



# Art & Design Learning Journey



## Curriculum Design:

### Cumulative:

At William Davis our ART curriculum is organised to ensure a progression in developing both knowledge and skills. This journey begins in the EYFS, where knowledge, opportunities and experiences have been carefully designed to ensure firm foundations are in place before pupils move into KS1. Each year, pupils have the opportunity to revisit and build upon their prior learning, working towards cumulative end goals for each year group. In the summer term, all classes take part in a number of art-based activities as part of the CUSP Art Festival week. These activities allow children to combine and consolidate all of their art learning over the course of the academic year before moving up to the next year group.

### Coherence:

Our ART curriculum is centred around our 'Big Ideas' which are our chosen key concepts for ART. These are: Painting, Drawing, Printmaking, Textiles, 3D and Collage. These concepts are built upon throughout each of the learning modules, deepening children's understanding of each concept as they continue on their learning journey.

### Connections:

Many of our ART units are not linked to other areas of the curriculum. This is to ensure that the key artistic disciplines are taught explicitly and are not overly diluted to ensure the highest quality art teaching. However, where appropriate, some of our Art studies are linked to learning in other subjects so that connections can be made and understanding deepened -this might be through links with texts studied in the reading curriculum. For example, during Year 1's study of the book 'The Storm Whale' pupils are inspired by weather-related phrases from the text when creating marks that represent weather and movement eg 'curls of clouds'. Another example would be a science link which takes place during Year 3's 'Drawing' unit where pupils create wax-resist art work based on ammonite fossils. Children also have several opportunities to use their artistic knowledge during their DT lessons ie when designing and decorating fabrics or using their knowledge of applique work.

### Context:

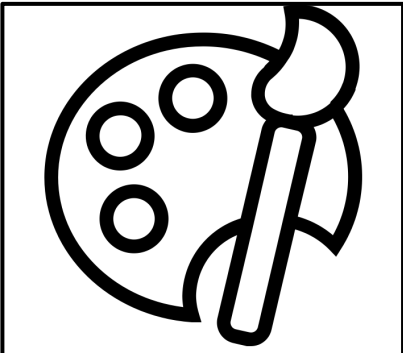
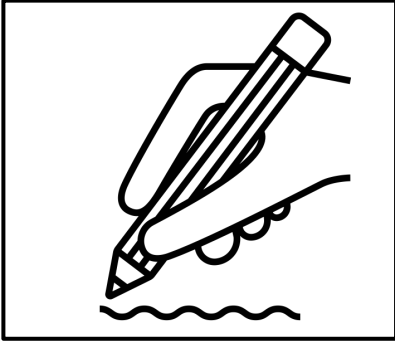
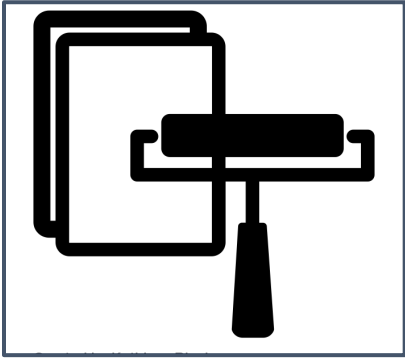
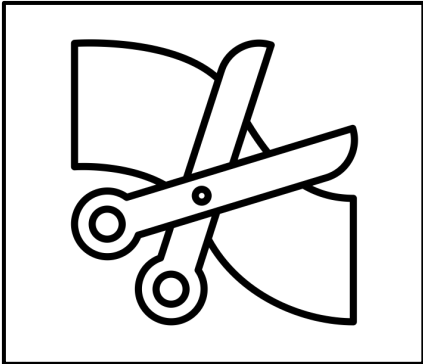
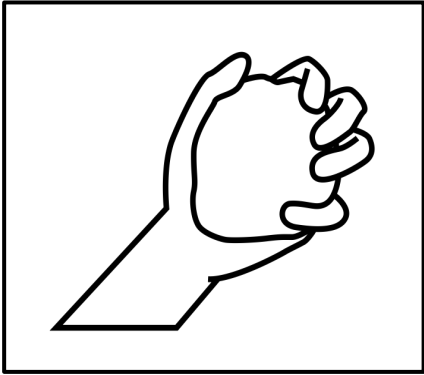
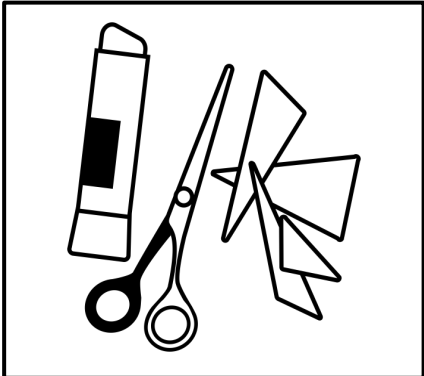
At William Davis we - like Pablo Picasso - really do believe that *'every child is an artist'*. However, due to the nature of our pupil demographic, we are aware that many of our children do not have access to art resources at home or art-based activities out of school hours. It is for this reason, that we have made a conscience decision with our timetabling to prioritise and ensure that every child has a weekly art lesson as well as providing children with a range of extra-curricular art-based clubs. Importantly, our curriculum now features more artists from the BAME community as well as more prominent female artists. This better reflects the cultural backgrounds of our pupils whilst also featuring the well-known 'classics' such as Van Gogh and Picasso. In addition to this, our curriculum features many new and exciting 'contemporary' artists such as Lederer and Chihuly. This helps our children to reflect on our current culture and society, providing insight into the world around them.

