

Art and Design Curriculum Progression
Peasedown St John School

“Art is an adventure into an unknown world, which can be explored only by those willing to take risks.” – Mark Rothko

At Peasedown St John Primary School, our curriculum intent for Art and Design is important to us as a school, as it ensures children are able to achieve the best learning outcomes possible. It reflects the purposes and aims taken from the national curriculum, inspiring our pupils to develop their knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

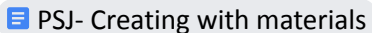
We have chosen ‘big ideas’ (also known as ‘threshold concepts’) that build throughout our art curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. The subject topics are mapped out to ensure coverage and to identify, logically and systematically, a clear progression in learning linked to these Big Ideas.



All our art projects involve a number of art practices, skills and techniques that repeat/build upon any/all project(s) and enhance progress and critical thinking. Every project should allow students to develop and explore ideas through their sketchbooks.







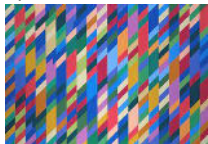

















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National Curriculum Breadth of Study in Art

	EYFS		KS1		KS2			
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Disciplines	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>		<p>Be creative, explore ideas and record their experience</p> <p>Become proficient in drawing, painting, sculpture and other art , craft and design techniques</p> <p>Evaluate and analyse creative work using appropriate subject specific language</p> <p>Know about great artists, craft makers and designers and know the historical and cultural development of other art forms</p>					
Knowledge	<p>Safely use and explore a variety of materials, tools and techniques, design, form and function</p> <p>Share their creations, explaining the processes they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Use a range of small tools including scissors and paintbrushes</p> <p>Begin to show accuracy and care when drawing</p> <p><u>Building the foundations in the Early Years</u></p> <p></p>		<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to use a range of materials creatively to design and make products to use drawing, painting and sculpture 2. to develop and share their ideas, experiences and imagination 3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<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, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history 			

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Our Overview of Art Teaching (How we have organised the N.C. Breadth of Study)

	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units T6 - Take One Picture - whole school	Printing Use sponges and combs to print Monet Impressionism  Drawing Observational drawings/paintings of flowers Georgia O'Keeffe Modernism  Painting Shades of blue Katsushika Hokusai Japanese Edo Period 	Collage Self portraits Pablo Picasso Cubism  Painting Cold colours Pieter Bruegel the Younger Renaissance  Drawing Still life Paul Cezanne Post-Impressionism 	Painting Bridget Riley Op Art  Drawing Van Gogh Mark-making Post-Impressionism  Sculpture/collage Natural forms Andy Goldsworthy Contemporary/envir onmental 	Drawing Self portraits Leonardo Da Vinci Renaissance  Painting Still life David Hockney Pop Art  Printing Dreamtime Dorothy Napangardi Aboriginal Art 	Painting Landscape Seurat Pointillism  Drawing Cityscapes Stephen Wiltshire (an Autistic artist who can draw from memory) Contemporary  Sculpture Pottery Canopic jars Egyptian art 	Painting Natural world Georgia O'Keefe Modernism  Drawing Still life Holly Coulis Modern Abstract  Sculpture/Collage Mosaics using found objects and tiles Antoni Gaudi Architecture 	Painting Frida Kahlo Self portraits Surrealism  Drawing Human figure Banksy Street Art  Printing/textiles Patterns in nature Batik Indonesian art 	Painting/Multimedia Landscape Kurt Jackson Abstract expressionism/envir onmental  Drawing/Sculpture Henry Moore Modern Art Figure drawings leading to large scale wire and modroc  Printing Block fabric Jenni Douglas Contemporary (Georgian Bath) 
Techniques covered	Drawing Painting Printing	Drawing Painting Collage	Drawing Painting Sculpture Collage	Drawing Painting Printing	Drawing Painting Sculpture	Drawing Painting Sculpture Collage	Drawing Painting Printing Textiles	Drawing Painting Printing Sculpture Collage/multimedia

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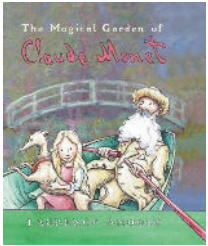
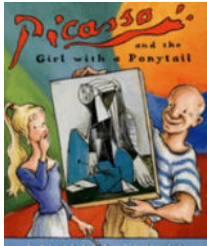

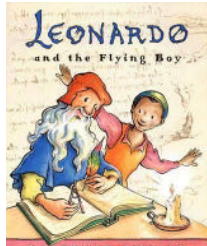



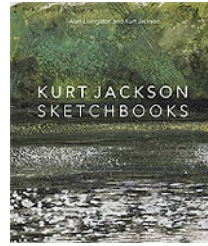


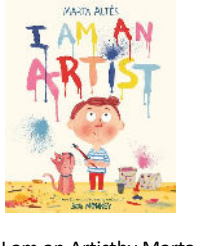



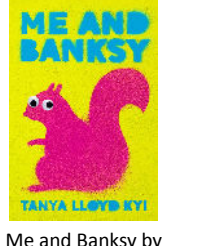
Links to whole school curriculum drivers

