



To inspire confident learners who will thrive in a changing world.

Art and Design

Intent of study at Swinford School

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

Linking to the national curriculum for art and design, our school aims to:

- to enable children to produce creative work, explore their ideas and record their experiences
- to 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
- to develop an understanding of the breadth of arts and crafts, and how they link to our cultural heritage
- to develop understanding of how art and craft can be a response to historical or geographical contexts
- to promote growth mindset and wellbeing through opportunities to experiment, make choices, practice mindfulness and express difference and opinions
- to make links between visual arts and career pathways.
- to develop skills in drawing, painting, sculpting and printing, with a range of materials;
- to foster an emotional and spiritual response in pupils to the visual world.

As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design.

Implementation

The teaching and implementation of Art and Design at Swinford is a skills-based curriculum designed to equip children with the knowledge and skills to experiment, invent and create their own works of art. It is a structured whole school approach to this creative subject

derived from the National Curriculum. Art & Design is taught as a discreet subject in an opposite term to Design Technology. The terms when it is covered can differ throughout the year groups. Art and Design is taught for the equivalent of three half terms and Design Technology for three half terms. Our whole school curriculum provides children with opportunities to develop their skills in Art and Design using a variety of media and materials. Specific skills are built upon each year and tracked through our progression of skills document. All children have the opportunity to explore and evaluate different creative ideas developing skills in topics such as; drawing, painting, printing, collage, sculpture and digital art. Work is completed in sketchbooks to show both a progression of skills and a learning journey. In addition, we introduce all children to a wide range of art and artists, including old masters and contemporary artists, and those from different periods and cultures. This gives them an understanding of how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Some areas such as sketching, colour mixing, painting and using different media are covered in every year with the skills building on what was learnt in the previous year.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Coverage of the National Curriculum

Subject	KS1	KS2	Ref	Pupils should be taught to/about...	Total	KS1 Yr A	KS1 Yr B	LKS2 Yr A	LKS2 Yr B	UKS2 Yr A
Art and Design	KS1		AD1	use a range of materials creatively to design and make products	6	3	3			
Art and Design	KS1		AD2	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	6	3	3			

Art and Design	KS1		AD3	develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space	6	3	3			
Art and Design	KS1		AD4	learn about artists, describing the differences and similarities	5	2	3			
Art and Design		KS2	AD5	To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.	10			3	3	2
Art and Design		KS2	AD6	To create sketch books to record their observations and use them to review and revisit ideas.	10			3	3	2
Art and Design		KS2	AD7	about great artists, architects and designers in history.	10			3	3	2

By the end of KS2 the children are also expected to have improved their mastery of art and design techniques, including drawing, painting, sculpture with a range of materials.

Assessment

Assessment is completed in the lesson through teacher observation and completion of the piece of art work. The children at our school have an Art and Design sketchbook, which they will take with them as they move through the school. This enables the children and staff to see the progress children have made.

Long term coverage

EYFS

Children in EYFS will have access to art and craft materials during continuous provision such as crayons, coloured pencils, pens, paints and collage materials. They will be able to access these materials independently alongside specific art teaching.

A1	A2	A3	A4	A5	A6
Self portraits Finger painting	Self portraits Observational drawing- winter trees	Superhero Vegetable capas based on Supertato	Self portraits Observational drawing-	Creating faces inspired by Giuseppe Arcimboldo	Self portraits Pirate flags

	Snowman printing pictures	Superhero cityscapes (collage) Inspired by Vincent Van Gogh	African animals	Observational drawing- Vegetables	Observational drawing- ships
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Year A

Year A				
	Autumn A1	Autumn A2	Spring A3	Summer A4
Year 1 and 2		Focus: Colour mixing	Focus: Printing	Focus: Sculpture
		Artist: Alma Thomas Medium: Paint and textiles (weaving)	Artist: Eric Carle Medium: Textiles (Mono block prints)	Sculptor: Jean Metzinger Medium: Clay tile
Year 3 and 4	Focus: Paint and line drawing		Focus: Printing	Focus: Sculpture
	Artist: Stone Age art Medium: Paint & pen		Artist/Sculptor: Rashid Johnson Medium: Textiles (Radial prints)	Sculptor: Local Sculptor Medium: Clay tile
Year 5 and 6		Focus: Self-portraits	Focus: Printing	Focus: Sculpture
		Artist: Greek Art Medium: Pencils and Paint	Artist: William Morris Medium: Textiles (Block/Lino prints)	Sculptor: Local Sculptor Medium: Clay tile