# National Curriculum Coverage

Key Stage 1 Curriculum Coverage	
Aspect of NC	Year group studies
Use a range of materials creatively to design and make products.	Block E - <b>3D</b> - Yr 1 Block E - <b>3D</b> - Yr2 ( + most KS1 Units work towards an end 'product')
Use <b>drawing</b> to develop and share their ideas, experiences and imagination.	Block A - <b>Drawing</b> - Yr 1 Block A - <b>Drawing</b> - Yr 2
Use <b>painting</b> to develop and share their ideas, experiences and imagination.	Block B - <b>Painting</b> -Yr 1 Block B - <b>Painting</b> - Yr 2
Use <b>sculpture</b> to develop and share their ideas, experiences and imagination.	Block E - <b>3D</b> - Yr 1 Block E - <b>3D</b> - Yr 2
Develop a wide range of art and design techniques in using colour, pattern. texture, line, shape, form and space.	<b>All KS1 Units</b>
learn about the work of a range of <b>artists/craft makers</b> and <b>designers</b> , describing the differences and similarities between different practices and disciplines and making links to their own work.	<b>Year 1:</b> Albrecht Durer, Piet Mondrian Karen Lederer, Anne Kelly, Kenojuak Asherak Paul Klee, Beth Krommes <b>Year 2:</b> Wassily Kandinsky, William Morris, Katie Vernon, Danny Eastwood, Wassily Kandinsky, John Kindness

Key Stage 2 Curriculum Coverage	
Aspect of NC	Year group studies
Create sketch books to record their observations and use them to review and revisit ideas.	<b>All KS2 Units</b>
Improve their mastery of <b>drawing</b> .	Block A - <b>Drawing</b> - Yr 3, 4, 5, 6 (inc. further opportunities to develop drawing skills during the completion of other non drawing-specific blocks)
Improve their mastery of <b>painting</b> .	Block A - <b>Painting</b> - Yr 3 Block B - <b>Painting</b> - Yr 4 Block A - <b>Painting</b> - Yr 5 Block B - <b>Painting</b> - Yr 6 (inc. further opportunities to develop painting skills during the completion of other non painting-specific blocks)
Improve their mastery of <b>sculpture</b> .	Block D - <b>3D</b> - Yr 3, 4, 5, 6
learn about great <b>artists</b> and <b>designers</b> in history.	<b>Year 3:</b> Vincent Vang Gogh, Neil Bousfield, Faith Ringgold, Louise Bourgeois <b>Year 4:</b> Georgio Morandi, Georgia O'Keefe, Matthew F. Fisher, Gilbert Ahiagble, Albert Giacometti <b>Year 5:</b> Friedenreich Hundertwasser, Andy Warhol, John Brunston, Lesley Richmond, Barbara Hepworth <b>Year 6:</b> Frida Khalo, Pablo Picasso, Patrick Caufield, Patrick Hughes, Dale Chihuly

# Big Ideas

Core Discipline	Description
 <p>Painting</p>	<p><b>In KS1 children will:</b></p> <ul style="list-style-type: none"> <li>• Explore mark making with paint, using primary colours</li> <li>• Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</li> </ul> <p><b>In KS2 children will:</b></p> <ul style="list-style-type: none"> <li>• Create tints and learn the painting techniques of tonking, sgraffito and impasto</li> <li>• Learn about abstract art and develop colour mixing skills to include tertiary colours</li> <li>• Adapt and refine ideas and techniques and respond to different styles of artists and art movements</li> <li>• Use a range of paint techniques to create backgrounds for effect</li> <li>• Mix tints and tones to create an ombre effect with paint</li> <li>• Explore a range of effects which can be achieved using watercolour paint</li> <li>• Combine techniques to create the illusion of water and depth</li> <li>• Combine painting and printmaking techniques</li> </ul>
 <p>Drawing</p>	<p><b>In KS1 children will:</b></p> <ul style="list-style-type: none"> <li>• Explore materials and tools for mark making</li> <li>• Evoke mood and represent movement through mark making</li> </ul> <p><b>In KS2 children will:</b></p> <ul style="list-style-type: none"> <li>• Combine drawing and resist to explore colour, line and shape</li> <li>• Create contour drawings using still life and natural forms as stimulus</li> <li>• Learn about and use the technique of subtractive drawing</li> <li>• Use organic lines to create landscapes</li> </ul>
 <p>Printmaking</p>	<p><b>In KS1 children will:</b></p> <ul style="list-style-type: none"> <li>• Explore resist and relief block printing, negative stencils and clay printing blocks</li> <li>• Create repeated patterns with positive and negative space</li> <li>• Print using natural objects as a stimulus</li> </ul> <p><b>In KS2 children will:</b></p> <ul style="list-style-type: none"> <li>• Create monoprints and explore mark making and pattern with printing tools</li> <li>• Create three colour prints and combine printing techniques</li> <li>• Explore resist and relief block printing, negative stencils and clay printing blocks</li> <li>• Create repeated patterns with positive and negative space Print using natural objects as a stimulus</li> <li>• Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images</li> <li>• Combine painting and printmaking techniques</li> <li>• Combine printmaking and textiles to embellish fabric</li> </ul>
 <p>Textiles</p>	<p><b>In KS1 children will:</b></p> <ul style="list-style-type: none"> <li>• Explore weaving with natural and man-made materials</li> <li>• Work with wax and oil crayon resist on fabric</li> <li>• Explore dip dye technique</li> <li>• Use relief and block printing techniques on fabric</li> <li>• Create work focusing on pattern, line and colour using mixed-media</li> </ul> <p><b>In KS2 children will:</b></p> <ul style="list-style-type: none"> <li>• Explore pattern and colour combinations Use collagraph and Plasticine blocks and tie dye</li> <li>• Use tie dye, knotting and weaving techniques</li> <li>• Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork</li> <li>• Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces</li> </ul>
 <p>3D</p>	<p><b>In KS1 children will:</b></p> <ul style="list-style-type: none"> <li>• Use natural and man-made materials</li> <li>• Create plaster casts from clay impressions</li> <li>• Take inspiration from the designs of indigenous art</li> <li>• Create 3D sculptures using paper and cardboard</li> </ul> <p><b>In KS2 children will:</b></p> <ul style="list-style-type: none"> <li>• Create relief sculptures Use wire to make 3D insects</li> <li>• Create wire structures, focusing on line and form</li> <li>• Combine 3D materials</li> <li>• Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls</li> <li>• Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'</li> <li>• Explore combining techniques to create sculptures using mixed-media including recycled materials</li> </ul>
 <p>Collage</p>	<p><b>In KS1 children will:</b></p> <ul style="list-style-type: none"> <li>• Create work focusing on pattern, line and colour using mixed-media</li> <li>• Explore the visual and tactile qualities of objects</li> <li>• Layer paper to build an image</li> <li>• Combine drawing and collage to add detail and interest</li> </ul> <p><b>In KS2 children will:</b></p> <ul style="list-style-type: none"> <li>• Create still life compositions by combining different media and in response to cubist work</li> <li>• Adapt and refine ideas and techniques and respond to different styles of artists and art movements</li> <li>• Create wall hangings using layered collage and weaving techniques</li> <li>• Use natural forms as a starting point for artwork</li> <li>• Combine a range of techniques such as overlapping and layering</li> <li>• Explore line and shape and create paper collage</li> <li>• Explore positive and negative space</li> </ul>



# Disciplinary Knowledge/ Working Artistically...



## colour

Choices of colour and the relationships between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.

