



# Art and Design Subject Overview



At The Bishops' we aim to deliver an engaging art and design curriculum that inspires all children to produce creative pieces of art by exploring their ideas and recording their experiences. Our art and design curriculum will equip children with the knowledge and skills to experiment, invent and create pieces of art, ensuring effective progression within the subject and across all year groups.

The children will learn how to analyse and evaluate their own artwork, as well as the work of other artists. They will be able to discuss their thoughts and feelings about different pieces of art and the techniques that the artists have used to create a certain effect. The children will be encouraged to use visual stimuli, such as other pieces of art and their experiences of the outside world, as inspiration for their own artistic creations. Throughout the process of creating their own art, the children will be reminded to stop and observe their work, thinking about what they like about it and how they could improve it further.

During art and design lessons, the children will be given many opportunities to learn a range of art and design techniques. They will be taught how to make creative decisions about their artwork including size, composition, tone, colour and texture. As well as teaching children how to use specific media effectively, such as pencil, paint, charcoal, textiles and clay, we also believe that it is important to give children the freedom to choose from a selection of media to build on their expression and imagination as they create artwork linking to a particular theme or stimulus.

The children will also learn about the historical and cultural development of art forms and their impact on today's society by looking at local and global artists and our outdoor environment. We will provide the children with the fundamental skills that they can use within their lives and help them understand the impact of art and design within the world in which they live.

## Curriculum Intent, Implementation and Impact Overview

| Subject: Art and design  |   | Subject Leader: Holly Hebden  |        |
|--|---|---|--------|
| Intent   | Implementation  |   | Impact |
| <p>To ensure all children:</p> <ul style="list-style-type: none"> <li>• Develop the skills to discuss and review the art of local and global artists.</li> <li>• Become inspired by the work of other artists and their experiences of the outside world to create their own artwork.</li> <li>• Develop knowledge and skills in a variety of art and design techniques.</li> <li>• Choose from a variety of media and resources to make creative decisions about their artwork.</li> <li>• Develop the skills to evaluate their own artwork.</li> <li>• Cover the key aspects of the art and design national curriculum in engaging, immersive topics.</li> <li>• Receive high quality art and design lessons, taught by confident teachers.</li> </ul> | <p><b>Planning</b><br/>Children will be shown artwork from a variety of local and global artists. They will practise discussing their likes and dislikes about the artwork, the techniques that the artists have used and the reasoning behind these techniques.</p> <p><b>Planning and educational visits</b><br/>Teaching and learning should plan for many opportunities to view a range of artwork and become inspired by the outside world through educational visits and drawing on first hand experiences.</p> <p><b>Children will access resources to acquire learning a variety of art and design techniques</b><br/>Children will be taught how use a range media effectively which may include sketching pencils, graphite, acrylic and watercolour paint, clay, materials for collage, ink, mixed media, dye, textiles etc.</p> <p><b>Children will be given the opportunity to choose the media that they would like to use</b><br/>Children will be given a broad theme/outcome to inspire their artwork and a range of media to choose from to create their piece. They will be encouraged to make creative decisions involving composition, tone, texture and colour to create a certain effect.</p> <p><b>Children will practise stepping back regularly from their artwork to review it</b><br/>Children will be taught to consider what they like about their artwork and what they could do to improve it. They will also be given opportunities to review the artwork of their peers.</p> <p><b>Monitoring</b><br/>Book scrutiny and learning walks will enable the curriculum leaders to check coverage and progression. Teachers should link artwork to their topic and the key outcomes of their topics where possible.</p> <p><b>Staff Development</b><br/>The art lead will attend the Trust network meetings to share good practice and will feedback to staff. CPD will be offered to improve staff confidence and their ability to teach art and design effectively.</p> | <p>Inspired children who are able to communicate their opinions about different artwork and begin to understand why artists have made certain choices regarding colour, composition etc.</p> <p>Children's will become more inspired and engaged in their artwork after viewing and discussing the work of other artists and visual stimuli such as nature and interesting objects.</p> <p>Children will build on skills and techniques that they have acquired through previous years and develop those skills as they progress through the school.</p> <p>Creative children who feel confident to explore and who are not afraid of making mistakes. Children who will have the satisfaction of making something that is unique and based on their own ideas.</p> <p>Children will work collaboratively and independently to review their artwork and make improvements to it, enabling them to produce the best piece of art that they are capable of and creating a sense of pride in their work.</p> <p>Children will be motivated to create meaningful pieces of art that link to real life outcomes.</p> <p>Children will feel more confident in art and design after receiving high quality art and design lessons.</p> |        |



# Art Progression of Skills

## Drawing - Painting - Collage - Printing – IT/Photography - 3D/Sculpture

What key skills should we be covering in each year group?