Year B

	Autumn B1	Autumn B2	Spring B3	Summer B4
Year 1	Focus: Self-portraits		Focus: Texture	Focus: Buildings, including bridges (link to DT)

and 2	Artist: Picasso Medium: drawing, paint, pastels self-portraits		Artist: The Shipwreck by Claude Jean Vernet Medium: Collage / Mixed Media	Architect: Norman Foster Medium: pen, pencil, digital art
Year 3 and 4		Focus: Self-portraits Artist: Andy Warhol Medium: Photograph, digital art	Focus: Texture Artist: Men of the Docks by George Bellows Medium: Collage / Mixed Media	Focus: Tudor Patterns Artist: inspired by Tudor royalty and their clothes designs. Medium: Textiles (weaving)
Year 5 and 6	Focus: Post-War Architecture Architect: Basil Spence Medium: digital art using Sketchbook app.		Focus: Texture Artist: Waterlilies by Claude Monet Medium: Collage / Mixed Media	Focus: Textiles Artist: Henri Rousseau Medium: Textiles / fabric (weaving)

Progression

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Exploring and Developing Ideas	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: - a respond positively to ideas and starting points; - b explore ideas and collect information; - c describe differences and similarities and make links to their own work; - d try different materials and methods to improve; - e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - a use sketchbooks to record ideas; - b explore ideas from first-hand observations; - c question and make observations about starting points, and respond positively to suggestions; - d adapt and refine ideas; - e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - a review and revisit ideas in their sketchbooks; - b offer feedback using technical vocabulary; - c think critically about their art and design work; - d use digital technology as sources for developing ideas; - e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: - a draw lines of varying thickness; - b use dots and lines to demonstrate pattern and texture; - c use different materials to draw, for example pastels, chalk, felt tips; - d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawing, line, tone, texture, form, record, detail, question, observe, refine.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They can use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - a experiment with showing line, tone and texture with different hardness of pencils; - b use shading to show light and shadow effects; - c use different materials to draw, e.g. pastels, chalk, felt tips; - d show an awareness of space when drawing; - e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, texture, form, pattern, structure.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketchbooks to improve their drawing skills. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; - b depict movement and perspective in drawings; - c use a variety of tools and select the most appropriate; - d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, texture, shape, form, pattern, structure.

Painting	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: - a name the primary and secondary colours. - b experiment with different brushes (including brushstrokes) and other painting tools. - c mix primary colours to make secondary colours. - d add white and black to alter tints and shades. - e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - a use varied brush techniques to create shapes, textures, patterns and lines. - b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. - c create different textures and effects with paint. - d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - a create a colour palette, demonstrating mixing techniques. - b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. - c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
	A2, B1	A1	A2
Sculpture	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: - a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. - b use a variety of techniques, e.g. rolling, cutting, pinching. - c use a variety of shapes, including lines and texture. - d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, "How can it go higher?" Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - a cut, make and combine shapes to create recognisable forms. - b use clay and other malleable materials and practise joining techniques. - c add materials to the sculpture to create detail. - d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - a plan and design a sculpture. - b use tools and materials to carve, add shape, add texture and pattern. - c develop cutting and joining skills, e.g. using wire, coils, slabs and slips. - d use materials other than clay to create a 3D sculpture. - e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
	A4	A4	A4
Collage	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: - a use a combination of materials that have been cut, torn and glued - b sort and arrange materials - c add texture by mixing materials - d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with the purpose of creating <u>effect</u>. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: - a select colours and materials to create effect, giving reasons for their choices - b refine work as they go to ensure precision - c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage - d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Children experiment with mixing textures and with sorting and arranging materials with the purpose of creating <u>effect</u>. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: - a add collage to a painted or printed background - b create and arrange accurate patterns - c use a range of mixed media - d plan and design a collage - e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
	B3	B3	B3
Textiles	Children can look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: - a show pattern by weaving - b use a dyeing technique to alter a textile's colour and pattern - c decorate textiles with glue or stitching, to add colour and detail - d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: - a select appropriate materials, giving reasons - b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects - c develop skills in stitching, cutting and joining - d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: - a experiment with a range of media by overlapping and layering in order to create texture, effect and colour - b add decoration to create effect - c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Printing	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: - a copy an original print - b use a variety of materials, e.g. sponges, fruit, blocks - c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing - d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: - a use more than one colour to layer in a print - b replicate patterns from observations - c make printing blocks - d make repeated patterns with precision - e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.]	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: - a design and create printing blocks/tiles - b develop techniques in mono, block and relief printing - c create and arrange accurate patterns - d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange,
	A3	A3	A3
Work of Other Artists	Children can learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum To understand 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. Children can: - a describe the work of famous, notable artists and designers - b express an opinion on the work of famous, notable artists - c use inspiration from famous, notable artists to create their own work and compare	Children continue to study the works of famous artists. They have more opportunities to offer opinions and to compare artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: - a use inspiration from famous artists to replicate a piece of work - b reflect upon their work inspired by a famous notable artist and the development of their art skills - c express an opinion on the work of famous, notable artists and refer to techniques and effect	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: - a give detailed observations about notable artists', artisans' and designers' work - b offer facts about notable artists', artisans' and designers' lives