### Children should:

- have a basic knowledge and understanding of 'colour theory' i.e. understand that colours can be mixed to create new colours and know how to do so.
- know which colours are considered 'warm' or 'cold'
- know which colours are considered 'complementary' to others.



## pattern

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.

### Children should:

- understand the difference between 'natural' and 'man-made' patterns.
- know that pattern in art is used for both structural (architecture) and decorative purposes.
- know that pattern can be regular or irregular, repeating or random, organic or geometric, structural or decorative.



## line

Lines are used by artists and designers to describe objects, add detail or create expression. Lines define an artwork and reveal the artist's techniques.

### Children should:

- know that 'line' can be viewed as a moving 'dot' on a surface.
- know that line can vary in thickness and length and type.
- know that line can control the viewer's eye and defines the edges of a 'shape'
- know that line can indicate 'form' as well as 'movement'.



## form

Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).

### Children should:

- know that all forms are either geometric or organic.
- know that geometric forms appear man made and can suggest something solid, balanced and permanent.
- Know that organic forms look natural. They are irregular and may seem flowing and unpredictable.
- recognise that some designs may mix elements of organic and geometric forms.



## shape

Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.

### Children should know:

- that representational drawings are made up of 'shapes'.
- that more complicated objects can be broken down into more simple and 'recognisable' shapes.
- that 'shape' is created when a 'line' is enclosed. That 'shape' can be organic or man-made



## texture

Artists and designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture.

### Children should:

- Know the difference between tactile, visual or implied texture.
- Create 'tactile' texture by adding a variety of materials to their artwork e.g. collage.
- Create 'Visual or Implied' texture e.g. through the combined use of other formal elements of art e.g. tone, line and form and pattern etc.



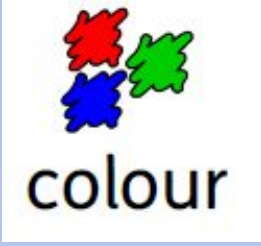
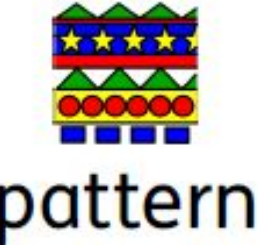




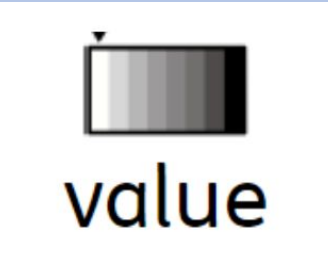
## value /tone

Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.

### Children should:

- Know that you can create the illusion of 'light' on a 2D piece of work by incorporating a full range of tones in both 'black and white' and colour 'values'.
- Colours can be adapted to make them 'lighter' by adding white (tints) and darker by adding black (shades).
- Understand how light behaves on an object.

# Progression of Disciplinary Knowledge

Big Idea	EYFS	KS1	KS2
 <p>colour</p>	<ul style="list-style-type: none"> <li>Learning to recognise primary and secondary colours.</li> <li>Colour mixing.</li> <li>Match the colours they see and want to represent.</li> <li>Talk about colour in natural world and work of other artists.</li> </ul>	Block B - <b>Painting</b> - Yr 1 Block B - <b>Painting</b> - Yr 2	Block A - <b>Painting</b> - Yr 3 Block B - <b>Painting</b> - Yr 4 Block A - <b>Painting</b> - Yr 5 Block B - <b>Painting</b> - Yr 6
 <p>pattern</p>	<ul style="list-style-type: none"> <li>Recognising and continuing repeating patterns.</li> <li>Noticing and talking about pattern in natural world and in work of other artists.</li> <li>Learning shape names to describe pattern.</li> </ul>	Block C - <b>Printmaking</b> - Yr 1 Block D - <b>Textiles</b> - Yr 1 Block C - <b>Printmaking</b> - Yr 2 Block D - <b>Textiles</b> - Yr 2	Block B - <b>Printmaking</b> - Yr 3 Block C - <b>Textiles &amp; Collage</b> - Yr 3 Block C - <b>Printmaking &amp; Textiles</b> - Yr 4 Block B - <b>Printmaking</b> - Yr 5 Block C - <b>Textiles &amp; Collage</b> - Yr 5 Block C - <b>Printmaking &amp; Textiles</b> - Yr 6
 <p>line</p>	<ul style="list-style-type: none"> <li>Close observation drawing</li> <li>Drawing from imagination.</li> <li>Draw with increasing complexity and detail.</li> <li>Mark making with a range of tools</li> </ul>	Block A - <b>Drawing</b> - Yr 1 Block C - <b>Printmaking</b> - Yr 1 Block A - <b>Drawing</b> - Yr 2 Block C - <b>Printmaking</b> - Yr 2	Block A - <b>Drawing</b> - Yr 3 Block B - <b>Printmaking</b> - Yr 3 Block A - <b>Drawing</b> - Yr 4 Block C - <b>Printmaking &amp; Textiles</b> - Yr 4 Block A - <b>Drawing</b> - Yr 5 Block B - <b>Printmaking</b> - Yr 5 Block A - <b>Drawing</b> - Yr 6 Block C - <b>Printmaking &amp; Textiles</b> - Yr 6
 <p>form</p>	<ul style="list-style-type: none"> <li>Junk modelling.</li> <li>Playdough and clay representations.</li> <li>Large and small scale construction.</li> <li>Observing form in the natural environment.</li> <li>Learning to recognise 3D shapes.</li> </ul>	Block E - <b>3D</b> - Yr 1 Block E - <b>3D</b> - Yr 2	Block D - <b>3D</b> - Yr 3 Block D - <b>3D &amp; Collage</b> - Yr 4 Block D - <b>3D</b> - Yr 5 Block D - <b>3D</b> - Yr 6
 <p>shape</p>	<ul style="list-style-type: none"> <li>learning to recognise 2D shapes.</li> <li>Observing shape in the natural environment.</li> <li>Shape pictures/collage/</li> <li>Shape printing</li> </ul>	Block E - <b>3D</b> - Yr 1 Block E - <b>3D</b> - Yr 2	Block D - <b>3D</b> - Yr 3 Block D - <b>3D &amp; Collage</b> - Yr 4 Block D - <b>3D</b> - Yr 5 Block D - <b>3D</b> - Yr 6
 <p>texture</p>	<ul style="list-style-type: none"> <li>Exploring natural materials using all senses.</li> <li>Collage</li> <li>Tuff spot messy play- describing texture.</li> <li>Adding detail to drawing to represent texture- eg animal fur/feathers.</li> <li>Mask making</li> </ul>	Block A - <b>Drawing</b> - Yr 1 Block D - <b>Printmaking</b> - Yr 1 Block F - <b>Collage</b> - Yr 1 Block A - <b>Drawing</b> - Yr 2 Block D - <b>Textiles &amp; Collage</b> - Yr 2	Block A - <b>Drawing</b> - Yr 3 Block C - <b>Textiles &amp; Collage</b> - Yr 3 Block A - <b>Drawing</b> - Yr 4 Block C - <b>Printmaking &amp; Textiles</b> - Yr 4 Block A - <b>Drawing</b> - Yr 5 Block C - <b>Textiles &amp; Collage</b> - Yr 5 Block A - <b>Drawing</b> - Yr 6 Block C - <b>Printmaking &amp; Textiles</b> - Yr 6
 <p>value</p>	<ul style="list-style-type: none"> <li>Talk about light and dark in the work of other artists.</li> <li>Help them to explore and refine their colour mixing - how to make colours lighter and darker.</li> <li>Skin tones.</li> <li>Hot and cold colours</li> </ul>	Block B - <b>Painting</b> - Yr 1 Block B - <b>Painting</b> - Yr 2	Block A - <b>Drawing &amp; Painting</b> - Yr 3 Block B - <b>Painting</b> - Yr 4 Block A - <b>Drawing &amp; Painting</b> - Yr 5 Block B - <b>Painting &amp; Collage</b> - Yr 6