We have adapted the purposes and aims to ensure that it reflects the context of our school and the community it serves, aiming to improve children’s awareness of Fundamental British Values (FBV), Spiritual, Moral, Social and Cultural development by developing their understanding of the significance of artists in the history of our country. Pupils should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Therefore, when children are exposed to these aspects of the whole curriculum, it will motivate and encourage them, enabling them to improve their cultural capital and to become respectful and knowledgeable citizens.

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We prioritise reading at PSJ by exploring different types of genres and texts to help children discover new information, both visually and through the written word. This enables us to put topics within subjects into a meaningful context, whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short-term memory into the long-term memory. Through reading, we aim to expose children with differing needs to high-quality texts, with the aim of developing a wider range of vocabulary across all curriculum subjects, thereby building their cultural capital. In Art and Design we aim to promote reading and vocabulary by using subject specific vocabulary and improving knowledge of the world around them through exploring significant artists. They evaluate and analyse creative works using the language of art, craft and design.

	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Community links - local and global, diversity and commonality</i>	Explore the local area and woodlands. Japanese art	Seasons Myself	Andy Goldsworthy - think about our local environment.	Aboriginal art - focus on the positive Aboriginal role models	Stephen Wiltshire - Black Autistic artist.	Georgia O’Keeffe -The Mother of American Modernism.	Frida Kahlo - Mexican woman who faced a lot of adversity. Banksy - is street art vandalism or art?	Kurt Jackson - environmentalist, resident Glastonbury artist.
<i>Visits, opportunities and experiences</i>	Local area and woodlands.	Take One Picture in Enrichment Week	Take One Picture in Enrichment Week Go to the local woods and make natural sculptures in situ.	Take One Picture in Enrichment Week Visit to Holburne Museum to look at self-portraits (Perfect Portraits workshop).	Take One Picture in Enrichment Week Visit to Holburne/Victoria Art Gallery to look at pottery collections. Fire clay pots in kiln at Norton Hill School.	Take One Picture in Enrichment Week Visit to Holburne/Victoria Art Gallery to look at self-portraits and still life paintings.	Take One Picture in Enrichment Week Trip to Bristol to see Banksy and other street art in situ. Local mosaic artist Angela Nash visit? Visit to Holburne Museum to look at self-portraits (Perfect Portraits workshop).	Take One Picture in Enrichment Week. Photography workshop- Marina Feldman?

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<p>High quality books - fiction and non-fiction</p>	 <p>The Magical Garden of Claude Monet by Laurence Anholt</p>	 <p>Picasso and the Girl with a Ponytail by Laurence Anholt</p>	 <p>Katie and the Starry Night by James Mayhew</p>	 <p>Leonardo and the Flying Boy by Laurence Anholt</p>	 <p>Katie's Sunday Afternoon by James Mayhew</p>	 <p>Little People, Big Dreams: Georgia O'Keeffe</p>	 <p>Little People, Big Dreams: Frida Kahlo</p>	 <p>Kurt Jackson: Sketchbooks</p>
	 <p>Little People, Big Dreams: Georgia O'Keeffe</p>	 <p>Cezanne's Parrot by Amy Guglielmo</p>	 <p>I am an Artist by Marta Altes</p>	<p>Aboriginal Dreamtime stories - How Koala Lost his Tail.</p> <p>https://japingkaaboriginalart.com/aboriginal-dreamtime-stories/</p>	 <p>We're Sailing Down the Nile by Laurie Krebs</p>	 <p>A Dragon on the Roof by Cecile Alix</p>	 <p>Frida Kahlo and her Animalitos by Monica Brown</p>	 <p>Me and Banksy by Tanya Lloyd Kyi</p>

Summary of key knowledge, skills and vocabulary that we teach through our Big Ideas

	EYFS		KS1		LKS2		UKS2	
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Styles and Periods	<p>Printing Landscape Monet Impressionism</p> <p>Drawing Flowers Georgia O'Keeffe</p>	<p>Collage Self portraits Pablo Picasso Cubism</p> <p>Painting Landscape</p>	<p>Painting Bridget Riley Op Art</p> <p>Drawing Van Gogh Mark-making Post-Impressionism</p>	<p>Drawing Self portraits Leonardo Da Vinci Renaissance</p> <p>Painting Still life David Hockney Pop Art</p>	<p>Painting Landscape Seurat Pointillism</p> <p>Drawing Cityscapes Stephen Wiltshire</p>	<p>Painting Natural world Georgia O'Keefe Modernism</p> <p>Drawing Still life Holly Coulis Modern Abstract</p>	<p>Painting Frida Kahlo Self portraits Surrealism</p> <p>Drawing Human figure Banksy Street Art</p>	<p>Painting/Multimedia Landscape Kurt Jackson Abstract expressionism/environmental</p> <p>Drawing/Sculpture</p>