Hopefully this document will support your planning and show clear progression through the school.

**EYFS:** see Drawing and Painting skills below and separate Progression of skills sheet (linked to Development Matters)

### **KS1:**

Each year group has **10 drawing skills** and **5 painting skills**, please cover them all - it shouldn't be too much over the course of the whole year. There are also skills for the other Art mediums too. **Repeat the skills many times to allow the children to improve their control. Choose 1 or 2 skills as a key focus for each art lesson. Please ensure that the skill is clearly marked on your weekly planning. Many skills are able to be included within other subjects too e.g. Maths / English / Topic etc.**

### **KS2:**

In Art lessons, these skills will be covered and revisited over the course of the year(s). When doing an art activity please refer to them and choose 1 or 2 to focus on during the lesson. This should be clear in your planning. For drawing and painting (likely to be done more often) the skills are split into year groups. For other mediums they are split into Lower or Upper KS. *If you feel you need to refresh the skills from previous year groups, please do.*

### **The Artistic Process**

During an art project we follow these 5 steps:

#### **EXPLORE - CREATE - IMPROVISE - PRESENT – EVALUATE/ASSESS**

**EXPLORE:** Visual stimuli/pictures/artists/experiment with mediums and techniques.

**CREATE:** Use different techniques and materials to create a visual piece of work.

**IMPROVISE:** Adapt and improve own work, thinking about next steps.

**PRESENT:** Bring together all experiences to create a piece of work which communicates their ideas/feelings and thoughts.

**EVALUATE/ASSESS:** Evaluate the final piece. What are their thoughts and feeling about it? What was learnt/experienced? 5 questions related to the unit/their experiences.

## Links to British Values in Art

### British Values

Democracy

Rule of Law

Individual Liberty

Mutual Respect and  
Tolerance

### KS1

Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer assessment and encouraging students to support each other. Children take part in art competitions.

Children follow the classroom rules, including rules for using and tidying equipment safely and correctly.

Children are able to express themselves through art and design.

Children are encouraged to look at art in different cultures and religions - Rangoli patterns, Mayan art etc. Art through other curriculum subjects respects all opinions e.g. What does Jesus look like?

### KS2

Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other.

Children follow the classroom rules, including rules for using and tidying equipment safely and correctly.

Children are able to express themselves through art and design.

We promote tolerance and mutual respect by sharing different people's ideas that may be built on cultural diversity.