# Art Learning Journey



**Block E - Painting**  
Combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.  
(Artist: Terry Gileki)



**Block C - Printmaking & Textiles**  
Use drawings as a starting point for textile work.  
Explore batik technique.  
Draw and paint on fabric.  
(Artist: Patrick Hughes)

**Block B - Painting & Collage**  
Create still-life compositions and combine different media in response to Cubist work.  
Adapt and refine ideas and techniques in response to different artists and art movements.  
(Artists: Pablo Picasso & Patrick Caufield)



Y2-6 participate in a creative response unit (Block F) at the end of the year, which draws together all learning from across the year and culminates in an exhibition.

## Y6

**Block E - Painting**  
explore a range of effects using watercolour paint  
(Artist: Jim Dine)

**Block D - 3D**  
Explore shape, form and colour.  
Explore the effect of heat to create Chihuly-style 'glass'.  
Explore the combining of wire and recycled materials.  
(Artist: Dale Chihuly)



**Block A - Drawing & Painting**  
Learning about and using the techniques of subtractive drawing.  
Use organic lines to create landscapes.  
(Artist: Friedenreich Hundertwasser)

**Block C - Textiles & Collage**  
Create wall-hangings using layered collage and weaving techniques.  
Use natural forms as a starting point for artwork.  
(Artist: Lesley Richmond)

**Block A - Drawing**  
Combining techniques to create an abstract image.  
Learn about Surrealism and Portraiture  
(Artist: Frida Kahlo)

Y2-6 participate in a creative response unit (Block F) at the end of the year, which draws together all learning from across the year and culminates in an exhibition.

## Y5

**Block E - Painting**  
use their knowledge of how to make tints and tones to create an ombre effect with paint.  
(Artist: Helen Frankenthaler)

**Block C - Printmaking & Textiles**  
Create monoprint and press-prints on fabric to make collages.  
Create repeating patterns by flipping and rotating images.  
Use tie-dye, wrapping and knotting techniques.  
(Artist: Gilbert (Bobbo) Ahiagble)

**Block B - Printmaking**  
Create three-colour prints.  
Combine printing techniques  
(Artists: Andy Warhol & John Brunsdon)

**Block B - Painting**  
learn about abstract art and develop colour-mixing skills to include tertiary colours  
(Artists: Georgia O'Keefe & Matthew F. Fisher)

**Block D - 3D**  
Create slab pots  
Learn techniques to join and seal clay sections.  
Create tissue paper bowls.  
(Artist: Barbara Hepworth)

Y2-6 participate in a creative response unit (Block F) at the end of the year, which draws together all learning from across the year and culminates in an exhibition.

## Y4

**Block D - 3D & Collage**  
Create wire structures.  
Combine 3D materials.  
Combining techniques eg. overlapping and layering  
(Artist: Albert Giacometti)



**Block A - Drawing & Painting**  
Combine drawing and resist to explore colour, line and shape.  
Create tints and learn painting techniques of tonking and sgraffito  
(Artist: Vincent Van Gogh)

**Block A - Drawing**  
Create contour drawings using still-life and natural forms as stimulus  
(Artist: Giorgio Morandi)

**Block C - Textiles & Collage**  
Explore pattern and colour combinations.  
Use collograph, plasticine blocks and tie-dye.  
Explore positive and negative space.  
Explore line and shape and create a paper collage.  
(Artist: Faith Ringgold)

**Block E - Painting**  
Pupils will learn techniques to create a negative space using paint.  
(Artist: Kehinde Wiley)

Y2-6 participate in a creative response unit (Block F) at the end of the year, which draws together all learning from across the year and culminates in an exhibition.

## Y3

**Block B - Printmaking**  
Create monoprints and explore mark-making and pattern with printing tools  
(Artist: Neil Bousfield)

**Block D - Textiles & Collage**  
Explore dip-dye technique.  
Use relief and blocking printing techniques on fabric.  
Create large-scale work focussing on line, colour and shape.  
(Artist: Katie Vernon)

**Block A - Drawing**  
Evoke mood and represent movement through mark-making.  
(Artist: Beth Krommes)

**Block D - 3D**  
Create coil pots using clay  
(Artist: Louise Bourgeois)

Y2-6 participate in a creative response unit (Block F) at the end of the year, which draws together all learning from across the year and culminates in an exhibition.

