

Art and Design

2022-2023



Curriculum Intent:

Art, craft and design at Nansledan engages, inspires and challenges 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 think critically and develop a more rigorous understanding of art and design. Pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At Nansledan school, we ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting and sculpture as well as 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.

Our vision and aims:

At Nansledan school we believe Art should provide pupils with a real-life context for learning. We aim to inspire pupils and develop their confidence to experiment and invent their own works of art. Our Art scheme is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our Art and design scheme of work supports pupils to meet the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. Our Art scheme at Nansledan is designed with four strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

Our progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met but the end of each key stage. It also shows how knowledge builds in the formal elements of Art. Creativity and independent outcomes are robustly embedded into our units, supporting students in leaning ow to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas.

EYFS National Curriculum Expectations

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical Development (Moving and Handling)

Children handle equipment and tools effectively, including pencils for writing.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Key Stage 1 Pupils should be taught to:

- To use a range of materials creatively to design and make products.
- Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spcae.
- To talk 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 National Curriculum Expectations

Key Stage 2 pupils should be taught to:

- To create a sketch book 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.
- About great artists and designers in history.

Nansledan Art Key Area Coverage

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Map it out	Prehistoric painting	Mega materials	Interactive installations	
	Colour Splash	Clay houses	Abstract shape and space		I need space	Making my voice heard
	Paper Play – sculpture					
			Growing artists			Photo opportunity
	Make your mark observational drawings	Tell a story		Fabric of nature – Tropical rainforests	Portraits	Artist study
	Woven wonders	Life in colour	Ancient Egyptian scrolls	Power Prints	Architecture	Making memories

Drawing

	Methods, techniques, media and materials	Technical Vocabulary
Reception	More mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and differences between drawing tools. Investigate how to make large and small movements with control when drawing. Practice drawing carefully when drawing. Combine materials when drawing.	bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag
Year 1	Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing.	continuous, irregular, geometric, horizontal, line, mark making, observation, overlap, regular, texture, vertical
Year 2	Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.	charcoal, cross hatching, scribbling, concertina, expression, stippling, Illustration, Illustrator
Year 3	Use shapes identified within objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing.	abstract, botanical, composition, geometric, organic, scale, shading, texture, tone.
Year 4	Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.	block print, contrast, cross-hatching, collage, collaborate, composition, gradient, hatching, highlight, observational drawing, pattern, printmaking, proportion, shading, shadow, symmetry, tone, three-dimensional, wax-resist
Year 5	Use an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. To know what print techniques different materials make.	collagraph, decision, futuristic, imagery, propaganda, purpose, r retrofuturism, technique,
Year 6	Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects. To know gestural and expressive ways to make marks. To know effects different materials make. To know the effects created when drawing into different surfaces.	chiaroscuro, aesthetic, commissioned, expressive, gestural, interpretation, mural, symbolic, tone,

Painting and Mix Media

	Methods, techniques, media and materials	Technical Vocabulary
Reception	Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.	collage, create, cut, dab, design, dot, flick, glade, glossy, rip, shiny, slippery, smooth, splatter, stick, tear, temporary.
Year 1	Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	blend, colour, mix, pattern, print, primary colour, secondary colour, shade, shape, texture
Year 2	Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.	collage, composition, detail, mix, overlap, primary colour, secondary colour, shade, surface, texture
Year 3	Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours.	charcoal, drawing, medium, negative image, pigment, positive image, prehistoric, proportion, scale up, smudging, stone age.
Year 4	Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.	composition, dabbing, hue, pointillism, proportion, shade, shadow, still life, stippling, tint, tone, washes
Year 5	Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.	collage, mixed media, monoprint, multi-media, photomontage, self-portrait
Year 6	Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning.	abstract, analyse, evaluate, interpret, medium, mixed-media, narrative, respond, tableau.

Sculpture and 3D

	Methods, techniques, media and materials	Technical Vocabulary
Reception	Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.	bend, clay, chop, dough, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet
Year 1	Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls.	cylinder, roll, scrunch, sculpture, spiral, two-dimensional, three-dimensional, fold, zig-zag
Year 2	Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.	clay, clay slip, pinch pot, relief, score, surface
Year 2	Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture.	concertina, join, negative space, positive space, sculptor, slot, structure, tabs
Year 4	Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.	carving, ceramics, construct, form, found objects, modelling, organic shape, scale
Year 5	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.	concept, location, installation, interactive, performance art
Year 6	Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.	abstract, assemblage, composition, literal, manipulate, memory, relief, sculpture