# Learning Outcomes for Drawing and Painting Skills

## DRAWING SKILLS (1-10)

| Reception  | Year 1   | Year 2  |
|--|--|---|
| <ol style="list-style-type: none"> <li>I can hold a drawing tool e.g. pencil / crayon correctly and use it with some dexterity and control.</li> <li>I can draw different types of lines e.g. straight, curved, angled, wavy etc.</li> <li>I can recognise when two simple symbols are the same or are different (<b>matching</b>).</li> <li>I can create my own symbols and scribble patterns.</li> <li>I can create texture when drawing e.g. through rubbings.</li> <li>I can show some control over my pencil/tools.</li> <li>I can work spontaneously, expressively and use my imagination to create art using my own choice of marks, symbols and patterns.</li> <li>I can represent a familiar object by combining lines.</li> <li>I can explore different mediums e.g. pencil and crayon or pastels etc. to create different marks on the paper.</li> <li>I can use the language of art and movement, e.g. up and down.</li> </ol> | <ol style="list-style-type: none"> <li>I can draw a recognisable shape.</li> <li>I can copy a simple design (<b>duplication</b>).</li> <li>I can create different types of line and circles with clear differences (the 5 elements of line— curved / straight / angled / dots / circle), repeating them to create patterns and textures.</li> <li>I can identify areas of light and dark on an item or in a picture.</li> <li>I can explore, experiment and investigate tone (light and dark) using pencil, pastel and chalks.</li> <li>I can find patterns and shapes in what I see.</li> <li>I can use lines to represent objects seen, remembered or imagined, working spontaneously and expressively.</li> <li>I can look carefully at an item describing the lines used to make it, e.g. horizontal, vertical, straight, short, long, wavy, zig-zag, dotted.</li> <li>I can use pastels and charcoal in different ways e.g. hatching and mixing.</li> <li>I can use my pencil/tools with increasing control, e.g. keeping within the lines – going round the outside slowly then faster in the middle to fill in in a shape.</li> </ol> | <ol style="list-style-type: none"> <li>I can draw a shape / simple pattern described to me (<b>abstract task</b>).</li> <li>I can mirror a simple image (<b>mirroring</b>).</li> <li>I can find examples of different patterns in objects /nature / pictures and recreate some of them.</li> <li>I can create a range of tones from a single pencil grade, as well as exploring different pencil grades and charcoal.</li> <li>I can use the 5 elements of line to represent items, either drawing from observations or from imagination.</li> <li>I can position lines with care, thinking about where the lines start and finish and when objects over-lap. (Which 'objects' are in-front and which 'objects' are behind.)</li> <li>I can add areas of light and dark tones (e.g. shading/cross hatching), as well as colour and some texture (through patterns) to my drawings.</li> <li>I can make decisions about scale- e.g. house bigger than a child, bigger than a mouse!</li> <li>I can use a sketchbook to record what I have seen and collect and record new processes and ideas.</li> <li>I can describe the lines I would use to represent an object or shape.</li> </ol> |

## Elements of Art – Line / Tone (Value) / Texture (Pattern) / Shape (2D) / Form (3D) / Colour / Space (Proportion and Perspective)

### 5 Elements of Line – Curved / Straight / Angled / Dots / Circles

|                                   | <b>Reception</b>  | <b>Year 1</b>   | <b>Year 2</b>  |
|-----------------------------------|---|---|--|
| <b>PAINTING SKILLS (1-5)</b>      | <ol style="list-style-type: none"><li>1. I can name and recognise the primary colours.</li><li>2. To be able to identify lots of examples of those colours in everyday life and notice that they are slightly different.</li><li>3. I can hold a paint brush correctly - in the same way I hold a pencil.</li><li>4. I can explore the qualities of paint – thick paint / thin paint / finger paint/ watercolour / powder paint etc.</li><li>5. I can move a paint brush with purpose and some control.</li></ol> | <ol style="list-style-type: none"><li>1. I can name and recognise the primary colours / secondary colours and which colours need to be mixed to make them.</li><li>2. I can mix all the secondary colours using the primary colours, creating an appropriate consistency using water (not too watery).</li><li>3. I can hold a brush properly and move my hand in different directions to 'pull' the brush in a smooth motion. (NOT side to side unless the hand is turned to go in that direction.)</li><li>4. I can paint on a range of surfaces and apply it using different tools e.g. brushes, fingers, sticks, card, sponges, making thin and thick lines.</li><li>5. I can use colour to express moods and feelings.</li></ol> | <ol style="list-style-type: none"><li>1. I know all the primary and secondary colours and can make a tint by adding white and a shade by adding black</li><li>2. I can make patterns with paint in the style of a particular artist e.g. Seurat / Pollock /Monet etc</li><li>3. I can explain what different items / brushes to choose depending on the purpose e.g. thick for a large area, thin brush for detail.</li><li>4. I can create a colour wash with a sweeping side to side movement</li><li>5. I can choose a colour scheme that suggests a feeling / time / place / season e.g. using warm colours to show warmth/anger/love etc.</li></ol>               |
| <b>LANGUAGE DEVELOPMENT (1-5)</b> | <b>(Development Matters)</b>  | <b>Language development</b> <ol style="list-style-type: none"><li>1. I can talk about my drawings.</li><li>2. I can express likes and dislikes.</li><li>3. I can use descriptive language to describe surface texture, shape, form, line, direction and pattern. E.g. bumpy, square, round, curved, going upwards.</li><li>4. I can describe the qualities of media e.g. charcoal – soft, chalk – hard and powdery</li><li>5. I can suggest a way I can improve my own work.</li></ol>  | <b>Language development</b> <ol style="list-style-type: none"><li>1. I can describe an objects and make comparisons between shapes, size, pattern and texture, bumpy, bigger, smaller, change of directions, longer etc.</li><li>2. I can describe colour e.g. a reddy-orange, purple blue or using by using objects e.g. sunshine yellow.</li><li>3. I can describe texture e.g. bumpy, rough, smooth, soft etc</li><li>4. I can discuss and evaluate drawings e.g. I like this part because ...; this part could be improved by ..... etc.</li><li>5. I can comment positively upon others work in a supportive manner, explaining what they like and why.</li></ol> |

