li> </ul>

Non-Negotiables that need to be in place in all lessons/classrooms when teaching art:

1. Displays (where necessary) and resources available to all pupils
2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.

## Challenging and extending children to achieve greater depth

In this document, there is a selection of criteria presented that staff need to aim to provide for children during Art and Design lessons. This will assist pupils in getting to greater depth or show that they are performing at greater depth.

*A child's ability to skilfully apply their learning in more in-depth ways is called Mastery. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.*

Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. They are the pupils who show natural talent and are able to take an idea or a new skill and adapt it or develop it further independently.

This means that pupils working at Greater Depth will be able to:

- GD pupils will work independently
- GD pupils will research an art movement or artist in greater depth and adapt ideas and process into their own art
- GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- When evaluating their work GD pupils are more analytical and work independently to assess and improve their art
- GD pupils have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art

It can be however very difficult to assess Art and Design as work cannot be judged as right or wrong as in other subjects. It is a personal journey and is not always about judging a finished piece. Pupils can grow and achieve in different ways that is not always evident in a finished piece. A continuing dialogue throughout the lesson, through discussion with the pupil and the teacher offering advice, will produce a much more in-depth judgement of the work than just assessing the piece when it is finished. Students need to understand that it is perfectly normal to feel frustrated and yet be able to give themselves credit and move on. They should not only learn how to develop technique but also how to analyse their own work fairly and make

good choices. Assessment should become a positive, healthy experience where pupils take creative decisions comfortably and learn from their mistakes.

A report published by Ofsted in 2008 'Making a Mark: art, craft and design education' states:

- Where achievement was good or outstanding, pupils' strong understanding of how well they were doing was reinforced by regular use of sketchbooks to develop ideas, record observations, explore different media or evaluate their work.
- Risk-taking also contributed to the highest achievement.
- Exposure to original work created by other artists, craft makers and designers raised pupils' creative aspirations and accelerated their progress.
- Pupils' observations of creative work at first hand inspired them to record observations, explore techniques and develop ambitious ideas which were far in advance of their previous work.

The Kapow Scheme offers advice to support and challenge pupils in differentiation (if needed) and through assessments of learning criteria as shown below:

## Differentiation

### Pupils needing extra support:

Consider keeping slide 15 of the presentation on the board to support their drawing.

Use the *Activity: Cut and glue castle* (with or without the supporting placement map) and complete either by looking at the example on slide 15 or by assembling a design from their own imagination.

### Pupils working at greater depth:

Can label their castle drawing with the key castle features and explain which of the 3D shapes help to make the castle strong and stable based on their previous Structures unit knowledge and/or can justify their own thoughts and ideas as to why this might be.

## Assessing pupils' progress and understanding

**Pupils with secure understanding indicated by:** Drawing a simple castle that includes the most common features. Labelling the drawing. Recognising that a castle is made up of multiple 3D shapes.

**Pupils working at greater depth indicated by:** Drawing a comprehensive castle with all of the features of the castle included. Labelling the drawing with keywords and definitions of each feature. Suggesting and/or explaining how each of the features they have included help to make the castle strong and stable and why this is important.



The Kapow Scheme also offers examples of completed work at an expected and a greater depth level. As well as this, teachers are encouraged to upload greater depth examples of work to a shared folder that will allow for comparisons in future assessments as shown below:

## Examples of completed work



Garswood Primary School,  
Garswood

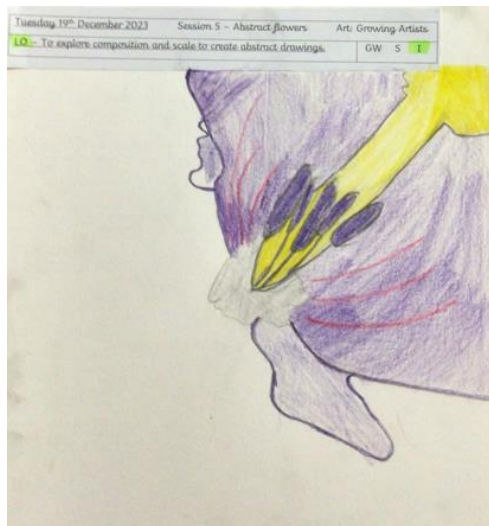


Roby Park Primary School,  
Liverpool

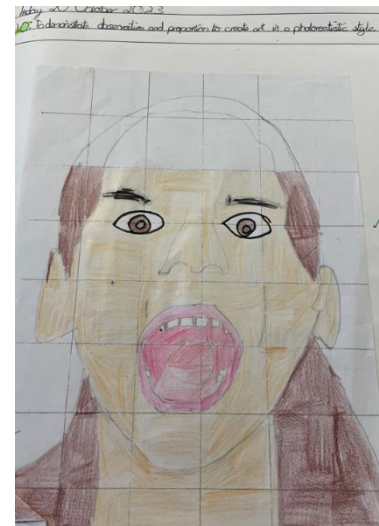


Roby Park Primary School,  
Liverpool

Taken from a Kapow Art Unit.



