

Art

	Key concept Thinking like an artist	Skills	Knowledge and understanding/Developing ideas	Evaluating and refining	Art Terms and vocabulary	Key enquiry/P4C questions	End points
EYFS	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design, texture, form and function.</p> <p><i>Possible Artists</i> Matisse (painter/printmaker) Pollock (painter) Kandinsky (painter) Sylvain Meyer (sculptor)</p>	<p>Drawing (pencil, , chalk, ICT software)</p> <p>Colour (painting, dye, pencils, crayon,)</p> <p>Texture (clay, sand, mud)</p> <p>Form (3D work, clay, dough, boxes, paper sculpture)</p> <p>Printing (found natural materials, fruit/veg)</p> <p>Pattern (paint, pencil, clay, printing)</p>	<p>Respond to ideas and starting points.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Consider the work of at least one artist.</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Pattern</p> <p>Colour</p> <p>Shape</p> <p>Texture</p> <p>Print</p> <p>Paint, clay, sand, crayons, pencil, chalk, draw</p>	<p>I wonder why you have chosen that colour?</p> <p>I wonder what will happen if...?</p> <p>Have you seen something like this before?</p>	<p>Talk about their work.</p> <p>Experience of drawing, painting, printing, modelling.</p>
Year 1	<p>Respond to art stimulus.</p> <p>Explore and experiment with a range of materials.</p>	<p>Drawing (pencil, charcoal, chalk, pastels, ICT software)</p> <p>Colour (painting,</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>Begin to make some</p>	<p>Describe their choices.</p> <p>Make adaptations in their sketchbook.</p> <p>Work in the style of</p>	<p>Artist, textile designer, abstract, fabrics, repeated pattern, line, shape, colour</p>	<p>P4C questions Does art have to be a picture? Enquiry Questions Describe</p>	<p>Describe the work of an artist studied.</p> <p>Describe their work in relation to artists studied.</p>

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	<p><i>Possible Artists</i> Picasso (painter) Monet (painter) Lucienne Day (textile designer)</p>	<p>dye, textiles, pencils, crayon, pastels) Texture (textiles, clay, sand,) Form (3D work, fabrics, clay, dough, boxes, paper sculpture,) Printing (found materials, fruit/veg,) Pattern (paint, pencil, textiles, clay, printing)</p>	<p>decisions about presenting work in sketch books. Annotations (key words). Consider the work of at least one artist or designer.</p>	<p>a chosen artist. Reflect on their work when comparing to the chosen artist.</p>		<p>what you are making. What might you do next? Tell me about what you have made.</p>	<p>Experience of drawing, painting and using fabric in their work. Produce a repeating pattern (link to maths).</p>
Year 2	<p>Respond to art stimulus. Steven Brown (painter) Van Gogh (painter) Jenny Frean RSA RDI (textile designer)</p>	<p>Drawing (pencil, charcoal, chalk, pastels, ICT software) Colour (painting, ink, pencils, crayon, pastels) Texture (clay, sand, stone) Form (3D</p>	<p>Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Develop use of sketchbook through decision-making. Some annotations (key words/thoughts and feelings). Know that different forms</p>	<p>Feel able to express and share an opinion about artwork. Share work to others in small groups, and listen to what they think about the artwork produced. Understand how evaluating</p>	<p>Primary and secondary colours, texture, form</p>	<p>P4C Questions Does art reflect reality? Enquiry Questions How does the art work make you feel? Why? Describe</p>	<p>Explain the material choices made. By end of KS1 Visit a gallery/sculpture trail</p>

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		work, clay) Printing (press print) Pattern (paint, pencil, clay, printing)	of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Consider the work of a textile artist and another artist.	creative work <i>during</i> the process, as well as at the end, helps feed the process.		what you are making. What might you do next? Which materials might you use? What have you discovered? Tell me about what you have made.	
Year 3	Generate ideas through the exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas. Andrew Goldsworthy (sculptor) Paul Klee (painter and print maker) Marc Chagall	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, pencils, crayon, pastels) Texture (sand, plaster, stone) Form (3D work, wire, paper)	Develop ideas through starting points throughout the curriculum. Collect information, sketches and resources. Begin to adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Make some choices about presentation of work in sketchbooks. Use simple annotations to describe/evaluate a technique.	Share work to others in small groups, and listen to their ideas about the work. Make suggestions about other people's work, using other works or experiences. Take time to reflect upon what they like and dislike about work in order to improve it.	Observation, intention, inspiration, context, mark making, composition, medium,	P4C Questions If you had to be one colour what would you choose and why? Enquiry questions What is the artist trying to say? What have you discovered?	Explain what the pupil is making and what inspired them. Explain the techniques and materials they are using. Visit local exhibition – inside or outside