## DRAWING SKILLS (1-10)

|  | Year 3  | Year 4   | Year 5  | Year 6  |
|--|---|--|---|---|
|  | <ol style="list-style-type: none"> <li>I can name some of the elements seen in art (e.g. colour /tone /texture /shape /line)</li> <li>I use my sketchbook to collect, sort and select visual ideas / research, leading to a final piece of work.</li> <li>I can identify where objects overlap and show that in simple compositions.</li> <li>I have an understanding that when objects are further away they look smaller and visa-versa.</li> <li>I can represent objects form and am becoming aware of appropriate proportions, including the human form.</li> <li>I can vary the pressure when using pencil from extremely light (that is easy to rub out) to a dark bold line depending on task</li> <li>I can use shading (tone) to show the lightest and darkest part of an object, using different methods e.g. cross hatching, hatching, stippling, and other marks (closer = darker / further apart = lighter) using pencil, charcoals etc.</li> <li>I can use different grades of pencil explaining my choice</li> </ol> | <ol style="list-style-type: none"> <li>I can name and describe 5 of the main key elements of art</li> <li>I can annotate my sketches with observations / explanations</li> <li>I can represent people / objects with increasingly accurate proportions and control of scale</li> <li>I can use a magnifier / view finder to identify part of an image and focus on it</li> <li>I can create a pleasing composition e.g. using the rule of thirds.</li> <li>I can choose a portrait or landscape format more independently and with thought to the subject.</li> <li><i>I can begin to see geometric and organic shapes in objects and living creatures/people, which can help me draw the subject</i></li> <li>I can start to show the emotional qualities of line e.g. an angry line, a sad line, gentle line, excited line etc.</li> <li>I can observe and create textures in my environment and experiment with marks to represent them in a range of medium e.g. pencil, pen etc.</li> <li>I can use different methods of overlapping objects and shading (e.g. cross hatching,</li> </ol> | <ol style="list-style-type: none"> <li>I can name and explain what the elements of art are</li> <li>I can explore and develop many alternative ideas on a page in my sketchbook page</li> <li>I have an understanding of the terms composition and positive and negative space.</li> <li>I can see light and dark in an object and show that using shading methods (rubber lightening)</li> <li>I can use line, tone, texture to represent 3D objects</li> <li>I can create more complex patterns and textures in my work</li> <li>I can organise line, tone, shape and colour to represent objects / facial features and forms of movement</li> <li>I can concentrate for longer periods of time on more challenging activities, working on them over a number of lessons</li> <li>I can draw subjects / fonts using different qualities of line / shape and form e.g. soft, angry, excited, harsh,</li> <li>I can see a subtle change in tone within and around an object and use different shading methods (e.g. graduation) to show this</li> </ol> | <ol style="list-style-type: none"> <li>I can create sketches communicating feelings / ideas / personal interests and a sense of self, exploring them in my work</li> <li>I am able to use a grid to enlarge or reduce an image</li> <li>I have a control of different pressures with drawing equipment and of shading techniques</li> <li>I can draw from different perspectives</li> <li>I can use a view frame or IT, to choose a desired view for purpose</li> <li>I can depict shadows and reflections using light and shade</li> <li>I can explain why I have chosen specific materials to draw with</li> <li>I can see shapes in the background (negative space) which can help me draw the subject</li> <li>I can draw textures from observation and from imagination with increased detail</li> <li>I can experiment and play around with textures to create interesting and thought provoking pieces of art</li> <li>I can draw a real or imagined form with a tactile quality,</li> </ol> |

