



MANLEY PARK

PRIMARY SCHOOL

G R O W I N G T O G E T H E R

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

EYFS Statutory Framework and the National Curriculum

EYFS Statutory Educational Programme:

Expressive arts and design

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.

Early Learning Goals: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;

Early Learning Goals: Fine Motor Skills

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Development Matters Objectives (Non statutory)

Nursery

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively, sharing ideas, resources and skills.
-

National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content - Where the NC is covered at MPPS

Key stage 1

Pupils should be taught to:

NC Objectives	Year 1	Year 2
to use a range of materials creatively to design and make products	/	/
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	drawing painting	drawing sculpture
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	/	/
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	/	/

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

NC Objectives	Year 3	Year 4	Year 5	Year 6
to create sketch books to record their observations and use them to review and revisit ideas	/	/	/	/
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	drawing painting	drawing sculpture	drawing painting	drawing sculpture

about great artists, architects and designers in history.	/	/	/	/
---	---	---	---	---

Art and Design in the Early Years Foundation Stage

Projects and Key Artists/Designers

Year Group	Autumn	Spring	Summer
Nur	Drawing: Paul Klee "a line is a dot that went for a walk" Collage: Self Portraits	Painting: Emotions Printing: Recycled Materials	Drawing: People who help us 3D: Little Pigs Houses
Rec	Painting: Self Portraits - Mixing primary colours Collage: Firework / Rangoli Patterns Drawing:	3D Sculpture: Chinese Lanterns Printing: Orla Kiely leaf printing Drawing: Observational Flower Drawings	3D: Tree textures Collage: Henri Matisse Painting: Pablo Picasso - returning to previous

Skills and Knowledge in Nursery

Expressive arts and design: 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.

Development Matters Objectives	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Use drawing to represent ideas like movement or loud noises	Explore colour and colour mixing.	Show different emotions in their drawings – happiness, sadness, fear, etc.
Skills Development	<ul style="list-style-type: none"> - Make marks intentionally in sand, shaving foam and using paint, chalk etc - Give meaning to the marks they make - Draw marks on a large scale - Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines - Use their knowledge of real life objects and their imagination when choosing what to represent in their work - Draw simple representations 	<ul style="list-style-type: none"> - Manipulate tools such as pens, paintbrushes, chalk etc - Draw on a large scale - Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines - Draw simple representations 	<ul style="list-style-type: none"> - Create movements with bodies and equipment in response to music - Listen to music and use a pen to represent the movement (take the pen for a walk) - Identify how movement/ emotion/ noise can be represented in drawings and artwork by looking at examples in art by a range of different artists across times and cultures. - Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines 	<ul style="list-style-type: none"> - Explore colour in different ways - Mix colours together and notice change - Talk about what happens when they mix two colours together- Reception 	<ul style="list-style-type: none"> - Use different colours to express feelings of happiness, sadness, fear etc - Draw different marks to represent facial features that show emotions- eg mouth and eyes
Knowledge	Know that closed shapes lines connect	Know and talk about simple facial features and their basic shape	Know that marks can show movement or loud noises	Know the names of primary colours- red, blue, yellow Know the names of an extended range of colours- orange, green, purple, white, black, brown and grey Know that when you mix 2 colours another colour will be created.	Know what different emotions look like on people’s faces Know how emotion can be represented in drawings and artwork.
Vocabulary	straight, curvy, line, shape, circle	naming tools and equipment, line, circle	naming tools and equipment, line, circle, pattern	mix, colour mixing, extended colour range eg purple, grey..., light, dark	emotions, eg sad, happy, angry and scared

Skills Progression in Nursery

<p>Expressive arts and design: 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.</p>			
	Autumn	Spring	Summer
Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Exploration of marks being made, circles, lines. Experimenting with different mark makers on different surfaces.	Use mark making to represent simple movements Create shorter lines, curves, enclosed circles; discovering that lines can make shapes	Draw lines and shapes to represent simple forms and movements
Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Exploration of marks being made, circles, lines. Experimenting with different mark makers on different surfaces.	Create shorter lines, curves, enclosed circles; discovering that lines can make shapes	Draw lines and shapes to represent simple facial features Draw from imagination, using simple abstract lines and shapes
Use drawing to represent ideas like movement or loud noises	Exploration of marks being made - scribbles in response to music.	Using lines and circles in response to music.	Making more controlled movements in response to music/ loud/ quiet noises.
Explore colour and colour mixing.	Choose and explore a variety of colour medium, colour mixing exploration on a variety surfaces.	Explore mixing colours, begin to talk about / name colours and observe the changes.	Begin to be able to select a brush, ‘dip, draw, wash and wipe’ technique to keep colours clear. Become more selective of colours to achieve a desired effect
Show different emotions in their drawings – happiness, sadness, fear, etc.	Exploration of marks being made, circles, lines. To represent feelings	Create shorter lines, curves, enclosed circles; discovering that lines can make shapes	Record observations and feelings; adding meaning to pictures

Skills and Knowledge in Reception

Expressive arts and design: 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.