Key Takeaways

EYFS

A1	Focus: Drawing Self portraits Focus: Painting Finger painting	I know what is meant by a self-portrait. I know how to hold a pencil to draw. I know how to draw straight and curved lines and circles. I know how to use a mirror to observe before drawing. I know that I can use my fingers to paint with. I can create different pictures using a finger-painting technique. I can dab and swipe my finger to create a finger painting. I can explore colour mixing.
A2	Focus: Observational drawing (Winter trees) Focus: Printing Snowman printing pictures Focus: Drawing Self portraits	I can begin to understand what is meant by observational drawing. I can observe a winter tree to draw. I can draw a shape that resembles a tree. I can show a basic understanding of position when drawing branches e.g. they come out of the trunk. I can use printing techniques to create a picture of a snowman. I can select the correct shape to create different elements of the picture. I can select the correct colours for my picture of a snowman. I can use paint and a variety of other objects e.g. cotton reel to create a picture using printing. I can show an improvement in drawing a self-portrait. I can develop my control of a pencil when drawing. I know how to draw straight and curved lines and circles. I know how to use a mirror to observe before drawing.
A3	Focus: textile collage Superhero Vegetable capes Focus: Collage Superhero city scapes	I can be inspired by the book Supertato by Sue Hendra. I can use collage techniques to create a superhero cape for a super vegetable. I can use appropriate fine motor skills to use scissors and glue. I know that Vincent Van Gogh painted a picture called 'The Starry Night'. I can discuss my opinions on this painting. I can be inspired by Van Gogh to create a sky using paint and a swirling motion. I can use collage techniques to create buildings. I can mix colours to create other colours when painting.
A4	Focus: Observational drawing (African animals) Focus: Drawing	I understand what is meant by observational drawing. I can observe a picture of an African animal to draw. I can draw the correct shapes needed for my animal. I can show an improvement in drawing and pencil control I can develop my control of a pencil when drawing.

	Self Portraits	I know how to draw straight and curved lines and circles. I know how to use a mirror to observe before drawing
A5	Focus: Collage Creating faces out of vegetable inspired by Giuseppe Arcimboldo Focus: Drawing Observational drawing- Vegetables	I know some facts about the artist Giuseppe Arcimboldo. I can give opinions on his artwork. I can recreate a piece of his artwork using vegetables. I can consider the shape of vegetables I am using for the features of the face. I understand what is meant by observational drawing. I can observe a vegetable to draw. I can draw the correct shapes needed for my vegetable. I can select the correct colours for the vegetable I have drawn.
A6	Focus: Collage Pirate flags Focus: Drawing Observational drawing of pirate ships Focus: Drawing Self Portraits	I can use a variety of materials to create a collage. I will understand why pirates had flags and be inspired by the symbolism they used. I can create my own pirate flag. I can use scissors and glue to create a collage. I understand what is meant by observational drawing. I can observe a ship to draw. I can draw the correct shapes needed for my ship I can select the correct colours for the ship I have drawn. I can consider shadow. I can show an improvement in drawing and pencil control I know how to draw straight and curved lines and circles. I know how to use a mirror to observe before drawing

