



Riverview CofE Primary and Nursery School Art & Design Knowledge and Skills Progression



Rationale

At Riverview, art and design inspires children. It enables children to analyse and question the world around them – allowing them to explore other ways of communicating and inspiring them to be creative. Children will understand how art and design reflects and shapes our history and culture.

In the Early Years Art is taught through:

- The Characteristics of Effective Learning, specifically *Creating and thinking critically – thinking:*
Having their own ideas/ Making links/ Choosing ways to do things

Statutory Framework for Early Years Foundation Stage

Being Imaginative and Expressive ELG: 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.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Vocabulary Draw Pattern Repeating Thick Thin Line Shape Colour Materials Tools Technique Match Mix Primary Colours Secondary colours
Model Collage Rolling Kneading Shaping Texture Join Natural Man-made Recycled

Autumn Term – Drawing

*Purpose – to create a piece of art for our whole school art exhibition linked to Black History Month
Excellence in Art - Epsom and Ewell Art Exhibition for more able artists*

Staff should know the sequence of drawing teaching – what has come before, why this, why now and how teaching builds onto the next stage.

The Learning Journey

Please read before progressing to your year group. Thank you

The journey below will enable high quality art teaching across the school. Although the sequence is in 6 parts, it does not mean 6 weeks/ 6 lessons. Some parts of the journey are short so consider your timetables when planning. The children are expected to master the knowledge and skills each year with opportunities to deepen these within the wider curriculum. Plenaries and mini plenaries are vital for critical observing/ evaluating. The exit point is a whole school exit point which should be continuously referred to during the learning journey. To develop subject knowledge, there a Twinkl units about some of the listed artists/ designers/ architects as well as developing specific skills.

Twinkl is not the teaching sequence.

<p>Explore – assessment of ways the children draw/ hold different types of tools/ mediums Share one artist and teach skill through the work of that artist</p>	<p>Teach skill through exploration of the work of artists/ architects listed. Use assessments points from previous week to explicitly teach knowledge/ skills. Use sketchbooks to review drawings. Compare, contrast and evaluate work</p>	<p>Teach skill through exploration of the work of artists/ architects listed. Use assessments points from previous week to explicitly teach knowledge/ skills. Use sketchbooks to review and revisit ideas. Compare, contrast and evaluate work</p>	<p>Teach and master skill through exploration of the work of artists/ architects listed. Use sketchbooks to review drawings. Use assessments points from previous week to explicitly teach knowledge/ skills. Observe and draw class tree using drawing skill. Compare, contrast and evaluate work</p>	<p>Teach and master skill through exploration of the work of artists/ architects listed. Use sketchbooks to review drawings. Use assessments points from previous week to explicitly teach knowledge/ skills. Revise and review class tree using drawing techniques. Compare, contrast and evaluate work.</p>	<p>Exit Point – each child to create a drawing showing the skill that they have learnt. Focus Martin Luther King quotation – ‘I have a dream...’- children to drawer their dreams using the skills that they have learnt.</p> <p>Insight assessments carried out</p>
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Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 1	<p>Exploring/ Creating Know the names of tools, techniques and elements that he/she uses I can use the names of tools, techniques and elements I use in my artwork</p> <p>Creating/ Designing Use artwork to record ideas, observations and experiences I can use art to share my ideas</p> <p>Responding/ Critically observing and evaluating Explain what he/she likes about the work of others I can say what I like about other people's artwork</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. I can draw things I have seen or imagined using lines Explore mark-making using a variety of tools I can try out ways mark-making using different tools</p> <p>Artists/ Designers</p> <ul style="list-style-type: none"> • O'Keefe (flowers) • Picasso (one line drawings) • Van Gogh (Landscape with Houses) 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.

Vocabulary	IN ADDITION TO PREVIOUS YEARS: Shade, Change, , Natural and man-made, Shaping		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum

Year 2	<p>Exploring/ Responding Try out different activities and make sensible choices about what to do next I can try out different activities and make sensible choices about what to do next</p> <p>Responding/ Designing Select particular techniques to create a chosen product and develop some care and control over materials and their use I can choose the right materials to use for my artwork and use them well</p> <p>Critically evaluate Give reasons for his/her preferences when looking at art/craft or design work I can give reasons for my opinions when I look at art</p> <p>Critically observe/ evaluate Know that different artistic works are made by craftspeople from different cultures and times I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>Experiment with tones using pencils, chalk or charcoal I can try out making different tones using pencils, chalk or charcoal</p> <p>Artists/ Designers</p> <ul style="list-style-type: none"> • Da Vinci (Mona Lisa) • Barbara Hepburn (Madonna and Child) • Michelangelo(Adam was the First with focus on hands) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.
Vocabulary	<p>IN ADDITION TO PREVIOUS YEARS: Paper types (A4, A3, etc) Smudge ,Blend Tone Figure Object Single Group Pattern</p>		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 3	<p>Responding/ Exploring I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Exploring/ Designing/ Creating Experiment with different materials to create a range of effects and use these techniques in the completed piece of work I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</p> <p>Critically Observing/ Evaluating Explain what he/she likes or dislikes about their work I can say what I like or dislike about my work</p> <p>Critically Observing/ Evaluating Know about some of the great artists, architects and designers in history and describe their work I can talk about some of the great artists, architects and designers in history and describe their work</p>	<p>Explore shading, using different media I can use shading, using different media</p> <p>ARTISTS/DESIGNERS/ ARCHITECTS</p> <ul style="list-style-type: none"> Henry Moore David Hockney Maurice 1998) Architects Frank Lloyd Wright drawings/ images to develop drawing skills https://franklloydwright.org/unesco-prints-by-michael-pipher/ 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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.
vocabulary	<p>IN ADDITION TO PREVIOUS YEARS: Sketchbook Grades of pencil Scale Refine Alter Visual Sources Texture Colour-scheme Colour spectrum Tertiary colours</p>		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 4	<p>Responding/ Exploring/ Designing/ Creating Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p> <p>Designing/ Creating/ Critically observing/ evaluating Use taught technical skills to adapt and improve his/her work I can use skills I have been taught to adapt and improve my work</p> <p>Critically observing/ evaluating Articulate how he/she might improve their work using technical terms and reasons as a matter of routine I can say how I would improve my work using technical terms and giving reasons</p> <p>Critically observing/ evaluating Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied</p>	<p>Draws familiar objects with correct proportions I can draw familiar objects with correct proportions</p> <p>ARTISTS/DESIGNERS/ ARCHITECTS</p> <ul style="list-style-type: none"> • Kara Walker (black artist) • Van Gogh (Road to Tarascon) • John Constable (The Haywain) • Architects Norman Foster drawings draw the school building in the style of NF 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
vocabulary	IN ADDITION TO PREVIOUS YEARS: Tint Hue		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 5	<p>Responding/ Exploring/ Designing/ Creating Develop different ideas which can be used and explain his/her choices for the materials and techniques used I can develop different ideas which can be used and explain my choices for the materials and techniques I have used</p> <p>Creating/ Critically observing and evaluating Evaluate his/her work against their intended outcome I can talk about my work and how close it came to what I wanted to do</p> <p>Critically observing and evaluating Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS</p> <ul style="list-style-type: none"> • Jacob Lawrence (migration paintings) • Michelangelo • Architect Zaha Hadid drawings 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
vocabulary	<p>IN ADDITION TO PREVIOUS YEARS: Colour match Colour mix Complementary colours Contrasting colours</p>		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 6	<p>Responding/ Exploring/ Designing/ Creating Select ideas based on first hand observations, experience or imagination and develop these through open ended research I can select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Exploring/ Creating/ Critically observing/ evaluating Refine his/her use of learnt techniques I can improve my use of techniques I have been taught</p> <p>Exploring/ Creating/ Critically observing/ evaluating Adapt his/her own final work following feedback or discussion based on their preparatory ideas I can change and improve my own final work following feedback on my first thoughts and designs</p> <p>Critically observing/ evaluating Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists I can explain and justify my preferences towards different styles and artists</p>	<p>Begin to develop an awareness of composition, scale and proportion in their work I can explain how I have used composition, scale and proportion in my work Use simple perspective in their work using a single focal point and horizon I can use simple perspective in their work using a single focal point and horizon</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS</p> <ul style="list-style-type: none"> • Da Vinci – Last Supper Renaissance • Paintings visit to the Tate Britain as ‘entry point’ • John Constable (Flatford Mill) • Architect- Sir Christopher Wren 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
vocabulary	IN ADDITION TO PREVIOUS YEARS: Dry media Wet media Mixed media Form Harmony Composition Mood <i>Abstract</i>		

Spring Term - Sculpture

Purpose – TBC


Staff should know the sequence of sculpture teaching – what has come before, why this, why now and how teaching builds onto the next stage.