Development Matters Objectives	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.
Skills Development	<ul style="list-style-type: none"> - Use paints and brushes to make a range of marks. - Use specific colours to represent ideas or for a purpose of choice. - Draw a self portrait with facial features, looking closely in the mirror, drawing details and using colours for a purpose. - Mix colours together to achieve a desired outcome with support. - Use different sized brushes, selecting fine brushes to add detail. - Use a variety of art tools with greater accuracy (scissors, brushes, tools) - Develop simple patterns by printing with objects using a range of materials - Create different textures and combine media to create new effects. - Use their senses to explore the natural world, to make observations and draw ideas from it. - Select resources and materials to achieve a purpose. 	<ul style="list-style-type: none"> - Choose materials carefully to make their artwork - Adapt their artwork to achieve a desired outcome - Improve their artwork 	<ul style="list-style-type: none"> - Use tools and resources safely - Work collaboratively - Communicate ideas with others - Peer support others
Knowledge	<p>Name the primary colours (red, yellow and blue)</p> <p>Have an understanding of how to mix two primary colours together to make the secondary colours (orange, green and purple)</p> <p>Know how to use different tools safely.</p> <p>Name the simple properties of materials.</p> <p>Know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Know how to improve their creations</p>	<p>Know how to take turns</p> <p>Know how to be respectful</p>

Vocabulary	art, primary colours, secondary colours, metallic colours, palette, thick, thin, fine, texture- smooth, bumpy, rough, represent	problem solve	
-------------------	---	---------------	--

Skills Progression in Reception

<p>Expressive arts and design: 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.</p>			
	Autumn	Spring	Summer
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Begin to draw with purpose, deciding what to draw before making marks. Use a variety of mark-makers with increasing control and efficiency. Explore what happens mixing primary colours to create secondary colours. Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures. Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect. Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.</p>	<p>Develop drawing within a range of contexts Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. Mix various shades of primary colours to create secondary colours and use these in artwork. Have own ideas for print making to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark. Combine pieces using different techniques and tools to represent a familiar object and represent the feel of an object (e.g. spiky, furry, smooth). Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control. Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.</p>	<p>With independence, create drawings based on feelings, real / imaginative experiences and stories. Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature and represent it in artwork; mixing colours to match what they see. Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces) For instance, with a systematic approach - begin with a body, add a head, legs and a tail to make a dog. Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. independently assemble different pieces to create a picture or pattern.</p>
<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Share ideas and develop the ability to represent them using different media.</p>	<p>Return to and build on previous learning.</p>	<p>Return to and build on previous learning, refining ideas and developing the ability to represent them.</p>

Create collaboratively, sharing ideas, resources and skills.	Work alongside others, discussing ideas, resources and skills they are using.	Work collaboratively in pairs sharing ideas , resources and skills.	Work collaboratively in groups with other children, sharing ideas, resources and skills.
---	---	---	--

Bridging into the National Curriculum

Early Learning Goals - Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;

Early Learning Goals: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
Artists/Designers Children investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them.	Artists/Designers	Chn study works of famous artists, craftspeople and designers, learning how and when they were made. They describe the content and the feelings/emotions conveyed by the work.
Content Knowledge Pupils will orally describe their work and learn the meaning of the words: colour, line, tone, shape, texture and pattern.	Content Knowledge	Chn learn the meaning of the words: colour, line, tone, shapes, texture and patterns and begin using them in their art. Chn will recognise when they are using formal elements and describe how they are using them.
<u>Share their creations, explaining the process they have used:</u> Developing Ideas - Children will learn how ideas change, grow and develop as work is produced. Children will create art from personal	Developing Ideas	Chn may come up with ideas linked to the theme or topic they are studying. Chn will draw events and things that have happened to them, things they know and love or imagine far away places.