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|---|---|--|---|
| <p>9. I can work from direct observation and my imagination</p> <p>10. I can look closely at an object to create a one line drawing outline (contour drawing), following the journey of the line on the paper</p> | <p>hatching, scumbling, stippling and blending) to create a feel of depth and space</p> <p>11. <i>I can explore the use of pattern and texture in a creative and expressive way in my own artwork e.g. to create the implied texture of an item</i></p> | <p>(including reference to light direction)</p> <p>11. I can look at the subjects I am drawing more than my paper (inc blind contour drawings by only looking at what I am drawing and not looking at my paper at all). (<i>This develops the artistic eye so you can begin to see in more details.</i>)</p> | <p>showing the texture through different qualities of line (fur, wood, spiky, rocks, hair, glass, feathers)</p> |
|---|---|--|---|

**Elements of Art** – Line / Tone (Value) / Texture (Pattern) / Shape (2D) / Form (3D) / Colour / Space (Proportion and Perspective)

**5 Elements of Line** – Curved / Straight / Angled / Dots / Circles

|                       | Year 3   | Year 4  | Year 5   | Year 6  |
|-----------------------|--|---|--|---|
| PAINTING SKILLS (1-5) | <p>1. I understand the terms harmonious and complementary and can say where each primary and secondary colour sits on the colour wheel</p> <p>2. I understand the difference between landscape and portrait</p> <p>3. I can create a graduated set of tones for a colour e.g. lighter through to darker</p> <p>4. I can make colour notes from direct observations</p> <p>5. I can choose a range of brushes (or other items) for a particular purpose, explaining my choice</p> <p>6. I understand the terms foreground, mid-ground and background</p> <p>7. I can predict colour mixing results with increasing accuracy</p> <p>8. I can use background colour washes and paint detail</p> <p>9. I can identify warm, cold and neutral colours and describe the mood they create</p> <p>10. I can use colour to show different feelings in a piece of work</p> | <p>1) I can use complementary or harmonious colours for effect</p> <p>2) I can speak about the emotional impacts of different colours</p> <p>3) I can create different observed textures with paint on paper etc scratching / splashing</p> <p>4) I can darken or lighten colours without using white or black e.g. using blue or yellow / more or less water</p> <p>5) I can paint smooth lines, twisting my wrist to pull the brush</p> <p>6) I have a control of line direction and thickness</p> <p>7) I can create the colours I need to colour match with an object</p> <p>8) I can use the Power of 3 (mixing three similar colours to create depth)</p> <p>9) I can apply a variety of paint types to get different effects e.g. colour washes, wet on wet, wet on dry and can explain what happens</p> <p>10) I can independently choose whether landscape or portrait is best for a piece of work</p> | <p>1) I can apply paint to various surfaces</p> <p>2) I can control brushes with confidence, creating texture through stroke direction and thickness</p> <p>3) I can adopt a systematic approach to mixing and applying colour</p> <p>4) I can explain the meaning of tertiary colours and how they relate to the colour wheel</p> <p>5) I can vary the opaqueness and transparency of paint applied (adding more pigment or water)</p> <p>6) I can begin to observe a range of colours in something that is considered to only have one colour e.g. grass, sky, animal fur</p> <p>7) I can use colours expressively in imaginary art.</p> | <p>1) I can describe the colour wheel and how to make various colours on it, including tertiary</p> <p>2) I can mix a desired colour from just the primary colours and black and white (including skin hues)</p> <p>3) I can include texture through paint mix or brush technique</p> <p>4) I can show well developed control of paint and brush</p> <p>5) I can explain the different properties of different paints used and techniques e.g. wet on wet/ wet on dry</p> <p>6) I can use colour expressively and emotionally in a piece of art.</p> <p>7) I can reflect on how colour choice can change the mood of a piece.</p> |