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	(painter)	sculpture, mod roc). Printing (wood blocks, string). Pattern (paint, pencil, printing)	Use prior knowledge of artists and materials and apply to their own work.			How do you feel about the end result? What kinds of problems did you encounter and how did you get round them?	
Year 4	Investigate the nature and qualities of different materials and processes. Apply technical skills to improve quality of work, combined with beginning to explore their own ideas about the creative process. Be excited by the potential to create and feel empowered to undertake their own exploration. Local artist Hilary Baker Max Kerly (architectural illustrator) L S Lowry (illustrator and painter) David Hockney	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, wire, mod roc) Printing (found	Develop ideas through starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Develop confidence when commenting on artwork using visual language. Begin to take ownership of work and how it is to be presented. Use annotations for personal reflections. Use prior knowledge of artists and materials and apply to their own work. Combine artforms such as collage, painting and printmaking in mixed media projects.	Identifying with a teacher or peer the successes of the artwork and what the pupil has enjoyed during the process, as well as what they like about the end result. Identify problems that occurred and how they were solved. Consider how the work might be improved further next time.	Observation, intention, context, mark making, tone , shade, composition, medium,	P4C Questions What is Art? Enquiry Questions How does the art make you feel? Why? What might you do next? What have you discovered? How do you feel about the end result? What kinds of problems did	By the end of LKS2, exposure to a range of artists, architects, sculptors including contemporary, those from various ethnicities and female artists. By end of LKS2 Visit a gallery By the end of LKS2 all pupils will have worked with an artist in residence

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	(painter and printmaker)	materials, wood blocks, lino, string) Pattern (paint, pencil, textiles, clay, printing	Experiment with different techniques of applying tone – cross-hatching, pointillism, blending & smudging.			you encounter and how did you get round them? What would you like to explore more of?	
Year 5	<p>Develop ideas through investigations and experimental work with a variety of different mediums and materials.</p> <p>To be able to develop and refine ideas through experimenting and selecting appropriate resources and media.</p> <p>To be able to record ideas and observations in sketchbook.</p> <p>To be able to respond to the work of others, form opinions and begin to understand context behind work.</p> <p>Anthony Gormley</p>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p>Printing (found</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artwork with a grasp of visual language.</p> <p>Take ownership of work.</p> <p>Use annotations to record, for example, personal reflections/how the work has been influenced by an artist.</p> <p>Make explicit links to prior knowledge of artists and</p>	<p>Compare ideas, methods and approaches in their own work with that of others.</p> <p>Use explanations and annotations to explain artist intent and then to evaluate their own work.</p> <p>Identify specific elements of artists' work using visual language.</p>	<p>Observational drawing, technical drawing, mark-making, contrast, tone, texture, surface, 3D form, primary, secondary and tertiary colours, pointillism.</p>	<p>P4C Questions Is creativity an art or a science?</p> <p>Enquiry Questions What was/is the artist's intention?</p> <p>What might you do next?</p> <p>What have you discovered?</p> <p>How do you feel about the end result? What kinds of problems did you</p>	RSA Fellows visit to schools

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	(sculptor) Hokusai (painter and printmaker) Seurat (painter)	materials, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing)	materials and apply to their own work. To be able to follow guided drawing.			encounter and how did you get round them? How could you further develop this piece? What would you like to explore more of?	
Year 6	Develop ideas through investigations and experimental work with a variety of different mediums and materials. To be able to develop and refine ideas through experimenting and selecting appropriate resources and media. To be able to record ideas and observations in sketchbook. To be able to respond to the work of others,	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes,	Use the qualities of materials to enhance ideas. Work on sustained, independent, detailed drawings/skills. Spot the potential in unexpected results as work progresses. Show confidence in the use of sketchbooks to document creative journey. Select and justify their use of prior knowledge of artists and materials and apply to their own work. Experiment with different techniques of applying tone – cross-hatching, pointillism, blending &	Comment on artworks with a fluent grasp of visual language. Use annotations to explain why specific techniques have been chosen and how to develop this further. Use feedback to make amendments and improvement to the art. To refine work and be able to	Observation, primary sources, secondary sources, Critique, group critique, mark- making, colour theory – including complementary colours, tertiary colours, harmonious colours and tints and shades. Composition, proportion & scale. Foreground,	P4C Questions Is creativity a way of thinking or being? Is creativity a quality or a habit? Enquiry Questions How could this work be developed further? What have you discovered?	By the end of UKS2 Visit to a National gallery – contemporary artist focus By the end of KS2, all pupils will have had their work exhibited.

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	<p>form opinions and begin to understand context behind work.</p> <p>George Stubbs (painter) Henri Rousseau (painter) Raewyn Harris (painter) Andy Warhol (print maker) Roy Lichtenstein (painter and sculptor)</p>	<p>wire, paper sculpture, mod roc)</p> <p>Printing (found materials, wood blocks, press print, lino, string)</p> <p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>smudging. Begin to develop awareness of scale, proportion, foreground, midground and background and composition.</p>	<p>describe the design/development process.</p>	<p>midground and background. Cross-hatching, pointillism, linear, smudging and blending.</p>	<p>How do you feel about the end result? What kinds of problems did you encounter and how did you get round them?</p> <p>What has influenced your work?</p> <p>What would you like to explore more of?</p> <p>What was/is the artist's intention?</p>	
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