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 <p align="center">Styles and Periods</p> <p>Art movements</p>	<p>Modernism</p> <p>Painting Water Katsushika Hokusai Japanese Edo Period</p>	<p>Pieter Bruegel the Younger Renaissance</p> <p>Drawing Still life Paul Cezanne Post-Impressionism</p>	<p>Sculpture/collage Natural forms Andy Goldsworthy Contemporary/environmental</p>	<p>Printing Dreamtime Dorothy Napangardi Aboriginal Art</p>	<p>(an Autistic artist who can draw from memory) Contemporary</p> <p>Sculpture Pottery Canopic jars Egyptian art</p>	<p>Sculpture/Collage Mosaics using found objects and tiles Antoni Gaudi Architecture</p>	<p>Printing/textiles Tribal patterns Batik Yuko Nakata Indonesian art</p>	<p>Henry Moore Figure drawings leading to large scale wire and modroc Modern Art</p> <p>Printing Block fabric Jenni Douglas Contemporary</p>
<p>Artist and Artisans</p>  <p align="center">Artists and artisans</p> <p>Artists, craftspeople and designers</p>	<p>Monet Georgia O'Keeffe Katsushika Hokusai</p>	<p>Picasso Cezanne Pieter Brugel the Younger</p>	<p>Bridget Riley Van Gogh Andy Goldsworthy</p>	<p>Leonardo Da Vinci David Hockney Dorothy Napangardi (Aboriginal painter)</p>	<p>Seurat Stephen Wiltshire Ancient Egyptian artists</p>	<p>Georgia O'Keeffe Holly Coulis Antoni Gaudi</p>	<p>Frida Kahlo Banksy Yuko Nakata</p>	<p>Kurt Jackson Henry Moore Jenni Douglas</p>
<p>Exploring and developing ideas; taking inspiration from the greats</p>	<p>Know that Claude Monet was a famous artist.</p> <p>Know that artists are often known by their surname.</p> <p>Know that Monet's painting 'The Poppy Field' shows a field of poppies in the countryside.</p> <p>Know that Georgia O'Keeffe painted different flowers.</p> <p>Know that Georgia O'Keeffe often painted flowers in</p>	<p>Know that the Bruegel paintings were inspired by particularly bad winters where the rivers froze and people could play on them.</p> <p>Know that Georgia O'Keeffe was a famous artist.</p> <p>Know that Georgia O'Keeffe painted a red poppy as another example of poppies in art.</p>	<p>Describe the work of notable artists and begin to use the language of art. eg light, dark, bright, dull, colours.</p> <p>Use artists' ideas for a model for their own art work.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Explore ideas and starting points</p>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p>Develop the language of art when talking about artists.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Be more confident in using the language of art and in sketchbook notation.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Collect images and information</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Develop techniques for sustained observation e.g using a viewfinder,</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Notate work using correct language</p> <p>Show and explain how the work of those studied was influential in both society and to other artists.</p>


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	<p>great detail very close up.</p>	<p>Know that Cezanne often painted still life paintings.</p> <p>Know that still life paintings or drawings are of an arrangement of objects such as fruit or flowers.</p>	<p>Explore different methods and materials.</p> <p>Label our art work using some visual language</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>label our art work using developing visual language.</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Start to collect information sketches and resources.</p> <p>Begin to explore, adapt and refine ideas.</p> <p>Comment on artworks using visual language including work on our own.</p> <p>Begin to annotate work in sketchbook</p>	<p>independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language including their own.</p> <p>Refine and alter ideas and explain choices using collage vocabulary.</p>	<p>using different angles</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Begin to present ideas more imaginatively and thoughtfully in sketchbooks.</p> <p>Begin to use the qualities of materials to enhance ideas.</p> <p>Annotate work in a sketchbook to reflect progression of their ideas.</p> <p>Comment on artworks with a fluent grasp of visual language including their own.</p> <p>Use a sketchbook to develop ideas.</p> <p>Use a variety of source material for their work.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create original pieces that show a range of influences and styles</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas</p>
<p>Media and Materials</p>	<p>Know how to use sponges and combs to print.</p>	<p>Know how to hold a paintbrush and to produce a range of different effects.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips,</p>	<p>Layer different media, e.g. crayons, pastels, felt tips,</p>	<p>Know and experiment with different grades of</p>	<p>Make informed choices in drawing inc. paper and media.</p>	<p>Work on preliminary studies to test media and materials.</p>	<p>Demonstrate a wide variety of ways to make different</p>