The Learning Journey

The journey below will enable high quality art teaching across the school. Although the sequence is in 6 parts, it does not mean 6 weeks/ 6 lessons. Some parts of the journey are short so consider your timetables when planning. The children are expected to master the knowledge and skills each year with opportunities to deepen these within the wider curriculum. Plenaries and mini plenaries are vital for critical observing/ evaluating. The exit point is a whole school exit point which should be continuously referred to during the learning journey. To develop subject knowledge, there a Twinkl units about some of the listed artists/ designers/ architects as well as developing specific skills.

Twinkl is not the teaching sequence.

Explore – assessment of ways the children draw/ hold different types of tools/ mediums Share one artist and teach skill through the work of that artist	Teach skill through exploration of the work of artists/ architects listed. Use assessments points from previous week to explicitly teach knowledge/ skills. Use sketchbooks to review drawings. Compare, contrast and evaluate work	Teach skill through exploration of the work of artists/ architects listed. Use assessments points from previous week to explicitly teach knowledge/ skills. Use sketchbooks to review and revisit ideas. Compare, contrast and evaluate work	Teach and master skill through exploration of the work of artists/ architects listed. Use sketchbooks to review drawings. Use assessments points from previous week to explicitly teach knowledge/ skills. Observe and draw class tree using drawing skill. Compare, contrast and evaluate work	Teach and master skill through exploration of the work of artists/ architects listed. Use sketchbooks to review drawings. Use assessments points from previous week to explicitly teach knowledge/ skills. Revise and review class tree using drawing techniques. Compare, contrast and evaluate work.	Exit Point – each child to create a drawing showing the skill that they have learnt. Focus Martin Luther King quotation – ‘I have a dream...’- children to drawer their dreams using the skills that they have learnt. Insight assessments carried out
Year	Disciplinary Foci	Substantive Knowledge		National Curriculum	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>	<p>Exploring/ Creating Know the names of tools, techniques and elements that he/she uses I can use the names of tools, techniques and elements I use in my artwork</p> <p>Creating/ Designing Use artwork to record ideas, observations and experiences I can use art to share my ideas</p> <p>Responding/ Critically observing and evaluating Explain what he/she likes about the work of others I can say what I like about other people's artwork</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Make structures by joining simple objects together</p> <ul style="list-style-type: none"> • I can make structures by joining simple objects together <p>Artists/ Designers Andy Goldsworthy Andy Warhol</p> 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>IN ADDITION TO PREVIOUS YEARS: Change Natural and man-made Construct Sculpture sculptor Manipulate Shaping</p>		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 2	<p>Exploring/ Responding Try out different activities and make sensible choices about what to do next I can try out different activities and make sensible choices about what to do next</p> <p>Responding/ Designing Select particular techniques to create a chosen product and develop some care and control over materials and their use I can choose the right materials to use for my artwork and use them well</p> <p>Critically evaluate Give reasons for his/her preferences when looking at art/craft or design work I can give reasons for my opinions when I look at art</p> <p>Critically observe/ evaluate Know that different artistic works are made by craftspeople from different cultures and times I can understand that different artistic works are made by craftspeople from different cultures and times</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Experiment with basic tools on rigid and flexible materials I can experiment with basic tools on rigid materials/ flexible materials</p> <p>Artists/ Designers Egyptian sculptures</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.

Vocabulary	IN ADDITION TO PREVIOUS YEARS – Layering Scraping Scales (small, large) Wax / oil-resistant Malleable		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 3	<p>Responding/ Exploring I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Exploring/ Designing/ Creating Experiment with different materials to create a range of effects and use these techniques in the completed piece of work I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</p> <p>Critically Observing/ Evaluating Explain what he/she likes or dislikes about their work I can say what I like or dislike about my work</p> <p>Critically Observing/ Evaluating Know about some of the great artists, architects and designers in history and describe their work I can talk about some of the great artists, architects and designers in history and describe their work</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Compare and recreate form of natural and manmade objects I can compare and recreate form of natural and manmade objects</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Barbara Hepburn Antony Gormley</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

vocabulary	IN ADDITION TO PREVIOUS YEARS: Sketchbook Refine Alter Texture Blocking Properties Application Water resistant Overlapping Papier mache Transparent		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum

<p style="text-align: center;">Year 4</p>	<p>Responding/ Exploring/ Designing/ Creating Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p> <p>Designing/ Creating/ Critically observing/ evaluating Use taught technical skills to adapt and improve his/her work I can use skills I have been taught to adapt and improve my work</p> <p>Critically observing/ evaluating Articulate how he/she might improve their work using technical terms and reasons as a matter of routine I can say how I would improve my work using technical terms and giving reasons</p> <p>Critically observing/ evaluating Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Plan a sculpture through drawing and other preparatory work I can plan my sculpture using drawings or other preparatory work</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Picasso</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">vocabulary</p>	<p>IN ADDITION TO PREVIOUS YEARS: Surface Tactile</p>		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 5	<p>Responding/ Exploring/ Designing/ Creating Develop different ideas which can be used and explain his/her choices for the materials and techniques used I can develop different ideas which can be used and explain my choices for the materials and techniques I have used</p> <p>Creating/ Critically observing and evaluating Evaluate his/her work against their intended outcome I can talk about my work and how close it came to what I wanted to do</p> <p>Critically observing and evaluating Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Develop skills in using clay including slabs, coils and slips I can use a variety of techniques when I use clay, including slabs, coils and slips</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Henry Moore Michelangelo</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

vocabulary	IN ADDITION TO PREVIOUS YEARS: Relief Resist Repetition Coils slabs slips		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Responding/ Exploring/ Designing/ Creating Select ideas based on first hand observations, experience or imagination and develop these through open ended research I can select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Exploring/ Creating/ Critically observing/ evaluating Refine his/her use of learnt techniques I can improve my use of techniques I have been taught</p> <p>Exploring/ Creating/ Critically observing/ evaluating Adapt his/her own final work following feedback or discussion based on their preparatory ideas I can change and improve my own final work following feedback on my first thoughts and designs</p> <p>Critically observing/ evaluating Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists I can explain and justify my preferences towards different styles and artists</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity 	<p>Produce intricate patterns and textures in a malleable media I can produce intricate patterns in a malleable media</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Buddhist Temple Art</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> To begin to develop the ability to reflect on tasks To begin to develop the ability to Investigate and offer views on ethical issues in art studied 		
vocabulary	IN ADDITION TO PREVIOUS YEARS: Dry media Form Abstract Coils Mould Plaster		

Summer Term – Painting

Purpose – to create a piece of art for our whole school art exhibition linked to Mental Health Awareness Week

Staff should know the sequence of painting teaching – what has come before, why this, why now and how teaching builds onto the next stage.

The Learning Journey

The journey below will enable high quality art teaching across the school. Although the sequence is in 6 parts, it does not mean 6 weeks/ 6 lessons. Some parts of the journey are short so consider your timetables when planning. The children are expected to master the knowledge and skills each year with opportunities to deepen these within the wider curriculum. Plenaries and mini plenaries are vital for critical observing/ evaluating. The exit point is a whole school exit point which should be continuously referred to during the learning journey. To develop subject knowledge, there a Twinkl units about some of the listed artists/ designers/ architects as well as developing specific skills.

Twinkl is not the teaching sequence.

<p>Explore – assessment of ways the children draw/ hold different types of tools/ mediums Share one artist and teach skill through the work of that artist</p>	<p>Teach skill through exploration of the work of artists/ architects listed. Use assessments points from previous week to explicitly teach knowledge/ skills. Use sketchbooks to review drawings. Compare, contrast and evaluate work</p>	<p>Teach skill through exploration of the work of artists/ architects listed. Use assessments points from previous week to explicitly teach knowledge/ skills. Use sketchbooks to review and revisit ideas. Compare, contrast and evaluate work</p>	<p>Teach and master skill through exploration of the work of artists/ architects listed. Use sketchbooks to review drawings. Use assessments points from previous week to explicitly teach knowledge/ skills. Observe and draw class tree using drawing skill. Compare, contrast and evaluate work</p>	<p>Teach and master skill through exploration of the work of artists/ architects listed. Use sketchbooks to review drawings. Use assessments points from previous week to explicitly teach knowledge/ skills. Revise and review class tree using drawing techniques. Compare, contrast and evaluate work.</p>	<p>Exit Point – each child to create a drawing showing the skill that they have learnt. Focus Martin Luther King quotation – ‘I have a dream...’- children to drawer their dreams using the skills that they have learnt.</p> <p>Insight assessments carried out</p>
Year	Disciplinary Foci	Substantive Knowledge		National Curriculum	