## Y2

**Block E - 3D**  
Explore Aboriginal Art.  
Combine different colours of clay.  
(Artists: Danny Eastwood & John Kindness)



**Block C - Printmaking**  
Create repeating patterns with positive and negative space.  
Use natural objects as stimulus.  
(Artist: William Morris)

**Block B - Painting**  
Explore line, colour and shape.  
Make own painting tools.  
Develop colour mixing skills to include secondary colours  
(Artist: Wassily Kandinsky)

**Block A - Drawing**  
Explore materials and tools for mark making  
(Artist: Albrecht Durer)

**Block C - Printmaking**  
Explore resist and relief block painting, negative stencils and clay slabs  
(Artist: Karen Lederer)

**Block F - Collage**  
Explore the visual and tactile qualities of natural and man-made objects  
(Artist: Paul Klee)

## Y1

**Block B - Painting**  
Explore mark marking with paint using primary colours  
(Artist: Piet Mondrian)



**Block D - Textiles**  
Explore weaving with natural and man-made materials.  
Explore wrap, tie, knot and peg techniques for fabric dyeing  
(Artist: Anne Kelly)



**Block E - 3D**  
Use natural and man-made materials  
Create plaster casts from clay impressions  
(Artist: Kenojuak Ashevak)



## EYFS

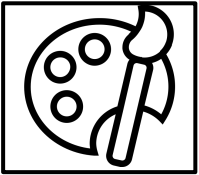
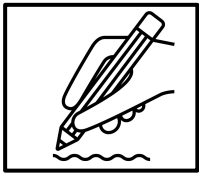
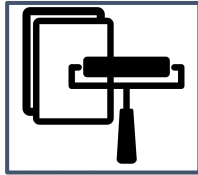
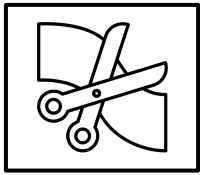
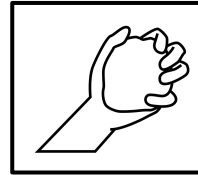
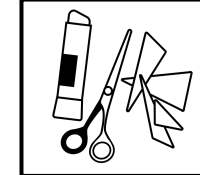


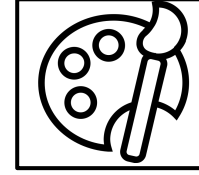
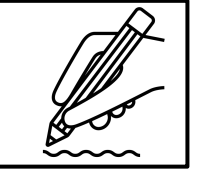
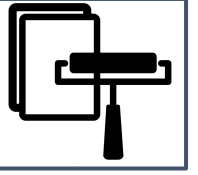
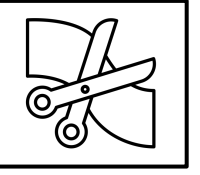
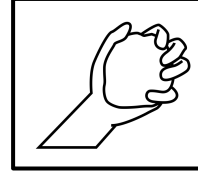
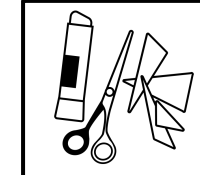
Creating with Materials: Share their creations, explaining the process they have used.


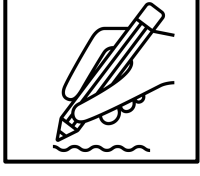

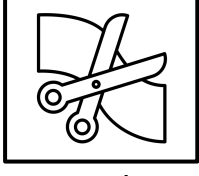
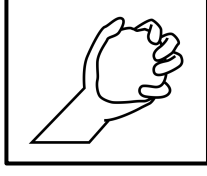
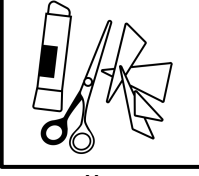
Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

welcome


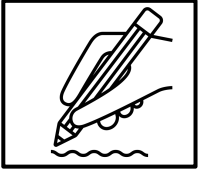

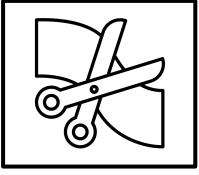
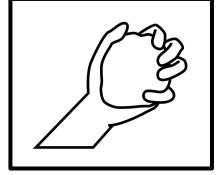
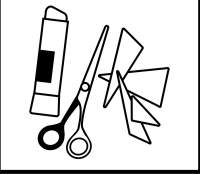
# Cumulative End Goals


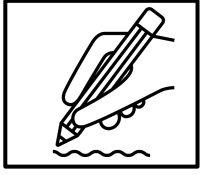
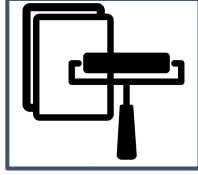
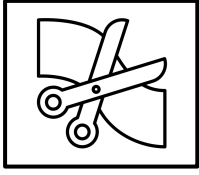
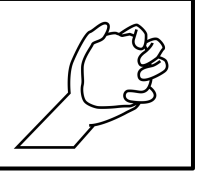

<u>Year 1</u>	 Painting	 Drawing	 Printmaking	 Textiles	 3D	 Collage
<b>Know:</b>	Paint can be used to create a range of marks  The names of the primary colours	Marks can be made using a variety of drawing tools	Prints can be made from ordinary objects  How to make and use a stencil and relief block	Mixed media, including fabrics, yarn and beads, can be used to create artwork	Sculptures can be made out of many different materials  Artists take inspiration from the work of others	Collage can be used as a background  Paper can be torn or cut for effect
<b>Be able to:</b>	Make thick and thin marks  Identify shades of primary colours	Select appropriate tools  Make a range of marks	Apply paint using controlled brushstrokes and stippling  Combine printing techniques such as stencilling and relief printing	Combine a range of materials to produce textile art	Select materials based on their properties  Take inspiration from the work of an artist	Build up layers, using collage to create a background  Tear paper and use scissors to cut for precision