Seals Year A

A2	Focus: Painting and Textiles (weaving)	Recognise and identify primary and secondary colours. Know how to mix secondary colours using primary paints. Know that you can change the tone of the colour by adding white or black. Know that the word 'abstract' means art that does not attempt to recreate reality. Know that Alma Thomas was an abstract painter To understand the process of weaving, and to use this skill to create interesting circular pieces. Know that textiles can make pieces of creative artwork, and to handle, manipulate and enjoy using materials. Know how to develop an idea or a piece of art work to make it even more interesting
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A3	Focus: Printing	I can make a texture rubbing using a crayon ensuring that I hold the piece of paper stable with my other hand. I understand what a repeat pattern is I can create a mono print using found items, and covering them in the correct amount of paint. I understand what a rotated print is I can create a print and printing stamp by drawing and cutting out a shape from sponge. I understand what a motif is. I can make a collagraph stamp by drawing the outline of a shape or a letter and fill with textures materials. I can create a collage by cutting shapes from a piece of printed paper and assembling them into a picture. I understand what the word collage means. I know that Eric Carle uses print and paint on tissue paper to create his textures. I can print onto tissue paper to create a textured, vibrant print. I can create a collage by overlapping cut out shapes. I recognise that my collage is in the same style as Eric Carle.
A4	Focus: Sculpture	I know that clay is mouldable modelling material. I know that a slab is a 'flat pancake' of clay made by rolling clay with our hands. I know that I can pinch clay and use my fingers to squeeze a slab of clay into any shape. I can create a clay tile using the above techniques.

Seals Year B

B1	Focus: Self-Portrait	Know what a self-portrait is and know the names of some artists who painted themselves. Know that individual features are important when creating a self-portrait. Know how to position features on a face. Know that a line drawing is created using only simple lines. Know that different colours can be used to show different emotions. Use warm colours to convey happiness, and cold colours to convey sadness in a portrait. Know that Picasso created abstract portraits. Know the differences between a realistic portrait and an abstract portrait. Know that the features can be placed in unusual places on an abstract portrait.
B3	Focus: Texture	Know what mixed media means. Know that Vernet created 'The Shipwreck' Know what effect watercolour paint can create. Know what colours to use to create a stormy scene. Know that paint can be used alongside paper in mixed media work. Know how to draw a spiral. Know how to overlap paper in collage technique without gap

		Know what abstract means. Know how to cut/stick and overlap newspaper in a collage effect. Know how other artists have used newspaper in works. Know what a template is used for. Know that other images can be copied stuck onto a mixed media piece. Know how to collaborate in a team to create a shared artwork.
B4	Focus: Architecture and Introduction To Digital Art	Know what an architect is. Know that architecture is the design of structures or buildings. Begin to understand what is meant by 'form'. Sculpture is the art of creating 3D forms. Know who Norman Foster is and what buildings he made (the Wembley Stadium and The Gherkin) Sketch their own building based on his designs, using similar features, and use digital art to draw a final drawing.

Turtles Year A

A1	Focus: Paint and Line Drawing	It is believed that cave paintings were created to tell a story or document a moment in life. Cave paintings usually represent hunting and include people, animals, weapons and hand stencils. The texture of the cave walls make it more difficult to draw detailed images. Hand stencils were used often in cave paintings.
A3	Focus: Printing	I know the difference between symmetrical and asymmetrical, and understand that radial symmetry moves around a single point. I understand that if a pattern is to be continuous, then my adjacent lines need to start and finish at the same point. I can create an even print by applying the correct amount of ink and pressure. I understand how to place my stamps in the correct position to create a radial design. I can create a colourful base layer, by creating a collage using overlapping tissue paper I can create 1 radial print of 4 stamps accurately I can apply oil pastels using outward strokes in a short sharp movement to create an 'explosion' effect, considering my colours used. I am able to locate the position of the radial centre and know which corner of my stamp will be the centre point. I can print on top of an oil pastel background, to create a vibrant final piece.
A4	Focus: Sculpture	I know that clay is mouldable modelling material. I know that a slab is a 'flat pancake' of clay made by rolling clay with our hands. I know that a coil is a long thin rope of clay made by rolling clay with hands. I know that I can pinch clay and use my fingers to squeeze a slab of clay into any shape.