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 <p align="center">Media and materials</p> <p><i>Tools and supplies used to create art</i></p>	<p>Know how to use paint to create own observational paintings of daffodils.</p> <p>Uses tools for a purpose.</p>	<p>Uses tools for a purpose.</p>	<p>charcoal, ballpoints, chalk and other dry media.</p> <p>Explore sculpture with a range of malleable media, including clay.</p> <p>Explore shape and form through experimenting with, constructing and joining recycled, natural and man-made materials.</p> <p>Use a combination of materials that are cut, torn or glued.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>charcoal and ballpoint.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently-e.g paper, card, staws, clay, papier mache and modroc.</p> <p>use a combination of materials that are cut, torn or glued.</p> <p>Sort and arrange materials</p> <p>Create textured collages from a variety of media including wax resist</p> <p>Use different materials to print on- fabric, papers-create wallpaper</p>	<p>pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Join materials adequately and work reasonably independently. e.g slip in clay</p>	<p>Choose paints and implements appropriately.</p>	<p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Add materials to provide interesting material</p> <p>Use a range of media to create collage.</p>	<p>marks with different paper and texture.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work. eg watercolour and acrylic.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Make a mould and use plaster safely.</p>
<p>Techniques</p>  <p align="center">Techniques</p> <p><i>The artists' methods of creating art</i></p>	<p>Know how to use close observation of real flowers to paint own daffodils.</p>	<p>Develop fine motor skills – holding pencil correctly, using scissors etc.</p> <p>Know how to use scissors to cut up photographs of facial features to create a collage portrait.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Experiment with tools and techniques, inc. layering, mixing media, scraping, etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p>	<p>Show increasing independence and creativity with the painting process</p> <p>Plan, design, make and adapt models.</p> <p>Develop techniques with certain materials eg papier mache</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Use a variety of materials; refine</p>	<p>Develop skills in using clay inc. slabs, coils, slips, wire, mod roc, papier mache etc.</p> <p>Create sculpture and constructions with increasing independence.</p> <p>Use different techniques, colours</p>



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		<p>Know how to observe carefully to produce a portrait.</p>	<p>Carry out different printing techniques e.g. monoprint,(draw in the ink, lay the paper on top)</p> <p>Make rubbings</p>	<p>Use techniques such as rolling cutting and coiling (clay)</p> <p>Name the tools and materials they have used.</p> <p>Use a variety of techniques, inc.poly-block (relief), monoprinting-sticking sponge to a block to make a stamp and rubbings</p>	<p>Plan, design and make models</p> <p>Begin to develop techniques with certain materials eg papier mache</p> <p>Print using a variety of materials, objects and techniques including overlapping, using multiple print blocks, mono and relief print blocks</p> <p>Talk about the processes and resources used to produce a print -use the language of printmaking e.g. roller, printblock,,ink, water based ink, relief, mono</p>	<p>Use examples from printmakers, create and refine a print using a variety of techniques</p>	<p>techniques with certain materials eg papier mache</p> <p>Extend their work within a specified technique.</p> <p>Experiment with using batik safely.</p> <p>Explain techniques, including the use of poly-blocks, relief, mono (coiled string on a block)and resist printing.</p> <p>Organise and refine their work in terms of detail, pattern, repetition, symmetry or random.</p>	<p>and textures etc when designing and making final pieces of work.</p>
<p>Visual Language</p>  <p>Visual language</p> <p>line, shape and form</p>	<p>Know how to look closely at a real daffodil to identify the parts and structure of the flower.</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Develops an understanding of</p>	<p>Know how to carefully observe real life objects and identify variations in colour.</p> <p>Draw own 'still life' paintings of bowls of fruit.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>Begin to explore the use of line, shape and colour using thick and thin lines, textures and tones.</p> <p>Build a repeating pattern and recognise patterns in the environment.</p>	<p>Experiment with the visual elements; line, shape, pattern and colour and shade using thick and thin lines, textures and tones.</p> <p>Design patterns of increasing complexity, colour and repetition.</p> <p>Use different objects to create more elaborate repeating prints and</p>	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Explore patterns, colours and shapes, creating designs for printing taking inspiration from others and developing ideas</p> <p>Understand the print will be the mirror image of</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture. Use different hardnesses of pencils.</p> <p>Create and combine shapes to create recognisable forms (eg shapes made from nets and solid materials)</p> <p>Refine their print ensuring evenness</p>	<p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Experiment with pattern and colour to develop own ideas</p> <p>Refine prints for evenness and clarity</p>	<p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p> <p>Experiment with different styles, real life and abstract</p>