|                 | Year 1/2  | Year 3/4   | Year 5/6   |
|-----------------|---|--|--|
| <b>PRINTING</b> | <p>I can use printing to illustrate and explore ideas, commenting on how to make a 'good' print</p> <p>I can use objects (natural or man-made) to make printed patterns and images</p> <p>I can print a repeated shapes using different colours, noticing what happens when they are overlapped</p> <p>I can use pre-made stampers (foam, vegetable, lego etc) to create a clear print</p> <p>I can create simple monoprints designs (by drawing into rolled out paint and laying on some paper, rubbing it)</p> <p>I can stipple paint onto a simple stencil to create a positive (paint inside the stencil gap) or a negative image (e.g. cut out of a penguin and stipple around it so when removed the penguin shape is empty)</p> <p>I can create a simple collagraph block, using different textures</p> <p>I can create a printing block by pressing items into a small clay tile</p> <p>I can mask an area to leave a negative image (e.g. with masking tape)</p> | <p>I can approach work in stages to use simple processes to make more complex designs</p> <p>I can develop work from initial studies and investigations based on direct observation, images and/or the work of other artists and designers</p> <p>I can use a number of colours to build up a sequence</p> <p>I can use a roller and printing ink and know when the ink is ready (by hearing it speak!)</p> <p>I can make a clear monoprint, independently</p> <p>I can create a collagraph block using shape, line and/or pattern</p> <p>I can create a repeated print design, either linear or rotational</p> <p>I can create a polystyrene press print tile (relief printing)</p> <p>I can plan, evaluate and modify prints and printing blocks</p> | <p>I can develop work from initial studies and investigations</p> <p>I can use precise repeating patterns by creating accurate printing blocks</p> <p>I can use drawings and designs to bring fine details into the work</p> <p>I can combine printing techniques within one piece to create work to create impact and effect</p> <p>I can create polystyrene reduction press prints</p> <p>I can make and use stencils, overlapping positive and negative prints to create an interesting composition</p> <p>I can create a detailed block print representing an object (natural or man-made)</p> <p>I can print onto different surfaces (e.g. tissue paper, painted paper, fabric)</p> <p>I can layer prints, using different colours on different layers</p> <p>I understand how printing differs from other art processes and how it is used in different cultures</p> |
| <b>IT</b>       | <p>I can use a simple paint programme to create an image on computer</p> <p>I can draw shapes on a computer</p> <p>I can create simple repeated patterns</p> <p>I can copy an image from another place and use it to create my own digital art work by manipulating it (size, colour etc)</p> <p>I can take photos and use them in my work</p>  | <p>I can use a paint programme to create original images</p> <p>I can cut and paste an image from elsewhere manipulating it e.g resizing, changing colour etc</p> <p>I can create different layers of images to create more complex compositions</p> <p>I can take and manipulate photos or objects</p> <p>I can create a flick books or pencil roll book using repeated similar images</p>  | <p>I can use computer programmes to develop a piece of work over time</p> <p>I can manipulate layers and edit images for a purpose</p> <p>I can manipulate images to create a feeling of perspective and proportion</p> <p>I can use digital images in multimedia work</p> <p>I understand the importance of getting permission from people when taking photos of them</p> <p>I understand the importance of the copywrite of images online</p>  |