<p>experiences and imagination,</p> <p>Evaluating - Children have the opportunity to make creative decisions about the content of their work, select appropriate media to work with and make choices about outcomes. They will develop skills in oracy describing their thoughts, ideas and intentions about their work. Children will compare their art to significant works of art, recognising what is the same and what is different.</p>	<p style="text-align: center;">Evaluating</p>	<p>Chn have the opportunity to make creative decisions about the content of their work, select appropriate media to work with and make choices about outcomes. Chn will develop skills orally describing their thoughts, ideas and intentions about their work. They will form opinions about the process of their work saying what went well and how they might improve it. Chn will compare their art to the appropriate works of art recognising what is the same and what is different.</p>
<p><u>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</u></p> <p><u>Use a range of small tools, including scissors, paint brushes and cutlery</u></p> <p><u>Begin to show accuracy and care when drawing</u></p> <p>Drawing - Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines and simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.</p> <p>Pupils draw things that they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.</p> <p>Painting - Pupils learn how to control a paintbrush, they learn how to look after brushes and blend colours on a palette or painting surface. Pupils will use a range of painting tools to experiment with mark making - brushes, sponges, tissue, fabric, string etc</p> <p>Colour - They learn fundamental colour mixing using primary colours. They play with colours, experimenting to discover new colours. They try to mix colours to match images from paintings and books.</p> <p>Tone/Form - Pupils learn that colours can be made lighter/ darker by adding white and black</p> <p>Pattern/Texture - They paint patterns and add things to paint to make textures such as sand, grit, salt.</p> <p>Line/Shape - Pupils concentrate to paint shapes, lines and edges neatly.</p> <p>3D Sculpting - Pupils learn to create form by cutting, forming and joining</p>	<p style="text-align: center;">Drawing</p>	<p>Pupils develop their ability to use and apply the formal elements by increasing their control of line and using simple 2D geometric shapes when drawing. They explore the concept of light and dark, learning how to create both values by manipulating the pressure of their drawing materials. They practise shading tones neatly and accurately.</p> <p>Pupils use a range of media to try out new ways of making marks and lines. Pupils draw from their imagination and observation.</p>
	<p style="text-align: center;">Painting</p>	<p>Chn develop skills in mixing paint, they blend in palettes, on paper and develop the ability to apply paint skillfully. Chn know and use different types of painting surfaces such as paper, card, brown paper, fabrics, and textured surfaces and say which is suitable for a given task.</p> <p>Colour - Pupils use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Tone/Form - Pupils further develop their ability to make colours darker and lighter understanding how this affects form.</p> <p>Pattern/Texture - Pupils paint patterns and add things to paint to achieve a planned effect.</p> <p>Shape/Line - Chn paints thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p>
	<p style="text-align: center;">3D Sculpting</p>	<p>Chn sculpt in Year 2 where they cut, form, tear, join and shape foil to create forms to make flowers/plants they have designed or seen.</p>
	<p style="text-align: center;">Collage</p>	<p>Chn select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and drawing media is used to add more detail.</p>
	<p style="text-align: center;">Printing</p>	<p>Chn print in Year 2 where they learn how to monoprint. They print using simple materials such as paper, card etc</p>

familiar 3D shapes such as packaging, cartons, or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or pipe cleaners.

Collage - Collage is used to select and cut colours, shapes, textures and images in a range of sources to suit ideas and purposes.

Printing - Pupils make simple blocks from soft materials they have cut, shaped or moulded. (N - cutting materials R - fruit/ vegetable printing)

Aims - The national curriculum for art and design aims to ensure that all pupils:

- **produce creative work, exploring their ideas and recording their experiences**

What and How (What creative work will they produce each year. How they will progressively explore their ideas and record experiences.)

Year Group	Project 1	Project 2	Project 3
Nursery	Drawing: Paul Klee "a line is a dot that went for a walk" Collage: Self Portraits	Painting: Emotions Printing: Recycled Materials	
Reception	Painting: Self Portraits - Mixing primary colours Collage: Firework / Rangoli Patterns	3D Sculpture: Chinese Lanterns Printing: Orla Kiely leaf printing Drawing: Observational Flower Drawings	
Year 1	Drawing - Half Pencil Portraits	Collage - Paper Collage	Painting
Year 2	Drawing - Colourful Pop art Portraits	3D Sculpture - Foil Sculpture	Printing - Monoprinting
Year 3	Drawing - Charcoal Portraits	Painting	Collage - Fabric Collage
Year 4	Drawing - Oil Pastel Portraits	3D Sculpture - Clay Sculpture	Printing - Relief
Year 5	Drawing - Eye Study	Painting	3D Sculpture - Recycled Materials
Year 6	Drawing - Digital media Portraits	Printing - Tessellated	Collage - Multimedia Collage