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	using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	colour, design, texture, form and function.		patterns- fruit, vegetables etc	their block (lettering)	of ink, clarity of print, detail,adequate pressure to create a clear, even print print		
<p>Effects</p>  <p><i>Texture, movement and expression</i></p>	Notices and becomes interested in the transformative effect of their action on materials and resources	Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	Mix materials to create textures. Make marks in print with a variety of objects, including natural and made objects and parts of the body. (rub, roll , stamp and print handprints, sponge prints)	Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	Draw for a sustained period of time at their own level. Use techniques such as stippling, hatching, blending, shading,, mark making for effect Experiment with a range of media e.g. overlapping, layering, adding texture, resist techniques-flour etc	Alter and refine drawings using previously learnt techniques e.g stippling , hatching, blending, shading and describe changes using drawing vocabulary. Select and arrange materials for a striking effect. Use coiling, overlapping, tessellation, mosaic and montage. Use reduction printing with two colours for effect	Work in a sustained and independent way from observation, experience and imagination. Choose appropriate coloured inks and overlay colours to create effect.	Use a choice of technique to depict movement, perspective, shadows and reflection. Mix textures; combine visual and tactile qualities
<p>Emotions</p>  <p><i>Composition, colour, symbolism</i></p>				Begin to make decisions about where to place materials	Use colours to create a mood.	Plan and create different effects and textures with paint according to what they need for the task, e.g to create a mood. Include texture that conveys feelings, express or movement.	Demonstrate a secure knowledge about colour, choosing colour to create moods and effects.	Show an awareness of how paintings are created (composition). To be expressive and analytical to adapt, extend and justify their work.

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<p>Colour Theory</p>  <p>Colour mixing, tones, tints, shades</p>	<p>Study The Great Wave by Katsushika Hokusai and create our own wave paintings using different shades of blue.</p> <p>Know that a poppy is a flower with red petals.</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Continues to explore colour and how colours can be changed</p>	<p>Experiment with making colours.</p> <p>Know that the colours of white, blue and green indicate the cold weather. Know that mixing white with green or blue gives a pale colour.</p> <p>Know how to mix colours to give a range of shades.</p>	<p>Mix primary to make secondary colours and shades using different types of paint.</p> <p>Add white and black to make tints and tones.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Add white to colours to make tints and tones.</p>	<p>Mix a variety of colours and know which are secondary and tertiary colours.</p> <p>Use a developed colour vocabulary – contrasting/ complementary /warm/cold.</p>	<p>Mix colours effectively.</p> <p>Use more specific colour language e.g tint, tone, shade, hue</p>	<p>Make and match colours with increasing accuracy.</p>	<p>Mix colour shades and tones with confidence building on previous knowledge, understanding which works well and why.</p> <p>Create their own appropriate colour palette.</p>
<p>Key Vocabulary</p>  <p>Terminology that supports our knowledge and understanding</p>	<p>Shade Close up Observation</p>	<p>Shades Cold colours Observe</p>	<p>Primary colours Secondary colours Tints Tones Shape Form Repeating pattern Thick/thin lines Texture Mark making</p>	<p>Primary colours Secondary colours Tints Tones Shape Form Texture Shade Repeating pattern Thick/thin lines Figure</p>	<p>Primary colours Secondary colours Tertiary colours Complementary colours Tints Tones Mood Line Texture Shape Pattern Stippling Hatching Blending Shading Overlapping Layering</p>	<p>Primary colours Secondary colours Tertiary colours Tints Tones Shade Hue Mood Line Texture Shape Pattern Stippling Hatching Blending Shading Overlapping Tessellation Mosaic</p>	<p>Primary colours Secondary colours Tertiary colours Tints Tones Shade Hue Mood Batik Detail Pattern Repetition Symmetry Random Line Tone Pattern Texture Shape</p>	<p>Primary colours Secondary colours Tertiary colours Tints Tones Shade Hue mood Composition Real life Abstract Line Tone Pattern Texture Form Space Colour Shape</p>

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						Montage		Shadow Reflection Movement Perspective
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Disadvantaged and SEND Pupils

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement, in order to close the gap. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of our children. We establish and maintain a culture of high expectations that expects children with SEND and those who are disadvantaged to be included in all the opportunities available to other children so they can achieve well.

We ensure that children with any additional needs are supported through regular assessment and feedback, differentiated planning, scaffolding, target setting, pre-teaching, overlearning, recall activities, targeted interventions, 1:1 support and regular reviews of progress. Art and Design often gives those children who struggle with literacy or numeracy skills the chance to access the curriculum in a different way, and express their emotions. It allows them to use a kinaesthetic approach to their learning and use their problem-solving skills.

Greater Depth within Art and Design

It is important in Art and Design that we create opportunities for all children to demonstrate high ability. In turn we can then identify those who can, or have the potential to, work at a deeper level within the subject. This will enable us to challenge and extend their learning further through purposeful planning, ensuring that the skills of these gifted and talented children are nurtured and developed.