|          |  |  |  |
|----------|--|--|--|
| 3D       | <p>I can explore materials e.g. clay, play dough, papers, plasticine, pipe-cleaners, junk modelling, cardboard etc</p> <p>I can join simple objects together</p> <p>I can use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects</p> <p>I can add colour, pattern and texture to objects</p> <p>I can work on large scale when necessary</p> <p>I can show sufficient control to join and manipulate materials for the purpose intended</p> <p>I can show a developing understanding of the qualities of the materials used</p> <p>I can create a model that can balance and won't fall over</p> | <p>I can use modelling material (e.g. papier mache, wire or clay) to create a shape, form or model based on direct observation or artist study</p> <p>I can join materials in a way that they will not fall apart easily e.g. use the five rules of joining clay (score, score, slip, wiggle smooth)</p> <p>I can take part in extended activities through different stages</p> <p>I can add surface decoration to a finished sculpture surface</p> <p>I can work independently with a wider range of materials</p> <p>I can work safely with materials and tools</p>  | <p>I can use a similar range of materials as at earlier levels but with an increasing sensitivity and control</p> <p>I can shape, form, model and construct from imagination as well as from direct observation</p> <p>I can join materials with confidence (e.g. use the 5 rules of joining clay)</p> <p>I can plan, carry out and modify a sculpture project over time</p> <p>I can recreate 2D images in 3D</p> <p>I can use various techniques, including those that are additive or subtractive</p> <p>I can add pattern and/or texture to the surface of a sculpture to create a desired effect</p> <p>I can produce sculptures that are well proportioned</p> <p>I can take into account properties of media being used and use it for a specific purpose, solving technical problems as they arise</p> |
| TEXTILES | <p>I can sort, match and name different materials</p> <p>I can explore materials to see how they are made and describe their texture</p> <p>I can use joining processes such as tying and gluing</p> <p>I can weave on simple frames for different effects</p> <p>I can use a simple over and under weaving and explore wrapping and knotting</p> <p>I can use paints, dyes, crayons and other media to make individual and group designs on textiles (including printing onto fabric and tie dyeing)</p> <p>I can sew a simple running stitch to join but also create decoration on textiles</p>  | <p>I can collect materials and ideas for work and experiment with materials before using them</p> <p>I can join, position and manipulate materials with some independence</p> <p>I can shape and join materials (e.g. using gluing, sewing)</p> <p>I can design and develop more intricate weaving skills (e.g. shapes inside weaving)</p> <p>I can thread a large headed needle and have a go at tying a knot</p> <p>I can distinguish between the warp (the one static on the loom) and the weft (the thread that goes up and down) and be able to keep a good tension on the wool (not pulling in each side)</p> <p>I can use a range of simple stitches e.g. running, back, cross, zigzag on a binca type fabric</p> | <p>I can follow a clear design brief to achieve an effect in techniques such as sewing, applique and embroidery</p> <p>I can display precision in work</p> <p>I can combine a range of sewing, printing, dyeing and joining techniques to good effect</p> <p>I can use more advanced printing and dyeing techniques, combining different processes</p> <p>I can thread various needles and tie a knot</p> <p>I can interpret stories / ideas / music / poems through textiles</p> <p>I can use a range of stitches e.g. back, running, cross, chain, zig zag, blanket</p> <p>I can explore more advanced techniques e.g. felting, silk painting</p>  |
|          | <p><b>Please teach children to cut any shape needed from the edge of the page (they naturally draw an item in the middle, cut it out which wastes the rest!)</b></p>   |  |  |

|                       |  |   |   |
|-----------------------|--|---|---|
| <b>COLLAGE</b>        | <p>I can use found objects to produce a design</p> <p>I can use pre-cut shapes to build-up a picture</p> <p>I can cut using scissors, mainly keeping to a drawn line and stick in a place of my choosing</p> <p>I can cut and tear paper and other materials, and arrange them to create a design (simple patterns or images)</p> <p>I can cut out my own shapes to add to my collage</p> <p>I can recognise that materials look and feel different, choosing the most suitable materials for an effect e.g sandpaper for a beach, shiny blue for sea</p> <p>I can mix paper and other materials with different colours, textures and appearances (e.g. tracing, tissue paper), exploring what happens when they overlap</p> <p>I can choose colours based on purpose e.g. cold / warm / complementary / harmonious</p> <p>I can work collaboratively with others on larger scale pieces</p> | <p>I can cut, tear and arrange more accuracy</p> <p>I can choose whether to cut or tear depending on the desire effect e.g. smooth cut for lava, jagged tear for rocks</p> <p>I can return to work using a range of techniques to develop the final image</p> <p>I can create positive and negative images in collage</p> <p>I can arrange and assemble materials in response to other artists work or wider themes</p> <p>I can use photographic images as part of collages (e.g. from magazines)</p> <p>I can use items I have drawn in my collage</p> <p>I can explore Mosaic technique – placing small ‘tiles’ next to each other in a design with minimal gap.</p> <p>I can use layering to create depth (placing objects in-front or behind)</p> <p>I can use real and implied texture in collage</p> | <p>I can respond to objects and pictures through collage</p> <p>I can convey a definite theme that is apparent to a viewer</p> <p>I can choose the most appropriate materials to fit the purpose</p> <p>I can experiment with techniques that use contrasting textures, colour or patterns. (rough/smooth; light/dark; plain/patterned; opaque/translucent)</p> <p>I can create a feeling of depth (perspective) by over-layering and proportion of items.</p> <p>I can arrange / rearrange colours, shapes, and texture for effect before completing and sticking down the final composition</p> <p>I can use mixed media to convey meaning or as a response to another artist’s work</p>  |
| <b>ART DISCUSSION</b> | <p>(see painting and drawing skills sheet)</p>   | <p>I can explain why I like or don’t like a particular piece of art</p> <p>I can describe how a piece of art, colour or quality of line makes me feel (e.g. jagged line feels a bit angry)</p> <p>I can describe texture e.g. bumpy, rough, smooth, soft etc</p> <p>I can discuss and evaluate drawings e.g. I like this part because ... ; I would like to improve this part by ...</p> <p>I can name the 7 elements of art (line, tone, shape, form, texture, colour and space) and describe what they mean</p> <p>I can explore ideas, techniques and different materials in my sketchbooks while explaining what I have done and which I prefer</p>   | <p>I can explain why I like or don’t like a particular piece of art by referencing the choices the artists has made (composition / colours / subject)</p> <p>I can make a guess at the mood or emotion an artist may have been trying to get across through their art</p> <p>I can identify parts of my art that I feel went well and other parts that I feel need modifying to improving through practise</p> <p>I can name the 7 elements of art (line, tone, shape, form, texture, colour and space) and identify where I and other artists have used these elements in my/their work</p> <p>I can explain my thought processes around the choices I make within an art project e.g. I choose this colour scheme or this composition because .....</p> |

Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported.”

|              | Question to ask when looking at art works/stimuli   | Assessment Questions  |
|--------------|---|---|
| Year 1       | <p>Describe what you can see.</p> <p>Describe what you like. Why?</p> <p>How does it make you feel?</p> <p>What would you like to ask the artist?</p>   | <p>Tell me about what you are making.</p> <p>What might you do next?</p> <p>Tell me about what you have made.</p>   |
| Year 2       |   | <p>Tell me about that you are making.</p> <p>What might you do next?</p> <p>Which materials might you use?</p> <p>What have you discovered?</p> <p>Tell me about what you have made.</p> <p>What would you like to explore more of?</p>   |
| Year 3       | <p>Describe what you see</p> <p>What do you like/dislike? Why</p> <p>What is the artist saying to us in this artwork?</p> <p>How does it make you feel?</p> <p>How might it inspire you in making your own art?</p>   | <p>Tell me about that you are making and what inspired you</p> <p>What might you do next?</p> <p>Tell me about the materials and techniques you are using</p> <p>What have you discovered?</p> <p>How do you feel about the end result?</p>   |
| Year 4       | <p>Describe the artwork.</p> <p>What do you like/dislike? Why?</p> <p>Which other senses can you bring to this artwork?</p> <p>What is the artist saying to us in this artwork?</p> <p>How might it inspire you to make your own artwork?</p> <p>If you could take this art work home, where would you put it and why?</p> <p>Take part in small scale <b>critiques</b> throughout so that <b>brainstorming</b> becomes part of the creative process.</p>                         | <p>What kinds of problems did you encounter and how did you get round them?</p> <p>Tell me about things you really liked or enjoyed</p> <p>What would you like to explore more of?</p>  |
| Year 5 and 6 | <p>Describe the artwork.</p> <p>What do you like/dislike? Why?</p> <p>Which other senses might you bring to this artwork? How does it make you feel?</p> <p>What is the artist saying to us in this artwork?</p> <p>How might it inspire you to make your own artwork?</p> <p>Who or what else might you look at to help feed your creativity?</p> <p>Take part in small scale <b>critiques</b> throughout so that <b>brainstorming</b> becomes part of the creative process.</p> | <p>Tell me about that you are making and what inspired you</p> <p>What might you do next?</p> <p>Tell me about the materials and techniques you are using</p> <p>What have you discovered?</p> <p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get round them?</p> <p>Tell me about things you really liked or enjoyed</p> <p>What would you like to explore more of?</p> <p>What is the potential of what you have done?</p> <p>What could you do next?</p> |