- **become proficient in drawing, painting, sculpture and other art, craft and design techniques**

Art and Design Skills Progression (Overview)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Chn draw lines of different sizes and thickness . Chn colour neatly following the lines.	Chn show pattern and texture by adding dots and lines (stippling and cross-hatching). Chn use bold colours to express themselves.	Chn use charcoal to shade and contrast and blend using fingers and sponges. Chn annotate sketches to explain and elaborate ideas.	Chn sketch lightly and contour shade to show tone and texture. Chn begin to draw in proportion.	Chn use a choice of techniques to convey meaning. Chn use erasing to work in the negative. Chn use scale and proportion more accurately.	Chn choose a style of drawing suitable for their intended outcome. Chn convey tonal qualities showing light and dark on form.
Painting	Chn use thick and thin brushes and mix primary colours to consistently make secondary colours.		Chn explore complementary colours and develop paint scales using tints and shades. Chn experiment with monochromatic paint scales using tints, shades and tones.		Chn use of tertiary and harmonious colours. Chn mix colours, shades and tones with confidence. Chn develop their own style of painting.	
3D Sculpting		Chn use techniques such as pinching, scrunching and rolling to mould, form, shape and bond materials. Chn use tools to cut and score changing the texture. Chn experiment with joining materials.		Chn construct a base for extending and modelling other shapes Chn create surface patterns (scoring) to add decoration. Chn join objects together and add layers creating texture.	Chn shape, form and model malleable and rigid materials. Chn transform 2D designs to 3D sculptures. Chn use shape cutting equipment safely.	
Collage	Chn use a combination of materials that are cut, torn, glued and arranged to achieve a planned effect.		Chn select and arrange materials precisely. Chn use overlapping.			Chn mix textures when creating a montage. Chn combine visual and tactile qualities.
Printing		Chn create a monoprint by rubbing, rolling, pressing and stamping to print.		Chn create raised printing blocks by adding string to the printing block surface. Chn make precise repeating patterns.		Chn use tools to remove selected parts of their printing block. Chn use tessellation to create a mosaic effect. Chn create an accurate pattern showing fine detail.

- evaluate and analyse creative works using the language of art, craft and design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge	Chn describe the work of notable artists,	Chn use some of the ideas of artists studied to	Chn replicate some of the techniques used by	Chn create original pieces that are	Chn give details about the style artists and	Chn create original pieces that show a range

	craftspeople and designers	create own pieces	notable artists and designers	influenced by studies of others.	designers. Show how the work of those studied was influential in society and to other artists.	of influence and styles. Apply knowledge and ideas from great artists and designers from different periods.
Developing Ideas	Chn respond to ideas and starting points, exploring different methods as ideas develop.	Chn explore ideas and collect visual information. Chn explore different methods and materials as ideas develop.	Chn develop ideas from starting points throughout the curriculum. They adapt and refine ideas as they progress. Chn comment on artworks using visual language.	Chn collect information, sketches and resources to enhance own ideas. Chn explore ideas in a variety of ways and comment on artwork with a developing grasp of visual language.	Chn develop and imaginatively extend their ideas from starting points throughout the curriculum. Chn collect information, sketches and resources to inspire. Chn use the qualities of materials to enhance ideas and comment on artwork with a developing grasp of visual language.	Chn collect, sketches/resources and present ideas imaginatively in a sketchbook/ Chn spot the potential in unexpected results as their work progresses. Chn comment on artwork with a fluent grasp of visual language.
Evaluating	Chn say what they like and dislike about a piece of artwork	Chn evaluate the work of their peers with basic justification	Chn evaluate their peers work with clear justifications, understanding that opinions might differ	Chn evaluate the work of others with clear evaluations based on one part of the piece e.g. detail, emotion, technique, colour.	Chn evaluate the work of others with clear evaluations based on multiple parts of the piece e.g. detail, emotion, technique, colour.	Chn evaluate the work of others with clear justifications based on if the work is effective or not and why.

- **know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.**

Why we have chosen these artists, craft makers and designers.

The great artists, craft makers and designers. The historical and cultural development of their art forms.