A Greater depth learner in Art and Design will analyse and interpret their observations and present them creatively. They will draw on existing knowledge, make connections and draw on comparisons with others' work. They are enthusiastic and interested in the visual world. They enjoy experimenting with materials and are able to go beyond the conventional. They can sustain concentration, constantly refining ideas. They have confidence using a wide range of skills and techniques, and are quick to learn and transfer skills.

Assessment for and of learning

We recognise that the purpose of assessment is to identify where there is under or over provision for learners so that any problem can be addressed promptly. Therefore teachers have a clear understanding of the expectations for their year group and the relevant milestone; know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks, or through assessment of the child's sketchbook.

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At the end of each year our children ‘move up’ with an art portfolio that showcases their creative work from across the year and, by the end of Year 6, their art progress through school.

End of phase expectations in the skills of Art and Design

Milestones are the goals that the children should reach to show that they are meeting the expectations of our curriculum. At Peasedown St John Primary School, we help pupils progress in Art and Design by:

- Carefully sequencing within our long term plans the introduction of knowledge that they need to understand
- Providing the vocabulary that they need to articulate their understanding of Art and Design
- Providing the children with deliberate practice activities that will help them to apply their knowledge and make progress towards the milestones and remember what they have learnt

Children are assessed for the knowledge that they have learnt and the skills they have developed and honed. We expect every child to reach the ‘advancing’ stage of development according to their milestone. A few children will reach deeper levels of understanding and some children will only attain a basic level of understanding.

EYFS

Early Learning Goal: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Milestone 1 (Year 1 - Year 2)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Respond to ideas and starting points.	With the support of a teacher suggested ideas are followed.	Generally, ideas are developed and developed from familiar starting points.	Ideas are quickly developed and explained.
	Explore ideas and collect visual information.	Following suggestions, visual information is collected.	Some ideas are presented and some visual information to develop the ideas is collected.	Ideas are explored with enthusiasm and visual information is gathered and explained.
	Explore different methods and materials as ideas develop.	Different methods are used when suggested by a teacher.	There is some exploration of different methods as ideas develop.	A number of different methods are adopted as ideas develop and reasons are given for choices.

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To master techniques: DRAWING	Draw lines of different sizes and thicknesses.	With encouragement, there is some experimentation in altering the thickness of lines.	A number of techniques are used to alter the thickness of lines when appropriate to do so.	A wide variety of techniques using a number of different implements shows a good understanding of line.
	Show patterns and texture.	With structured activities and the support of a teacher, patterns and texture are explored.	Generally, dots and lines are used to show texture or patterns.	Good effects are created by using a mixture of dots, lines and shading.
	Show different tones.	There is some experimentation with creating tones.	Tones are generally successfully created in a number of ways.	A number of successful techniques for creating tones are used.
To master techniques: PAINTING	Use thick and thin brushes.	Some control is developing when using different sized brushes.	Generally some effective results are achieved by altering the size of brush used.	Good control and careful choices of brush size produce striking effects.
	Mix primary colours to make secondary.	With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours.	The terms primary and secondary colours are understood and there is some effective mixing of colours.	Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and justified
	Add white to colours to make tints and black to colours to make tones.	With the support of a teacher, tints and tones are created for specific purposes.	The terms tint and tone are understood and there is some effective experimentation in creating them.	Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
To master techniques: COLLAGE	Use a combination of materials that are cut, torn and glued.	With suggestions from a teacher, a range of materials are combined.	There is generally some experimentation with combining different materials.	Thoughtful combinations of materials are created.
	Sort and arrange materials.	With suggested groupings, materials are sorted.	Materials are generally sorted and arranged effectively.	Some interesting criteria for sorting and arranging materials are used and explained.
	Mix materials to create texture.	From a small range, materials are mixed to create texture.	Some interesting mixtures of materials are used to create texture.	The properties of materials are used to choose materials and explain the textures they create.

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To master techniques: SCULPTURE	Use a combination of shapes.	With encouragement, a number of shapes are combined.	Shapes are combined in a number of interesting ways.	A range of interesting and sometimes unusual shape combinations are made and explained.
	Include lines and texture.	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.	Carefully chosen lines and textures are added for specific effects.
To master techniques: PRINTING	Use objects to create prints.	With suggestions from a teacher, a number of objects are used to create prints.	Objects are generally chosen, shaped or fashioned in order to make prints.	Materials are carefully selected to create shaped objects for printing. Press, roll, rub and stamp to make prints.
	There is an awareness that different techniques may be used to make prints.	Generally, experimentation with different forms of printing leads to some effective prints.	Ideas are suggested and reasons given for choosing different methods of printing.	A wide range of effective prints are created.
To take inspiration from the greats (classic and modern)	Describe the work of notable artists, artisans and designers.	When supported by a teacher, some notable artists are named and their work described.	A number of notable artists can be named and their work described and explained.	A number of notable artists and their distinctive qualities are known and explained.
	Use some of the ideas of artists studied to create pieces.	Attempts are made to mimic the work of notable artists.	Some of the techniques used by notable artists are used to experiment with effects.	The techniques of notable artists are evident in a wide range of work and their use is justified and explained.