Greater depth  
example work taken  
from a Year 3  
Kapow unit.



Greater depth  
example work taken  
from a Year 6  
Kapow unit.

## 5. ART / DT LONG TERM PLAN

Art and design  Design and technology	Autumn		Spring		Summer	
<b>EYFS</b>	Structures: Junk modelling	Drawing: Marvellous masks	Textiles: Bookmarks	Structures: Boats	Painting and mixed media: Paint my world	Sculpture and 3D: Creation station
<b>Year 1</b>	Structures: Constructing windmills	Drawing: Make your mark	Textiles: Puppets	Sculpture and 3D: Paper play	Food: Fruit and vegetables	Painting: Colour splash
<b>Year 2</b>	Craft and design: Map it out	Structures: Baby bear's chair	Painting and mixed media: Life in colour	Mechanisms: Fairground wheel	Sculpture and 3D: Clay houses	Mechanisms: Making a moving monster
<b>Year 3</b>	Food: Eating seasonally	Drawing: Growing artists	Digital world: Electronic charm	Craft and design: Ancient Egyptian scrolls	Structures: Constructing a castle	Sculpture and 3D: Abstract shape and space
<b>Year 4</b>	Drawing: Power prints	Structure: Pavilions	Painting and mixed media: Light and dark	Mechanical systems: Making a slingshot car	Craft and design: Fabric of nature	Electrical systems: Torches
<b>Year 5</b>	Electrical systems: Doodlers	Sculpture and 3D: Interactive installation	Mechanical systems: Making a pop-up book	Drawing: I need space	Food: What could be healthier?	Painting and mixed media: Portraits
<b>Year 6</b>	Craft and design: Photo opportunity	Textiles: Waistcoats	Drawing: Make my voice heard	Structure: Playgrounds	Sculpture and 3D: Making memories!	Digital world: Navigating the world

## 6. ART IMPLEMENTATION

Our lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

## 7. ART IMPACT

The expected impact of our Art and Design curriculum is that children will leave South View being able to:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and Design.

## 8. ART PROGRESSION

Drawing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating ideas</b>	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including formal elements)</b>	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation</p>	<p>Further develop mark-making with a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>Confidently use a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop</p>	<p>To use 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.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing overtime and applying</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to</p>

		building skills and vocabulary.			use of tone and more intricate mark making.	their understanding of tone, texture, line, colour and form.	explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
<b>Knowledge of artists</b>	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.	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.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
<b>Evaluating and analysing</b>	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons.  Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Painting and mixed media							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating ideas</b>	Explore different ways to use paint and range of media according to their interests and ideas.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including formal elements)</b>	<p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p>	<p>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.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Modify chosen collage materials in a range of</p>	<p>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.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and</p>	<p>Apply 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.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition..</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces. Create</p>

			Experiment with overlapping and layering materials to create interesting effects.	ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	considering overall composition.	Combine a wider range of media, eg photography and digital art effects.	collage in response to a stimulus.  Work collaboratively on a larger scale.
<b>Knowledge of artists</b>	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.	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.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
<b>Evaluating and analysing</b>	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.



Sculpture and 3D							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating ideas</b>	Explore and play with clay and playdough to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including formal elements)</b>	Push, pull and twist a range of modelling materials to affect the shape.	Use their hands to manipulate a range of modelling materials, including paper and card.	Develop understanding of sculpture to construct and model simple forms.	Able to plan and think through the making process to create 3D forms using a range of materials.	Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.  Show an understanding of appropriate finish and present work to a good standard.  Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art.  Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.  Persevere when constructions are challenging and work to problem solve more independently.	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.
<b>Knowledge of artists</b>	Create child-led 3D forms from natural materials.	Explore how to join and fix materials in place.	Use hands and tools with confidence when cutting, shaping and	Shape materials for a purpose, positioning and joining materials in new	Use subject vocabulary confidently to describe and compare creative works.	Research and discuss the ideas and approaches of artists across a variety of	Describe, interpret and evaluate the work, ideas and processes used by



	Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Create 3D forms to make things from their imagination or recreate things they have seen.	joining paper, card and malleable materials.  Develop basic skills for shaping and joining clay, including exploring surface texture.	ways (tie, bind, stick, fold).  Experiment with combining found objects and recyclable material to create sculpture.	Use their own experiences of techniques and making processes to explain how art works may have been made.	disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
<b>Evaluating and analysing</b>	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.			

Craft and design							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating ideas</b>	Explore and play with a range of media to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (including formal elements)</b>	Design something and stick to the plan when making.  Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select colours, shapes and materials to suit ideas and purposes.  Design and make something that is imagined or invented.  Begin to develop skills such as measuring materials, cutting, and adding decoration.	Respond to a simple design brief with a range of ideas.  Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.  Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project.  Investigate the history of a craft technique and share that knowledge in a personal way.  Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.  Design and make art for different purposes and begin to consider how this works in creative industries.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.  Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.  Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.
<b>Knowledge of artists</b>	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, e.g. between painting and	Talk about art they have seen using some appropriate subject vocabulary. Be able to	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain	Use subject vocabulary confidently to describe and compare creative works.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able	Describe, interpret and evaluate the work, ideas and processes used by artists across a

		sculpture, and link these to their own work.	make links between pieces of art.	how art works may have been made.	Use their own experiences of techniques and making processes to explain how art works may have been made.	to describe how the cultural and historical context may have influenced their creative work.	variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
<b>Evaluating and analysing</b>	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

## 9. VOCABULARY

### Art & design vocabulary

#### EYFS (Reception)



Drawing: Marvellous marks

Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag

Painting and mixed media: Paint my world

Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe

Sculpture and 3D: Creation station

3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet

Craft and design: Let's get crafty!

Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag

### Art & design vocabulary

#### Year 1



Drawing: Make your mark

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk

Painting and mixed media: Colour splash

Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

Sculpture and 3D: Paper play

Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine

Craft and design: Woven wonders

Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom

## Art & design vocabulary



### Year 2

#### Drawing: Tell a story

Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina

#### Painting and mixed media: Life in colour

Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface

#### Sculpture and 3D: Clay houses

Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing

#### Craft and design: Map it out

Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate

## Art & design vocabulary



### Year 3

#### Drawing: Growing artists

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

#### Painting and mixed media: Prehistoric painting

Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone

#### Sculpture and 3D: Abstract shape and space

Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space

#### Craft and design: Ancient Egyptian scrolls

Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

## Art & design vocabulary

### Year 4



#### Drawing: [Power prints](#)

**Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print**

#### Painting and mixed media: [Light and dark](#)

**Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism**

#### Sculpture and 3D: [Mega materials](#)

**Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving**

#### Craft and design: [Fabric of nature](#)

**Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry**

## Art & design vocabulary

### Year 5



#### Drawing: [I need space](#)

**Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop**

#### Painting and mixed media: [Portraits](#)

**Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium**

#### Sculpture and 3D: [Interactive installation](#)

**Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive**

#### Craft and design: [Architecture](#)

**Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate**

## Art & design vocabulary

### Year 6



#### Drawing: Make my voice heard

Maya, Mayan, Imagery, Mark making, Expressive, Character traits, **Symbol**, **Symbolic**, Interpretation, **Aesthetic**, Representative, Tone, **Chiaroscuro**, Technique, **Graffiti**, Guerilla, Mural, Street art, **Commissioned**, Tone, Tonal, Composition, **Impact**, Audience

#### Painting and mixed media: Artist study

Artist, Compositions, Evaluation, Medium, Mixed media, Technique, **Translate**, Analyse, **Meaning**, **Narrative**, **Interpret**, Justify, **Inference**, **Respond**, **Tableau**, Abstract, **Convey**, **Compose**, **Thought-provoking**

#### Sculpture and 3D: Making memories

Expression, Self, Identity, **Attribute**, Symbolic, Literal, **Assemblage**, sculpture, **Manipulate**, **Relief**, Composition, **Juxtaposition**, **Embedded**, Tradition, Pitfall, **Representation**, Originality, Collection

#### Craft and design: Photo opportunity

**Photomontage**, Image, **Dada**, Composition, Arrangement, Layout, **Cityscape**, **Macro**, **Photography**, **Monochrome**, **Monochromatic**, **Album**, **Digital**, **Saturation**, **Emulate**, **Editing**, **Software**, **replacement**, **Focus**, **Frame**, **Recreate**, **Pose**, Prop, Portrait, **Photorealism**, **Photorealistic**, Grid, Proportion