Craft and Design

	Methods, techniques, media and materials	Technical Vocabulary
Reception	Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.	bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, scissors, scrunch, slot, snip, string, tape, tie, wrap
Year 1	Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.	art, artist craft, cut, knot, measure, plait, thread, weave, warp, weft, wool, wrap
Year 2	Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.	abstract, composition, felt, fibre, ink, printing tile, printing roller, negative print, stained glass
Year 3	Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue. Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.	ancient, colour, composition, Egyptian, imagery, papyrus, pattern, scroll, technique, zine
Year 4	Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to focus on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric. Wash fabric to remove glue to finish a decorative fabric piece.	batik, colour palette, craft, design, industry, pattern, repeat, theme
Year 5	Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation. Use sketchbooks to research and present information about an artist. Interpret an idea into a design for a structure.	architecture, architect, composition, elevation, legacy, monoprint, perspective, proportion, transform
Year 6	Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.	arrangement, digital, layout, macro, monochrome, photography, photomontage, photorealism, prop, saturation

	Colour	Form	Shape	Line	Pattern	Texture	Tone
Reception	Name a wide range of colours. Colours can be mixed to make new colours.	Modelling materials can be shaped using hands or tools.	Name simple shapes in art.	Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	Simple terms to describe what something feels like (eg. bumpy).	There are different shades of the same colour and identify colours as 'light' or 'dark'.
Year 1	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	That a pattern is a design in which shapes, colours or lines are repeated.	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.
Year 2	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, eg the seaside.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can be geometric if they have mostly straight lines and angles. Patterns can be made using shapes.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.
Year 3	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	Different drawing tools can create different types of lines.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can

	these paints						include hatching, cross-hatching, scribbling and stippling.
Year 4	Adding black to a color creates a shade. Adding white to a colour creates a tint.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials	How to use basic shapes to form more complex shapes and patterns.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.
Year 5	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional art work changes the effect of the piece.	A silhouette is a shape filled with a solid flat colour that represents an object.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	How to create texture on different materials.	Tone can help show the foreground and background in an artwork.
Year 6	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	The surface textures created by different materials can help suggest form in two-dimensional art work.	How an understanding of shape and space can support creating effective composition.	How line is used beyond drawing and can be applied to other art forms.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Knowledge of Artists

	Meanings	Interpretations	Materials and Processes	Themes
Reception	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	Artists use modelling materials like clay to recreate things from real life. Creation station (Clay animals). Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Marvellous marks. Sometimes artists are inspired by the seasons. Seasonal crafts Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images. Paint my world.	Nature, seasons, celebrations, sustainability, identity.
Year 1	Some artists are influenced by things happening around them. Woven wonders (Cecilia Vicuña).	Sometimes artists concentrate on how they are making something rather than what they make. Colour splash (Jasper Johns). Artists living in different places at different times can be inspired by similar ideas or stories. Paper play (Tree of life concept; Nature).	Artists can use everyday materials that have been thrown away to make art. Woven wonders (Cecilia Vicuña, Judith Scott). Artists choose materials that suit what they want to make. Paper play (Louise Bourgeois)	Sustainability (Woven wonders) Nature (Make your mark).
Year 2	Some artists create art to make people aware of good and bad things happening in the world around them. Life in colour (Romare Bearden).	Art can be figurative or abstract. Map it out (Eduardo Paolozzi).	Illustrators use drawn lines to show how characters feel. Tell a story (Quentin Blake). Artists try out different combinations of collage materials to create the effect they want. Life in colour (Romare Bearden). Artists can use the same material (felt) to make 2D or 3D artworks. Map it out (Kim Soon-Im, Maggie Scott) • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. Map it out (Eduardo Paolozzi).	Identity (Life in colour) Stories (Tell a story).
Year 3	Art from the past can give us clues about what it was like to live at that time. Ancient Egyptian scrolls, Prehistoric painting.	The meanings we take from art made in the past are influenced by our own ideas. Ancient Egyptian scrolls, Prehistoric painting.	Artists have different materials available to them depending on when they live in history. Ancient Egyptian scrolls, Prehistoric painting. Artists can make their own tools. Prehistoric painting. Artists experiment with different tools and materials to create texture. Growing artists (Max Ernst). Artists can work in more than one medium. Abstract shape and space (Anthony Caro). Artist make decisions about how their work will be displayed. Abstract shape and space (Ruth Asawa,	Art can help people learn. Growing artists.