Milestone 2 (Year 3 - Year 4)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Develop ideas from starting points throughout the curriculum.	With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively

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	Collect information, sketches and resources.	When prompted, resources are collected to develop an idea.	Generally, a good mix of sketches and other resources are collected to develop an idea.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea
	Adapt and refine ideas as they progress.	With encouragement ideas are tried and sometimes refined.	Ideas are generally adapted and refined throughout the process of creating a piece.	Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.
	Comment on artworks using visual language.	There is some awareness of visual language.	Visual language is generally used correctly.	Visual language is used effectively to comment on artworks.
To master techniques: DRAWING	Use different hardness of pencils to show line, tone and texture.	With support from a teacher, there is some experimentation with different hardness of pencils to create effects.	Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.	Pencils are carefully selected for the effect they will create. Choices are explained.
	Sketch lightly.	When guided, some control of a pencil is shown when sketching.	There is a growing control of pencils when sketching.	Light sketches show good pencil control and an understanding of the process of sketching.
	Annotate sketches to explain and elaborate ideas.	With the support of a teacher, ideas are explained.	When reminded, sketches are annotated to explain ideas.	Ideas are explained through the use of carefully placed annotations.
	Use shading to show light and shadow.	With the support of a teacher, shading is beginning to be used to show light and shadow.	Shading effectively shows areas of light and shadow.	The direction of light and the shape of objects are used to decide where to shade to show light and shadow.
	Use hatching and cross-hatching to show tone and texture. .	During supported activities, hatching and cross-hatching are used	Generally, texture is created effectively by using hatching and cross-hatching.	Hatching and cross-hatching are chosen carefully when deciding how to depict texture.
To master techniques: PAINTING	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	There is some experimentation with brush techniques.	Brush techniques are explored to create different effects.	Brush size and techniques are carefully selected for a chosen effect.

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	Mix colours effectively.	With support, colour mixing is effective.	Colours are generally mixed effectively in a number of different situations.	Palettes of colour are created through effective choices and careful combinations of colours.
	Use watercolour paint to produce washes for backgrounds then add detail.	During structured activities, backgrounds are created first and detailed later.	Generally, backgrounds are created first before adding detail.	Effective backgrounds are created using a number of techniques.
	Experiment with creating mood with colour.	There is an awareness that mood may be created with colour.	Generally, moods are created by altering the colour palette used.	Colour is effectively used to create mood and reasons for colour choices are explained.
To master techniques: COLLAGE	Select and arrange materials for a striking effect.	Some experimentation with the arrangement of materials produces interesting results.	Generally, a range of materials is selected and arranged for a particular effect.	Well-chosen and arranged materials produce a striking effect.
	Ensure work is precise.	Work shows some precision.	Work shows growing precision	Work is consistently precise.
To master techniques: SCULPTURE	Create and combine shapes to create recognisable forms.	With guidance, shapes are combined to create recognisable forms.	Generally, shapes are effectively combined to create specific forms.	Shapes are carefully selected and arranged to create specific forms
	Include texture that conveys feelings, expression or movement.	There is some attempt to add detail.	Some effective details provide interesting effects.	Well chosen textures and details convey specific effects.
To master techniques: PRINTING	Use layers of two or more colours.	There is some experimentation with print layers.	Generally, interesting effects are achieved by using layers and different colours.	Layers and a mixture of colours are used to produce some striking prints
	Make printing blocks.	With support, print blocks are constructed.	When reminded, a number of techniques for making print blocks are used.	A wide variety of techniques are used to make interesting and eye-catching print blocks.
	Make precise repeating patterns.	With support, repeating patterns are made.	Generally, repeating patterns are precise.	A high level of precision and care are used to create precise repeating patterns.
To take inspiration from the greats (classic and modern)	Replicate some of the techniques used by notable artists, artisans and designers.	Attempts are made to replicate the techniques of notable artists	Some techniques of notable artists are replicated with growing accomplishment.	Some techniques of notable artists are very effectively replicated.