		I am beginning to understand that a sculpture is art created by moulding and modelling working in 3 dimensions. I can create a clay tile using the above techniques.
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Turtles Year B

B2	Focus: Self-Portrait	I understand what a self-portrait is Know that Andy Warhol used a repetitive style of artwork. Andy Warhol created 'Pop Art' style artwork which relates to 60s styles art. I can use different medias can change the detail and design of artwork. Know that Andy Warhol made portraits of famous people. Know the techniques needed to recreate a Pop Art portrait – repetition/colour. Use unrealistic colours effectively.
B3	Focus: Textiles	George Bellows was an American Ashcan artist in the 1900s. George Bellow's artwork reflects the general American feelings at the time of his creations. Collage is using different materials and colours to build one image. Sketches are rough drawings and focus on outlines. Print is using objects to press onto another surface to create an image. Refining skills requires practice
B4	Focus: Tudor Patterns	Know how to create a radial pattern Research Tudor dress designs and know what symbols were used. Create own pattern design for a piece of Tudor clothing, based on the pictures they researched about. Create own pattern / symbol, using weaving.

Dolphins Year A

A2	Focus: Self-Portrait, using the Ancient Greeks as inspiration	Appreciate what a self-portrait is, and the reasons artists might want to create one. To explore a range of techniques to create desired effects. To understand the cultural elements of a piece of work and how this can inform my own work. To know and understand the meaning of the following art vocab: Tint, Shade, Tone, Monochrome. To recognise and identify cool and warm colours and understand their properties in paintings. To recognise complementary colours and understand their properties. To be able to reflect and evaluate their own work whilst comparing it to that of other 3D artists in the Greek period.
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A3	Focus: Printing	Know what woodblock printing is and how it was used by William Morris. Understand how William Morris simplified and stylised images of nature for his designs. Draw two drawings of details found in the designs of William Morris Create two original drawings inspired by nature in the style of William Morris – simplified Use a 2x colour block method to develop one of the drawings further. Create a simple two colour collage design inspired by William Morris and nature. Create a two-colour print block using craft foam. Create texture to the design by drawing details on the print block. To be able to apply the correct amount of ink to the print block. Apply the correct amount of even pressure to the paper to make a high quality print.
A4	Focus: Sculpture	I know that clay is mouldable modelling material. I know that a slab is a 'flat pancake' of clay made by rolling clay with our hands. I know that a coil is a long thin rope of clay made by rolling clay with hands. I know that I can pinch clay and use my fingers to squeeze a slab of clay into any shape. I know that a sculpture is art created by moulding and modelling working in 3 dimensions. I can draw inspiration from other artists. I can create a clay tile using the above techniques, using equipment to make it precise and fit for purpose.

Dolphins Year B

B1	Focus: Architecture and Digital Art	I know about the work of Basil Spence and I can find ways to represent this in my sketchbook. I know about pe-war and post-war buildings, with a particular focus on Coventry and its cathedral rebuild. I understand what an architect is. I know that architecture has changed over time. I know the different techniques of line drawing and can use this to sketch a building. I understand that proportion is how the sizes of different parts of a piece of art or design relate to one another. I can use photographs of key post-war buildings, and Basil Spence, as inspiration to create my own digital art.
B3	Focus: Texture	To know that different materials can be arranged to create artwork with texture, shape and form. That mixed media is where different materials are layered to create texture and depth to a piece of artwork. To use a range of influences and styles to create original pieces of artwork. To know how to create texture using collage.

		To develop techniques, including control and use of materials, with creativity, experimentation. To know what impressionist art is. To learn about some of Monet's artwork and how his work was influenced by the period of impressionism.
B4	Focus: Textiles	Know how to give opinions about famous artwork and justify this with my reasons. I understand what is meant by foreground, mid-ground and background. Know what society thought about the artwork of Henri Rosseau. Learn weaving techniques Add a weaving element to my fabric design, inspired by Henri Rousseau.

SEND

We are ambitious of what our SEN children can achieve. Art and DT are different ways for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. SEN children historically can achieve and sometimes exceed their peers when completing Art & DT tasks.

Strategies to scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

How can I support learners who struggle to retain vocabulary?

- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling. How can I support learners who struggle with fine motor skills?
- Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners

with larger scale materials to work on and gradually decrease the scale as they acquire greater control.

- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.
- Giving time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources

alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.

- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

Resources

[Take One Picture | Learning | National Gallery, London](#)

[Art UK | Learn Learning resources](#)

[AccessArt: Sharing Visual Arts Inspiration](#)