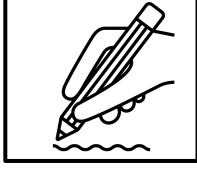
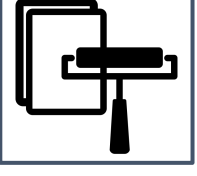
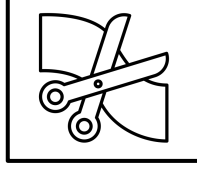
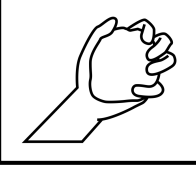
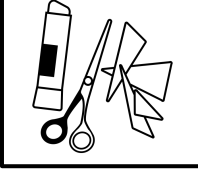
<u>Year 2</u>	 Painting	 Drawing	 Printmaking	 Textiles	 3D	 Collage
<b>Know:</b>	Colour and line can be used to show mood, movement and feelings	The surface drawn on will create different effects	Prints can be made from natural objects  How to make a collagraph printing block	Reconstructed paintings are made using images (and materials) that were originally part of something else	Sculptors make their ideas come to life by joining or molding materials together  Sculptors sometimes first make small scale models of their work called maquettes	Reconstructed paintings are made using images (and materials) that were originally part of something else
<b>Be able to:</b>	Select colours and painting tools Make painted marks to express feelings	Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed	Create repeated patterns  Combine printing techniques	Select appropriate pre-used images, colours and textures to create a new picture	Join materials together to form a 3D work of art  Make a small rough draft of a sculpture to explore ideas	Select appropriate pre-used images, colours and textures to create a new picture

Year 3	 Painting	 Drawing	 Printmaking	 Textiles	 3D	 Collage
Know:	A range of effects can be made with paint	There are lines and patterns in natural objects	<p>How to use a printing slab and roller</p> <p>How to create different printing blocks</p>	<p>A mandala means circle in Sanskrit</p> <p>Mandalas are designs used in Hinduism and Buddhism</p> <p>Quilting is a way of conveying a message</p>	<p>Relief work is a sculptural technique where parts of a sculpture remain attached to a surface</p> <p>Sculptures can be any size and created with a wide range of materials</p> <p>When displayed, they are called an installation</p>	<p>A mandala means circle in Sanskrit</p> <p>Mandalas are designs used in Hinduism and Buddhism</p> <p>Quilting is a way of conveying a message</p>
Be able to:	Use a range of specific painting techniques	Identify lines and patterns in nature (rocks and fossils)	<p>Make a variety of printed marks including:</p> <ul style="list-style-type: none"> <li>• monoprinting</li> <li>• block printing</li> </ul>	<p>Create collaged patterns within concentric circles</p> <p>Tell a story using textiles and collage</p>		<p>Create collaged patterns within concentric circles</p> <p>Tell a story using textiles and collage</p>



Year 4	 Painting	 Drawing	 Printmaking	 Textiles	 3D	 Collage
Know:	<p>Similarities and differences between the work of two artists</p> <p>Abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction</p> <p>Painted images can be layered to create space</p> <p>An ombre effect can be created with paint by changing the tint and tone</p>	<p>What is meant by still life</p> <p>How to use a viewfinder to create a focal point or an area of interest</p> <p>How to identify details</p>	<p>Tie dye is a method used to create designs and colour</p>	<p>Kente cloth is a woven fabric from West Africa</p> <p>Tie dye is a method used to create designs and colour</p> <p>Textile artists use a range of materials to create textured designs and images</p>	<p>An illusion can suggest movement</p> <p>Proportion will make a figure seem realistic</p>	<p>An illusion can suggest movement</p> <p>Proportion will make a figure seem realistic</p>
Be able to:	<p>Make comparisons and form opinions</p> <p>Create an abstract painting of a natural object</p> <p>Position images on a plane to create space</p> <p>Add grey to a colour to create a tonal change</p> <p>Add white to a colour to create tints</p>	<p>Assemble objects to create an interesting composition</p> <p>Use a viewfinder</p> <p>Use fine control to add detail</p>	<p>Create printing to represent kente designs</p> <p>Use tie dye to create colour designs</p>	<p>Use tie dye to create colour designs</p> <p>Combine media to create texture</p>	<p>Create figures that are in proportion and out of proportion</p>	<p>Assemble pieces of paper to create the illusion of movement</p> <p>Combine media to create texture</p>

Year 5	 Painting	 Drawing	 Printmaking	 Textiles	 3D	 Collage
Know:	<p>Lines can be used to suggest harmony</p>	<p>Learn about and use the technique of subtractive drawing</p> <p>What is meant by 'subtractive drawing' and 'abstract'</p> <p>Lines can be used to suggest harmony</p>	<p>Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last</p>	<p>Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p> <p>Textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct</p>	<p>An armature can be used to create a piece of 3D art</p> <p>Clay can be joined by a score and slip method</p>	<p>Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p>
Be able to:	<p>Transfer and enlarge an image and work in the style of an artist</p> <p>Use organic lines to create landscapes</p>	<p>Combine drawing techniques to achieve desired effects</p> <p>Transfer and enlarge an image and work in the style of an artist</p>	<p>Create reduction prints and explain and record the process</p>	<p>Weave, braid and construct art using natural objects</p> <p>Combine fabrics in a range of ways</p> <p>Use natural forms as a starting point for artwork</p> <p>Create wall hangings using layered collage and weaving techniques</p>	<p>Use armatures to produce 3D forms</p> <p>Join two or more pieces of clay</p> <p>Create slab and coil pots and learn techniques to join and seal clay sections</p> <p>Create tissue paper bowls</p>	<p>Weave, braid and construct art using natural objects</p> <p>Create wall hangings using layered collage and weaving techniques</p> <p>Use natural forms as a starting point for artwork</p>