Year 1	<p>Exploring/ Creating Know the names of tools, techniques and elements that he/she uses I can use the names of tools, techniques and elements I use in my artwork</p> <p>Creating/ Designing Use artwork to record ideas, observations and experiences I can use art to share my ideas</p> <p>Responding/ Critically observing and evaluating Explain what he/she likes about the work of others I can say what I like about other people’s artwork</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Experiment with paint</p> <ul style="list-style-type: none"> • I can experiment with paint ARTISTS/ DESIGNERS/ ARCHITECTS 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.
Vocabulary	IN ADDITION TO PREVIOUS YEARS: Shade, Change, , Natural and man-made, Shaping		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>Exploring/ Responding Try out different activities and make sensible choices about what to do next I can try out different activities and make sensible choices about what to do next</p> <p>Responding/ Designing Select particular techniques to create a chosen product and develop some care and control over materials and their use I can choose the right materials to use for my artwork and use them well</p> <p>Critically evaluate Give reasons for his/her preferences when looking at art/craft or design work I can give reasons for my opinions when I look at art</p> <p>Critically observe/ evaluate Know that different artistic works are made by craftspeople from different cultures and times I can understand that different artistic works are made by craftspeople from different cultures and times</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Represent things observed, remembered or imagined using colour/tools I can paint things I have seen, remembered or imagined</p> <p>I can understand that mixing primary colours will give secondary colours</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Kandinsky (squares with concentric circles)</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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 describing the differences and similarities between different practices and disciplines, and making links to their own work.
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Vocabulary	IN ADDITION TO PREVIOUS YEARS: Paper types (A4, A3, etc) Smudge ,Blend Tone Figure Object Single Group Pattern		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 3	<p>Responding/ Exploring I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Exploring/ Designing/ Creating Experiment with different materials to create a range of effects and use these techniques in the completed piece of work I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</p> <p>Critically Observing/ Evaluating Explain what he/she likes or dislikes about their work I can say what I like or dislike about my work</p> <p>Critically Observing/ Evaluating Know about some of the great artists, architects and designers in history and describe their work I can talk about some of the great artists, architects and designers in history and describe their work</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>I can talk about and identify complementary colours, colour as tone, warm and cold colours</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS</p> <ul style="list-style-type: none"> • Death of Ophelia – John Millais 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

vocabulary	IN ADDITION TO PREVIOUS YEARS: Sketchbook Grades of pencil Scale Refine Alter Visual Sources Texture Colour-scheme Colour spectrum Tertiary colours		
Year	Disciplinary Foci	Substantive Knowledge	National Curriculum

<p style="text-align: center;">Year 4</p>	<p>Responding/ Exploring/ Designing/ Creating Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p> <p>Designing/ Creating/ Critically observing/ evaluating Use taught technical skills to adapt and improve his/her work I can use skills I have been taught to adapt and improve my work</p> <p>Critically observing/ evaluating Articulate how he/she might improve their work using technical terms and reasons as a matter of routine I can say how I would improve my work using technical terms and giving reasons</p> <p>Critically observing/ evaluating Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS O'Keefe- Poppies</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">vocabulary</p>	<p>IN ADDITION TO PREVIOUS YEARS: Tint Hue</p>		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 5	<p>Responding/ Exploring/ Designing/ Creating Develop different ideas which can be used and explain his/her choices for the materials and techniques used I can develop different ideas which can be used and explain my choices for the materials and techniques I have used</p> <p>Creating/ Critically observing and evaluating Evaluate his/her work against their intended outcome I can talk about my work and how close it came to what I wanted to do</p> <p>Critically observing and evaluating Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Mix colours to express mood, divide foreground from background or demonstrate tones I can mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Hockney – Portrait of an Artist</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
voc abul ary	IN ADDITION TO PREVIOUS YEARS: Colour match Colour mix Complementary colours Contrasting colours		

Year	Disciplinary Foci	Substantive Knowledge	National Curriculum
Year 6	<p>Responding/ Exploring/ Designing/ Creating Select ideas based on first hand observations, experience or imagination and develop these through open ended research I can select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Exploring/ Creating/ Critically observing/ evaluating Refine his/her use of learnt techniques I can improve my use of techniques I have been taught</p> <p>Exploring/ Creating/ Critically observing/ evaluating Adapt his/her own final work following feedback or discussion based on their preparatory ideas I can change and improve my own final work following feedback on my first thoughts and designs</p> <p>Critically observing/ evaluating Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists I can explain and justify my preferences towards different styles and artists</p> <p>SMSC</p> <ul style="list-style-type: none"> • To develop an enjoyment of art • To begin to develop the ability to use their imagination and creativity • To begin to develop the ability to reflect on tasks • To begin to develop the ability to Investigate and offer views on ethical issues in art studied 	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p><i>Production back drop and props</i></p> <p>ARTISTS/ DESIGNERS/ ARCHITECTS Famous set designers – Tim Yip Ric Carter Stephanie McMillan (Harry Potter set design)</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 designers in history.

IN ADDITION TO PREVIOUS YEARS: Dry media Wet media Mixed media Form Harmony Composition Mood *Abstract*