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	Create original pieces that are influenced by studies of others.	There is some evidence of pieces influenced by the work of notable artists.	A number of ideas are developed that show a clear influence by the work of notable artists.	Techniques of notable artists are chosen and combined to create very effective pieces.
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Milestone 3 (Year 5 - Year 6)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To develop ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum.	Ideas are developed from a range of curriculum areas and developed with some imagination.	Imaginative ideas are generally developed well from a range of starting points.	Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.
	Collect information, sketches and resources and present ideas imaginatively in a sketchbook.	A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.	Sketch books show a good range of imaginatively presented ideas.	Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way
	Use the qualities of materials to enhance ideas.	Some of the qualities of materials are understood and used well to enhance ideas.	The qualities of frequently used materials are put to good use to enhance ideas.	Bold experimentation and exploration of the qualities of materials enhance ideas extremely well.
	Spot the potentials in unexpected results as work progresses. .	With encouragement, unexpected results are seen as possibilities	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.	Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses.
	Comment on artworks with a fluent grasp of visual language.	A basic understanding of visual language leads to pertinent comments on artworks.	Visual language is used well to comment on and give opinions of artworks.	An excellent grasp of visual language is used to make well-judged comments on and opinions of artworks.

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To master techniques: DRAWING	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	With encouragement, a variety of techniques are used to create interesting effects.	Generally, appropriate techniques are used to achieve a variety of interesting effects.	Well-chosen combinations of techniques are used to achieve some striking and interesting effects.
	Use a choice of techniques to depict movement, perspective, shadows and reflection.	With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection.	Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection.	Well-chosen techniques depict movement, perspective, shadows and reflection very well.
	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	Some choices are made in selecting an appropriate style for an artwork.	Generally, appropriate styles are selected to produce artworks.	A good understanding of artistic styles is described in explaining style choices.
To master techniques: PAINTING	Sketch (lightly) before painting to combine line and colour.	When reminded, light sketches are used first before painting.	Light sketching forms the basis of paintings that show a good combination of line and colour.	An excellent combination of line and colour is achieved by producing accurate and light sketches before painting
	Create a colour palette based upon colours observed in the natural or built world.	With some reminders of colour mixing knowledge, appropriate colour palettes are created.	Colour palettes are created using a good understanding of colour mixing.	Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.
	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	The qualities of paints are sometimes used to create interest.	Experimentation with the qualities of paints is used to create visual interest.	The qualities of paints are understood well and used to create some excellent points of visual interest.
	Combine colours, tones and tints to enhance the mood of a piece.	The mood of a painting is sometimes apparent.	A good understanding of how to achieve various effects is used to create mood.	A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting.
	Use brush techniques and the qualities of paint to create texture.	There is some experimentation in creating texture.	A good combination of brush choice and the qualities of paints is used to create interesting textures.	A wide variety of brush techniques and a thorough understanding of the qualities of paints is used to create striking textures

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	Develop a personal style of painting, drawing upon ideas from other artists.	A personal style is beginning to develop.	A growing range of work demonstrates a personal style.	A definite personal style is developing across many pieces of work
To master techniques: COLLAGE	Mix textures (rough and smooth, plain and patterned).	With support and encouragement a variety of textures is used.	Generally, a good range of textures is used to create interesting effects.	A very well-chosen mix of textures is chosen and arranged to create striking effects
To master techniques: SCULPTURE	Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	Some interesting effects that create discussion points are achieved in sculpture.	Many interesting qualities that provoke a number of interpretations are included in sculpture.	Accuracy and detail provide many interesting qualities that provoke interesting discussions.
	Use tools to carve and add shapes, texture and pattern.	Tools are used with some accomplishment.	Appropriate tools are used and controlled well to create effects.	Experimentation with tools, along with a good understanding of the properties of materials, leads to excellent effects.
To master techniques: PRINTING	Build up layers of colours.	Layers of colour are beginning to be used to good effect.	There are some good examples of overlapping colours to create interesting effects.	An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which create
	Create an accurate pattern, showing fine detail.	Some accurate patterns are achieved when creating simple prints.	Accurate patterns are achieved with more complex print designs.	Highly accurate and precise patterns are produced in a range of simple and complex print designs.
	Use a range of visual elements to reflect the purpose of the work.	The purpose of work is beginning to be apparent to the viewer.	Generally, choices in techniques reflect well the purpose of a work, which can be explained.	Well-chosen techniques and detailed explanations reflect very well the purpose of work.
To take inspiration from the greats (classic and modern)	Give details (including own sketches) about the style of some notable artists, artisans and designers.	There is a growing awareness of the style of notable artists across the centuries.	A good awareness of a range of artists is described and explained.	The work of notable artists across the centuries is understood well and described with excellent detail.
	Show how the work of those studied was influential in both society and to other artists.	There is some awareness of the context in which artworks are produced.	There is a growing understanding of art movements, cultural, religious and social contexts.	There is an in-depth understanding that artworks may be viewed within the context in which they were created.

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	Create original pieces that show a range of influences and styles.	Some good examples of original works that mimic some styles of others are developing.	Many good examples of original works that are clearly influenced by styles or movements are developing.	Highly original works that lend elements of a variety of styles and movements are developing.
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