			Robert Morris).	
Year 4	Art can communicate powerful statements about right and wrong. Mega materials (Sokari Douglas Camp).	Designers can make beautiful things to try and improve people's everyday lives. Fabric of nature (William Morris) • How and where art is displayed has an effect on how people interpret it. Mega materials (Sokari Douglas Camp, Barbara Hepworth, Jaume Plensa).	Artists can choose particular materials to communicate a message. Mega materials (El Anatsui). Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Light and dark (Audrey Flack, Clara Peeters). Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Fabric of nature (William Morris). Artists use drawing to plan ideas for work in different media. Mega materials.	Sustainability, nature, right and wrong Mega materials Nature; art is for everyone Fabric of nature.
Year 5	Artists are influenced by what is going on around them; for example culture, politics and technology. I need space, Interactive installation (Space race imagery, Teis Albers, Cai Guo-Xiang). Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. I need space (Retrofuturistic images). How an artwork is interpreted will depend on the life experiences of the person looking at it. Interactive installation (Cai Guo-Xiang).	Artists use self-portraits to represent important things about themselves. Portraits (Frida Kahlo, Vincent van Gogh, Rembrandt, Chila Kumari Singh Burman). Artists create works that make us question our beliefs. Interactive installation (Cai Guo-Xiang). Visual designs can represent big ideas like harmony with nature or peace. Architecture (Friedensreich Hundertwasser).	Artists can choose their medium to create a particular effect on the viewer. I need space (Karen Rose, Teis Albers). Artists can combine materials; for example, digital imagery with paint or print. Portraits, I need space (Chila Kumari Singh Burman, Teis Albers). Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. Interactive installation (Lorenzo Quinn, Cai Guo-Xiang, Yayoi Kusama, Olafur Eliasson).	Identity Portraits Sustainability; protecting the environment; right and wrong Interactive installation.
Year 6	Artists can use symbols in their artwork to convey meaning. Make my voice heard (Diego Rivera). Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Make my voice heard (Graffiti; Guerilla art).	Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Make my voice heard (Dan Fenelon). Art can be a form of protest. Make my voice heard (Graffiti, Guerilla art). Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artist study (David Hockney, Richard Brackenburg, Paula Rego, John Singer Sargent, Lubaina Himid). Art sometimes creates difficult feelings when we look at it. Year 6 Artist study (John Singer Sargent, Lubaina Himid).	Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Make my voice heard (Vermeer, Da Vinci). Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artist study (Fiona Rae, Frank Bowling). Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Making memories (Louise Nevelson, Joseph Cornell). Artforms are always evolving as materials and techniques change over time. Photo opportunity (Photorealism - Oscar Ukono, Michael Gaskell)	Symbols; Identity; right and wrong Make my voice heard Stories Artist study.

Evaluating and analysing

	What is art?	Why do people make art?	How do people talk about art?
Reception	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring.		Say if they like an artwork or not.
Year 1	Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Colour splash, Woven wonders, Paper play Craft is making something creative and useful. Woven wonders.		Compare their work to another artwork. Make links between artworks. Talk about how art is made.
Year 2		People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. Life in colour, Clay houses, Map it out. People make art for fun. People make art to decorate a space. Map it out. People make art to help others understand something. Tell a story.	Compare their work to another artwork. Make links between artworks. Talk about how art is made.
Year 3	Artists make art in more than one way. There are no rules about what art must be. Abstract shape and space. Art can be purely decorative or it can have a purpose. Growing artists.	People use art to tell stories and communicate. People can make art to express their views or beliefs. Ancient Egyptian scrolls, Prehistoric painting. People make art for fun, and to make the world a nicer place to be. Abstract shape and space. People use art to help explain or teach things. People make art to explore big ideas, like death or nature. Growing artists.	People can have their own opinions about art, and sometimes disagree. Abstract shape and space. One artwork can have several meanings. Ancient Egyptian scrolls, Prehistoric painting.
Year 4	Artists make choices about what, how and where they create art. Light and dark, Mega materials. Art can be all different size. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Mega materials Artworks can fit more than one genre. Light and dark.	Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Fabric of nature. Artists make work to explore right and wrong and to communicate their own beliefs. Mega materials.	Art is influenced by the time and place it was made, and this affects how people interpret it. Mega materials. Artists may hide messages or meaning in their work. Light and dark. Artists evaluate what they make and talking about art is one way to do this. Power prints, Fabric of nature.
Year 5	Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. Interactive installation. Art, craft and design can be functional and affect	People make art to express emotion. People make art to encourage others to question their ideas or beliefs. Interactive installation. People make art to portray ideas about identity. Portraits. People	People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. I need space, Interactive installation, Architecture. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Interactive

	human environments and experiences. Architecture.	make art to fit in with popular ideas or fashions. I need space.	installation. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better. Portraits, Interactive installation.
Year 6	Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Making memories. Art can be a digital art form, like photography. Photo opportunity.	Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. Make my voice heard. People use art as a means to reflect on their unique characteristics. Making memories.	Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. Photo opportunity. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art. Artist study, Make my voice heard.

Art and Design

	Generating ideas	Sketch books	Making skills(including formal elements)	Evaluating and analysing
Reception	Talk about their ideas and explore different ways to record them using a range of media.	Experiment in an exploratory way.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Talk about their artwork, stating what they feel they did well.
Year 1	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Describe and compare features of their own and other's art work.
Year 2	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work
Year 3	Generate ideas from a range of stimuli and carry out simple research and evaluation	Use sketchbooks for a wider range of purposes, for example recording things	Confidently use of a range of materials and tools, selecting and using these	Confidently explain their ideas and opinions about

	as part of the making process.	using drawing and annotations, planning and taking next steps in a making process.	appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.
Year 4	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Year 5	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Year 6	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.