Year Group	Project 1	Project 2	Project 3
Nursery			
Reception			

Year 1	Lesley Martyn	Megan Coyle	Van Gogh
Year 2	Roy Lichtenstein	Toshihiko Mistuya & Georgia O'Keefe	Jan Tcega & George Pierre Seurat
Year 3	John Singer	Claude Monet	Stella McCartney & Susan Schenk
Year 4	Mary Cassatt	Ancient Greek & Ancient Roman Pottery	Andy Lovell
Year 5	Jose Vergara	Frida Khalo	Veronika Richterova
Year 6	Ben Hein	Yasmin Kathrada	

Traditional Art **Contemporary Art** **Modern Art**

National Curriculum Skills / Knowledge Progression - KS1

	Use a range of materials creatively to design and make products	To develop and share their ideas, experiences and imagination	To develop a wide range of art techniques	To know 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.
KS1	<p>Chn experiment with a range of different materials. Focus Projects: pencils , pencil crayons, paper, card, tissue paper, different collage materials, poster paints. pencils , felt tips, foil, paints, pastels,</p>	<p>Chn respond to ideas and starting points, exploring different methods as ideas develop.</p> <p>Chn explore ideas and collect visual information. Chn explore different methods and materials as ideas develop.</p>	<p>Colour Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</p> <p>Pattern/ Texture Create pattern/ texture using simple drawing techniques: scribbling, stippling, hatching and cross-hatching Use folding, overlapping and tearing of materials to create different patterns and textures.</p> <p>Line Make marks and lines with a range of drawing implements Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Shape Make marks and lines with a range of drawing implements Experiment with different grades of pencil and other implements to create lines and shapes</p> <p>Space Use and draw shapes more accurately in the relevant space.</p> <p>Tone Experiment with different grades of pencil and other to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Form Mould, join, pinch, scrunch and bend material to achieve a 3D structure.</p>	<p>Chn describe the work of notable artists, craftspeople and designers</p> <p>Chn recognise practices and disciplines in the artists, craft makers, designers work and begin to make links to their own work.</p> <p>Chn are inspired by the work of artists and begin to use elements in their own pieces.</p> <p>Chn recognise practices and disciplines in the artists, craft makers, designers work and describe differences and similarities between different practices and disciplines, linking to their own work.</p>

KS2

	To create sketch books to record their observations and use them to review and	To improve their mastery of art and design techniques	To know about great artists, architects and designers in history
--	---	--	---

	revisit ideas		
LKS2	<p>Chn develop ideas from starting points throughout the curriculum. They adapt and refine ideas as they progress. Chn comment on artworks using visual language.</p> <p>Chn collect information, sketches and resources to enhance own ideas. Chn explore ideas in a variety of ways and comment on artwork with a developing grasp of visual language.</p>	<p>Colour Investigate the colour wheel. Explore complementary colours, developing scales using tints and shades. Explore monochromatic colour scales.</p> <p>Pattern/ Texture Create pattern/ texture using drawing techniques: scribbling, stippling, hatching and cross-hatching, shading, contouring, blending. Use different fabrics and materials to experiment with pattern and texture.</p> <p>Line Experiment with lines to create texture and movement.</p> <p>Shape Use appropriate shapes for achieved planned effects.</p> <p>Space Explore positive and negative space.</p> <p>Tone Experiment with tone to apply depth to artwork.</p> <p>Form Experiment with size, shape and space of their 3D structures</p>	<p>John Singer Claude Monet Stella McCartney Susan Schenk Mary Cassatt Andy Lovell</p>
UKS2	<p>Chn develop and imaginatively extend their ideas from starting points throughout the curriculum. Chn collect information, sketches and resources to inspire. Chn use the qualities of materials to enhance ideas and comment on artwork with a developing grasp of visual language.</p> <p>Chn collect, sketches/resources and present ideas imaginatively in a sketchbook/ Chn spot the potential in unexpected results as their work progresses. Chn comment on artwork with a fluent grasp of visual language.</p>	<p>Colour Explore tertiary and harmonious colours.</p> <p>Pattern/ Texture Create pattern/ texture using drawing techniques: scribbling, stippling, hatching and cross-hatching, shading, contouring, blending. Use different fabrics and materials to experiment with pattern and texture.</p> <p>Line Experiment with lines to create texture, movement and emphasis.</p> <p>Shape Use appropriate shapes for achieved planned effects.</p> <p>Space Use space to convey meaning. Erase to work in the negative.</p> <p>Tone Develop tone to show light and shade on form.</p> <p>Form</p>	<p>Jose Vergara Frida Khalo Veronika Richterova Ben Hein Yasmin Kathrada</p>

		Use both malleable and rigid materials. Transform 2D designs to 3D structures.	
--	--	--	--