Year 6	 Painting	 Drawing	 Printmaking	 Textiles	 3D	 Collage
Know:	<p>Depth can be created by layering effects one on top of the other</p> <p>Observation of still life can be responded to through a combination of different media and styles</p>	<p>Combine techniques to create abstract images</p> <p>Learn about surrealism and portraiture</p> <p>About the different elements of art and design</p>	<p>Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing</p> <p>(Charlotte - there is no reference to printmaking in the year 6 section on the curriculum overview - instead the 'to know' section covers both Drawing and Printmaking so the above doesn't necessarily link with Printmaking)</p>	<p>There are a series of steps in the creative process</p> <p>Mediums can be combined to create texture and detail</p> <p>Batik is a method of making marks on cloth using hot wax</p>	<p>A 2D object can change its form and shape to become 3D</p> <p>Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important</p>	<p>Mediums can be combined to create texture and detail</p> <p>Observation of still life can be responded to through a combination of different media and styles</p>
Be able to:	<p>Draw and paint on fabric surfaces</p> <p>Create a still life using a variety of colours, textures and materials, including paint</p> <p>Combine techniques to create the illusion of water and depth</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p> <p>Work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Apply and refine drawing and textile techniques</p> <p>Combine drawing and batik to add detail</p> <p>Use perspective drawings as a starting point for textiles work</p> <p>Draw and paint on fabric surfaces</p> <p>Create a simple one-point perspective sketch</p> <p>Work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Draw and paint on fabric surfaces</p> <p>Explore batik technique</p> <p>Apply wax to the surface of fabric and dye it to create coloured designs</p> <p>Work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Refer to previous knowledge and skills to make creative choices</p> <p>Apply and refine drawing and textile techniques</p> <p>Combine drawing and batik to add detail</p> <p>Use perspective drawings as a starting point for textiles work</p> <p>Explore batik technique</p> <p>Draw and paint on fabric surfaces</p> <p>Apply wax to the surface of fabric and dye it to create coloured designs</p>	<p>Match visual and tactile elements to their intentions to create visual balance</p> <p>Use different media to create shapes and forms</p> <p>Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'</p> <p>Explore combining techniques to create sculptures using mixed-media including recycled materials</p> <p>Work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Create a still life using a variety of colours, textures and materials, including paint</p> <p>Select and combine appropriate techniques to create the illusion of water and depth</p> <p>Create still life compositions by combining different media and in response to cubist work</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p>



# Early Foundations

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Painting</b>	<ul style="list-style-type: none"> <li>Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers.</li> <li>Explore primary paint colours and how these colours can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Select different tools to paint, e.g. brushes, rollers, sponges, body parts.</li> <li>Explore what happens when they mix primary colours.</li> <li>Choose particular colours to use for a purpose.</li> <li>Show different emotions in their paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).</li> <li>Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint.</li> <li>Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers.</li> <li>Accurately use a paint brush (appropriate grip).</li> </ul>
<b>Essential vocabulary</b>	brushes, sponges, rollers, red, blue, yellow	choose, tools, mix, try, feeling (and revise colour)	match, technique, watercolour, powder, grip

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Drawing / line</b>	<ul style="list-style-type: none"> <li>Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas.</li> <li>Create different depth of line using the above.</li> <li>When drawing themselves, represent all of the different face / body parts.</li> <li>Draw with increasing observation, e.g. <i>the banana has black dots</i>.</li> </ul>
<b>Essential vocabulary</b>	draw, pencil, chalk, line, felt tip	shape, lines, drawing, wavy, straight	detail, dark, light, thick, thin, observe

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Sculpting</b>	<ul style="list-style-type: none"> <li>Begin to sculpt using playdough (link to fine motor).</li> <li>Talk about what they have made with playdough using simple language, e.g. cake, sausages.</li> </ul>	<ul style="list-style-type: none"> <li>Use playdough and plasticine to sculpt specific ideas.</li> <li>Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</li> </ul>	<ul style="list-style-type: none"> <li>Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.</li> <li>Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</li> </ul>
<b>Essential vocabulary</b>	dough / playdough, roll, ball, pat	plasticine, squash, squeeze, pull, push	clay, papier mâché, twist, stretch, flatten

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Colour / pattern / texture / shape</b>	<ul style="list-style-type: none"> <li>Recognise and name the primary colours, black and white and some secondary colours.</li> <li>Begin to be interested in and describe the texture of things.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</li> <li>Experiment to create different textures, e.g. mixing different materials into paint / glue.</li> <li>Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey.</li> <li>Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach.</li> <li>Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.</li> </ul>
<b>Essential vocabulary</b>	feel, hard, soft, sticky, primary colours, black and white	mix, lumpy, smooth, rough, gloopy, pattern (including above named colours)	texture, lighter, darker, shade, AB/ABC Pattern (plus most common colours)

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Artists / Wider concepts</b>	<ul style="list-style-type: none"> <li>Know what an artist is.</li> <li>Express simple likes and dislikes about different paintings / designs / sculptures.</li> <li>Talk about colours in different pieces of art.</li> </ul>	<ul style="list-style-type: none"> <li>Know what an art show is.</li> <li>Name at least one artist.</li> <li>Know that illustrators are artists.</li> <li>Talk about colours and shapes in different pieces of art.</li> <li>Express simple likes and dislikes about different paintings / designs / sculptures saying why they think / feel this.</li> </ul>	<ul style="list-style-type: none"> <li>Know what an art gallery is.</li> <li>Name at least two different artists.</li> <li>Express clear opinions about different paintings / designs / sculptures justifying their opinions.</li> <li>Talk about colours, shapes, patterns and texture in different pieces of art.</li> </ul>
<b>Essential vocabulary</b>	like, don't like, artist, colour (know the primary colours, black and white and some others)	dislike, art show, illustrator, simple shape names (and names of colours)	art gallery, opinion, because, texture, pattern, shape (and all common colours)

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Discussion and evaluation</b>	<ul style="list-style-type: none"> <li>Say what they have made. Use key words to assign meaning to their creations, e.g. dog, mummy, head, tail, face.</li> <li>Begin to talk about the colours they have used and why.</li> <li>Begin to name what they have used to create, e.g. box, paper, tape.</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like about their creations.</li> <li>Say what was hard and easy about their creations.</li> <li>Talk about the colours they have used and why.</li> <li>Use increasingly accurate vocabulary to name what they have used to create, e.g. egg box, cereal box, juice bottle, plastic, cardboard.</li> <li>Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxx because ...</li> </ul>	<ul style="list-style-type: none"> <li>Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Say what works well / why they are proud / pleased about their creation and what they might do to make it even better.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
<b>Essential vocabulary</b>	made, used, paper, box, tape / glue (plus colour language see painting section)	hard, easy, because, enjoyed, favourite (plus colour language – see painting section)	materials, fixings, better, proud, idea

Area of Learning and Development: Expressive arts and design				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME EYFS Framework	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1 Art
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.				<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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.</li> </ul>
<p><b>Early Learning Goals:</b> Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p><b>Painting:</b></p> <p>brushes, sponges, rollers, red, blue, yellow choose, tools, mix, try, feeling (and revise colour) match, technique, watercolour, powder, grip</p> <p><b>Drawing/Line:</b></p> <p>draw, pencil, chalk, line, felt tip shape, lines, drawing, wavy, straight detail, dark, light, thick, thin, observe</p> <p><b>Sculpting (3D):</b></p> <p>dough / playdough, roll, ball, pat plasticine, squash, squeeze, pull, push clay, papier mâché, twist, stretch, flatten</p> <p><b>Colour/Pattern/ Texture/ Shape:</b></p> <p>feel, hard, soft, sticky, primary colours, black and white mix, lumpy, smooth, rough, gloopy, pattern (including above named colours) texture, lighter, darker, shade, AB/ABC Pattern (plus most common colours)</p> <p><b>Artist/Wider Concepts:</b></p> <p>like, don't like, artist, colour (know the primary colours, black and white and some others) dislike, art show, illustrator, simple shape names (and names of colours) art gallery, opinion, because, texture, pattern, shape (and all common colours)</p> <p><b>Discussion &amp; Evaluation:</b></p> <p>made, used, paper, box, tape / glue (plus colour language see painting section) hard, easy, because, enjoyed, favourite (plus colour language – see painting section) materials, fixings, better, proud, idea</p> <p><b>Creating with Materials:</b></p> <p>make, hard, soft, small, big build, join, plastic, paper, cardboard material, wood, foil, fabric, fixing scissors, tape, glue, together, safe stapler, hole punch, treasury tag, tools, goggles, safely trowel, drill, vice, saw, split pins, safety equipment</p>	<p><b>Painting &amp; Printing:</b></p> <ul style="list-style-type: none"> <li>Primary and secondary colours.</li> <li>Exploring and using a range of colours</li> <li>Fruit/veg printing.</li> <li>Sponge/ roller/brush paintings</li> <li>Create a painting from a dot.</li> <li>Look at the pointillist movement: Georges-Pierre Seurat Paul Signac.</li> <li>Print with fruit and vegetables</li> <li>Colour mixing</li> <li>Exploring different paint types.</li> <li>Create a painting from a dot.</li> <li>Use different objects to paint dots with</li> <li>Print with hands, feet, leaves &amp; cones to create an owl, tree, bear, etc.</li> </ul> <p><b>Drawing/Line:</b></p> <ul style="list-style-type: none"> <li>Drawing self portraits</li> <li>Draw bones/ skeletons</li> <li>Draw with fruit and vegetables</li> <li>Draw families</li> <li>Recreate famous works of art by painting, drawing, sculpting.</li> <li>Sketch in the natural environment.</li> </ul> <p><b>Sculpting (3D):</b></p> <ul style="list-style-type: none"> <li>Create transient art - using natural objects</li> <li>Make playdough skeletons.</li> <li>Recreate famous works of art by sculpting.</li> <li>Sculpt and make marks in playdough, e.g. feathers, bear prints, porridge bowls.</li> </ul> <p><b>Colour/Pattern/Texture/ Shape/Collage:</b></p> <ul style="list-style-type: none"> <li>Learn the names of and create primary and secondary colours.</li> <li>Exploring and using a range of colours</li> <li>Colour mixing</li> <li>Colour/pattern/texture/ shape - autumn collage</li> <li>Transient Art - natural objects</li> <li>Create a collage of a vehicle</li> </ul> <p><b>Artist/Wider Concepts:</b></p> <ul style="list-style-type: none"> <li>Look at the Pointillist movement: Georges-Pierre Seurat Paul Signac.</li> <li>What is an artist?</li> <li>What is an art show and an art gallery?</li> <li>Explore real art galleries online.</li> <li>Explore what people do in an art gallery.</li> <li>Create own art gallery and invite parents.</li> <li>Recreate famous works of art by painting, drawing, sculpting.</li> <li>Take and explore photographs.</li> </ul> <p><b>Discussion &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>Talk about colours and shapes in different pieces of art.</li> <li>Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this.</li> </ul> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Use different types of materials</li> </ul>	<p><i>Resources available as continuous provision - may include, but are not limited to:</i></p> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>brushes (various sizes)</li> <li>ready-made paint</li> <li>powder paint</li> <li>water pots</li> <li>mixing trays</li> <li>paint palettes</li> <li>watercolours</li> </ul> <p><b>Drawing/Line:</b></p> <ul style="list-style-type: none"> <li>pencils</li> <li>colouring pencils</li> <li>fine felt tips</li> <li>broad felt tips</li> <li>chunky felt tips</li> <li>pastels</li> <li>chalks</li> <li>crayons</li> <li>graphite pencils</li> <li>charcoal</li> </ul> <p><b>Sculpting (3D):</b></p> <ul style="list-style-type: none"> <li>playdough</li> <li>clay</li> <li>clay tools</li> </ul> <p><b>Artist/Wider Concepts:</b></p> <ul style="list-style-type: none"> <li>Example of artist work on display for inspiration where applicable</li> </ul> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>junk modelling</li> <li>pva glue</li> <li>masking tape</li> <li>cellotape</li> <li>scissors</li> <li>glue sticks</li> <li>various collage materials eg <ul style="list-style-type: none"> <li>feathers</li> <li>buttons</li> <li>pipe cleaners</li> <li>foil</li> <li>matchsticks</li> <li>straws</li> <li>tissue paper</li> <li>etc</li> </ul> </li> </ul> <p><b>Colour/Pattern/ Texture/ Shape:</b></p> <ul style="list-style-type: none"> <li>All of the above</li> </ul> <p><i>The above provision will provide opportunities for both individual and collaborative work</i></p>	

# Assessment in ART

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
  - use artistic language effectively;
  - explain artistic techniques and processes; - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

At the end of each academic year, this all feeds into a final overall assessment judgement for Design Technology, which is reported to parents. This judgement reflects how secure the pupil's knowledge and understanding in the learning taught that year has been.

## How do we measure the impact of our ART curriculum?

We evaluate the impact of our ART curriculum in the following ways:

- **Pupil Book Studies:** Small groups of pupils from each class are asked to talk about what they remember about their learning in ART. These sessions are led by the ART Leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning.
- **Lesson visits.** The ART leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- **Book-looks:** The subject leader looks at samples of ART sketchbooks. Often this is done in conjunction with the Pupil Book Study.
- **Supported planning and teaching:** The ART leader works alongside the class teacher to support the planning and teaching, providing quality assurance.

All of the above feeds into a termly subject leader evaluation.

## How do we adapt our ART curriculum to include all learners?

It is our expectation that all pupils participate fully in art lessons. A small number of pupils may be working towards adapted end points for art or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan.