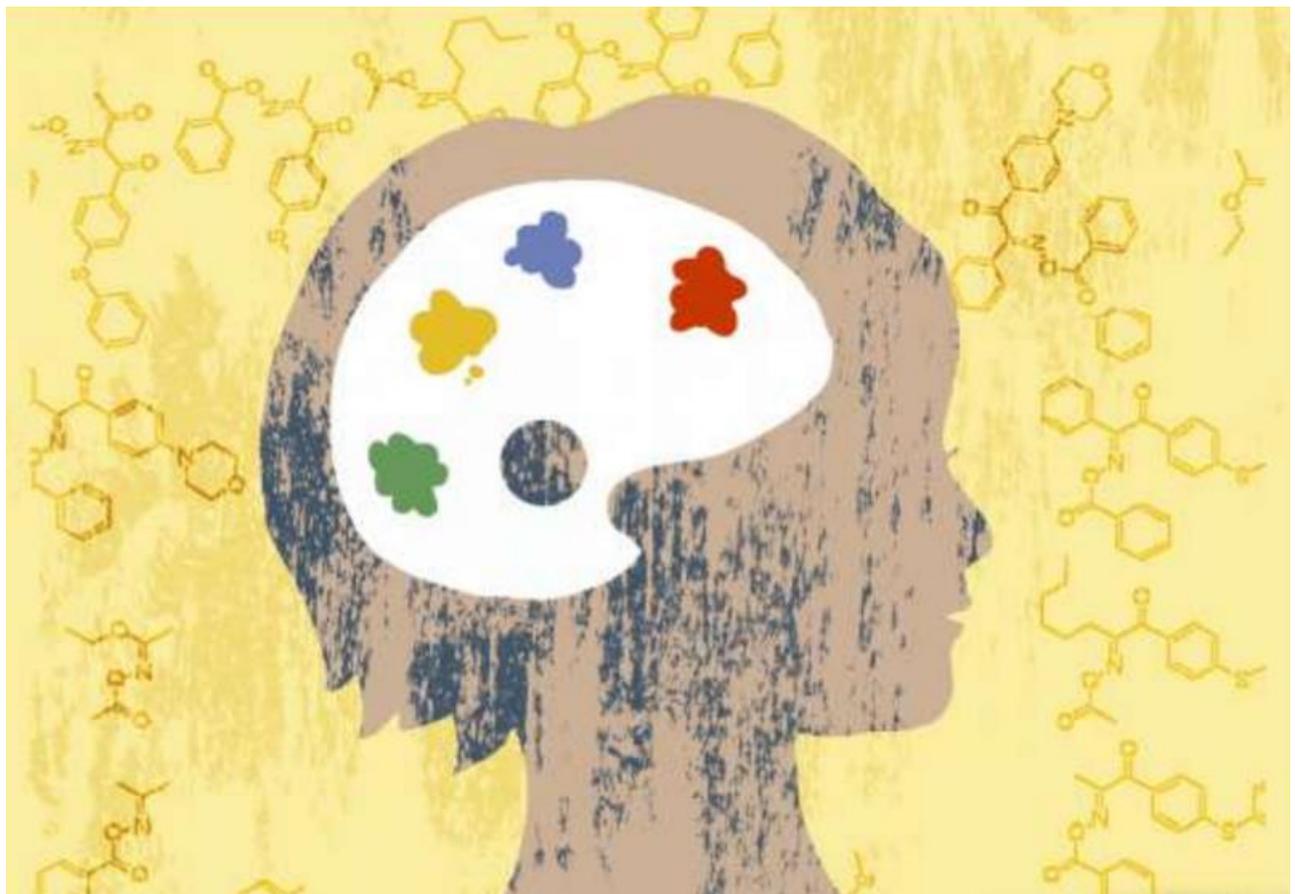




# Art, Craft and Design

## Intent and Progression Statements





# Art, Craft and Design

## Sticklepath Intent



Our curricular aims are to develop **Growing Minds** that are **Curious, Critical Communicators**.

Art, Craft and Design at Sticklepath opens a world of opportunity for every child to embark upon an exciting journey of exploration and creativity. At Sticklepath, we want all our children to develop their critical and creative thinking, sparking their passion and a **deep curiosity** in the subject.

At Sticklepath, our children will learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is a subject that gives pupils the opportunity to **express ideas, attitudes and values**. It engages with childrens' imagination and values originality. Art, Craft and Design encourages the development of many transferable skills which enhance learning in other curriculum areas. It helps children to **develop a sense of self, build confidence and self-esteem** and contributes significantly to their wellbeing.

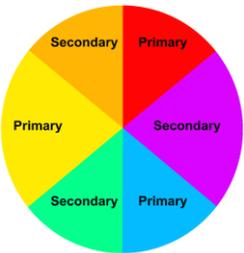
of art, craft and design. Basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are then revisited and the use of ongoing sketchbook work underpins this process. At Sticklepath we believe in fostering an **open-ended exploration of creativity**. Rather than following prescriptive outcomes, instead we introduce key skills, materials and ideas to the children in such a way that everyone can then explore his or her own creativity. By creating a safe and nurturing environment, they are encouraged to take **creative risks** and to learn from the journey, rather than head towards a pre-defined end result.

We aim to give our children practical experience of a wide range of visual art forms and processes, and exposure to a variety of artists, craftspeople, architects and designers from all cultures and times, including artists who are contemporary, female, and from various ethnicities. By introducing Sticklepath children to practicing artists, craftspeople and designers through visits and trips, they can see the visual arts as a viable career choice.

At Sticklepath, we do not see Art, Craft and Design as an 'easy', non-academic subject, but rather a platform for **higher level thinking, oracy and understanding of visual language**. This is a developmental process, systematically provided over a number of years, as learners engage with making alongside learning about art. Visual literacy is an essential skill in today's world. It encourages appreciation and understanding of visual **communication** and the ability to critically analyse and make meaningful images; our children become confident, independent artists who can articulate and value their own creative journeys.

Key Progress Objectives	
<b>Knowledge and Understanding</b>	Acquiring and applying knowledge to inform progress
<b>Generating Ideas</b>	The skills of designing and developing ideas

<b>Making</b>	The skills of making art, craft and design
<b>Evaluating</b>	The skills of judgement and evaluation
It is important to note that learning in art, craft and design does not progress in a linear fashion. Pupils' knowledge, understanding and skills are developed through <b>experience</b> in making, viewing and talking about art, craft and design.	

<b>The Formal Elements</b>	
<b>Line</b>	<p>Line is the path left by a moving point. For example, a pencil or a brush dipped in paint.</p> <p>A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal, for example.</p> <p>Line can be used to show many different qualities, such as:</p> <ul style="list-style-type: none"> <li>● contours – showing the shape and form of something</li> <li>● feelings or expressions – a short, hard line gives a different feeling to a more flowing one</li> <li>● movements</li> </ul>
<b>Tone</b>	<p>This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.</p> <p>Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called <b>highlights</b> and the darker areas are called <b>shadows</b>. There will be a range of tones in between the highlights and shadows.</p>
<b>Colour</b>	<p style="text-align: center;"><b>The Colour Wheel</b></p>  <p>Red, yellow and blue are <b>primary colours</b>, which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours.</p> <p>Two primary colours mixed together make a <b>secondary colour</b>.</p> <p>Colours that are next to each other on the colour wheel are called <b>harmonious</b>.</p> <p><b>Complementary</b> colours are colours that are opposite each other on the colour wheel.</p> <p>Warm colours are colours on the red side of the wheel. These are red and include orange, yellow, browns and tans.</p> <p>Cool colours are colours on the blue side of the wheel. These are blue and include green, violet and most greys.</p> <p>Black, white and grey are called neutral colours.</p>
<b>Pattern</b>	<p>A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a <b>motif</b>. Motifs can be simple shapes or complex arrangements.</p> <p>Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.</p>
<b>Texture</b>	<p>This is to do with the <b>surface quality</b> of something, the way something feels or looks like it feels.</p> <p>There are two types of texture: actual texture and visual texture.</p>
<b>Shape</b>	<p>A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either <b>geometric</b>, like a circle, square or triangle, or <b>irregular</b>.</p>
<b>Form</b>	<p>Form is a <b>three dimensional shape</b>, such as a cube, sphere or cone.</p> <p>Sculpture and 3D design are about creating forms.</p>

<b>Key Subject Areas</b>				
Drawing	Sketchbooks	Printmaking	Sculpture	Design
Painting	Craft	Textiles	Multimedia	Digital

## Art, Craft and Design Curriculum Progression

YEAR 1					
Generating Ideas					<i>By the end of Year 1 children should be able to:</i>
Sketchbooks	Looking and Talking	Play			
<p>Introduce 'sketchbook' as a place to record individual response to the world.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p> <p>Develop a "sketchbook habit".</p> <p>Begin to feel a sense of ownership about the sketchbook.</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul>	<p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>			<p>Recognise that ideas can be expressed through art</p> <p>Experiment with an open mind</p>
Making					<i>By the end of Year 1 children should be able to:</i>
Sketchbooks	Drawing	Painting and Collage	Printmaking	3D and Textiles	
<p>Begin to use a sketchbook, developing a 'sketchbook habit' and taking ownership of it</p>	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p>	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p> <p>Enjoy discovering the interplay between</p>	<p>Explore simple printmaking. For example using plasticine, found materials or quick print foam and stencils</p> <p>Search out found objects to be used as</p>	<p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.</p>	<p>Try out a range of materials and processes and recognise they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p>

	Explore mark making to start to build mark-making vocabulary  Undertake projects which explore observational drawing and drawing from imagination	materials for example wax and watercolour	tools to press into plasticine or clay to create texture and to understand notions of positive and negative.  Explore pattern, line, shape and texture	Use basic tools to help deconstruct (scissors) and then construct (glue sticks).  Explore textile materials through 3D sculpture /weaving	
<b>Evaluating</b>					<i>By the end of Year 1 children should be able to:</i>  Show interest in and describe what they think about the work of others
As a Class	In Small Groups		One to One		
Enjoy listening to other people's views about artwork made by others.  Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made.		Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.		
<b>Knowledge and Understanding</b>					<i>By the end of Year 1 children should know:</i>  How to recognise and describe some simple characteristics of different kinds of art, craft and design  The names of tools, techniques and formal elements (colours, shapes, tones etc.) that they use
Children should be given the opportunity to:					
<ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Begin to feel confident to express a preference</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> </ul>					
<b>Key Vocabulary</b>					
EYFS			Y1		
colour pattern shape			line texture collage		

	primary colour relief textile portrait landscape
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**YEAR 2**

**Generating Ideas**

<b>Sketchbooks</b>	<b>Looking and Talking</b>	<b>Making</b>	<i>By the end of Year 2 children should be able to:</i>  Try out different activities and make sensible choices about what to do next  Use drawing to record ideas and experiences
Introduce 'sketchbook' as a place to record individual response to the world.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.  Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul>	Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.	

**Making**

<b>Sketchbooks</b>	<b>Drawing</b>	<b>Painting</b>	<b>Printmaking and Collage and Textiles</b>	<b>3D, Architecture and Digital Media</b>	<i>By the end of Year 2 children should be able to:</i>

<p>Modify a sketchbook as a way to create ownership.</p> <p>Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary &amp; secondary source material, drawing from memory and imagination.</p> <p>Use drawings as basis for collage/textile work.</p> <p>Become familiar with 2 or more drawing exercises repeated over time to build skill.</p>	<p>Continue to mix colours experientially (i.e. encourage pupils to “try and see”)</p> <p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <p>Explore painting on different surfaces, such as fabric and different scales</p> <p>Use new colour mixing knowledge and transfer it to other media, e.g.soft pastel</p>	<p>Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3)</p> <p>Use simple embroidery techniques</p>	<p>Explore how 2d can become 3d, eg bird sculptures</p> <p>Explore the expressive properties of clay</p> <p>Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes</p> <p>Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces</p>	<p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use</p>
<b>Evaluating</b>					
As a Class	In Small Groups	One to One	<p><i>By the end of Year 2 children should be able to:</i></p> <p>When looking at creative work express clear preferences and give some reasons</p>		
<p>Enjoy listening to other people’s views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>			

	progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.		
<b>Knowledge and Understanding</b>			<p><i>By the end of Year 2 children should:</i></p> <p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p>
<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Begin to feel confident to express a preference in....</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> </ul>			
<b>Key Vocabulary</b>			
EYFS	Y1	Y2	
colour pattern shape	line texture collage primary colour relief textile portrait landscape	tone form architecture cityscape monoprint armature secondary colour observation	

**YEAR 3**

Generating Ideas					
Sketchbooks	Looking and Talking		Making	Digital media	<p><i>By the end of Year 3 children should be able to:</i></p> <p>Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</p>
<p>Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual responses to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you see</li> <li>• What do you like/dislike? Why</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How does it make you feel?</li> <li>• How might it inspire you in making your own art?</li> </ul>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>		
<b>Making</b>					<p><i>By the end of Year 3 children should be able to:</i></p>
Sketchbooks	Drawing	Painting and Collage	3D, Printing and Textiles	Digital Media	

<p>Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.</p>	<p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</p> <p>Make larger scale drawing from observation and imagination</p> <p>Explore new drawing media in different combinations eg ink and charcoal</p> <p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly</p>	<p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome</p> <p>Explore painting on new surfaces using colour as decoration</p> <p>Explore colour, texture and pattern using collage techniques</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture</p> <p>Building on mark-making and observational skills, make concertina books about a topic, eg significant artists</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers</p>	<p>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques</p> <p>Select and use appropriately a variety of materials and techniques in order to create their own work.</p>
<b>Evaluating</b>					
As a Class	In Small Groups		One to One		<i>By the end of Year 3 children should be able to:</i>
<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</p> <p>Use documenting the artwork as an</p>		<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p>		<p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p>

	opportunity for discussion about how to present work, and a chance for pupils to use digital media.		
<b>Knowledge and Understanding</b>			<p><i>By the end of Year 3 children should:</i></p> <p>Know about and describe the work of some artists, craftspeople, architects and designers</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with</p>
<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>			
<b>Key Vocabulary</b>			
EYFS	Y1	Y2	Y3
colour pattern shape	line texture collage primary colour relief textile portrait landscape	tone form architecture cityscape monoprint armature secondary colour observation	contemporary composition abstract complementary colour wash

**YEAR 4**

Generating Ideas				By the end of Year 4 children should be able to:
Sketchbooks	Looking and Talking	Making	Digital Media	
<p>Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses can you bring to this artwork?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• If you could take this art work home, where would you put it and why?</li> </ul>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to make animations</p>	<p>Select and use relevant resources and references to develop their ideas</p> <p>Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome</p>
<b>Making</b>				

Sketchbooks	Drawing	Mixed Media	Sculpture and Textiles	Design and Printmaking	<p><i>By the end of Year 4 children should be able to:</i></p> <p>Investigate the nature and qualities of different materials and processes</p> <p>Apply technical skills to improve the quality of their work</p>
<p>Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.</p>	<p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Apply these skills to a variety of media, exploring outcomes in an open-ended manner.</p> <p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p> <p>Explore layering of media, mixing of drawing media</p>	<p>Combine art forms such as collage, painting and printmaking in mixed media projects</p>	<p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</p> <p>Explore clay techniques such as making a simple pot or tile, and decorate them in relief patterns based upon observational drawing skills</p>	<p>Develop design through making skills and collaborative working skills through illustration, graphic design, typography and printmaking.</p>	
<b>Evaluating</b>					<p><i>By the end of Year 4 children should be able to:</i></p> <p>Regularly reflect upon their own work, and use comparisons with the work</p>
As a Class	In Small Groups		One to One		
<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p>		<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>		

<p>Think about why the work was made, as well as how.</p>	<p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	<p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p>	<p>of others (pupils and artists) to identify how to improve</p>	
<p><b>Knowledge and Understanding</b></p>			<p><i>By the end of Year 4 children should:</i></p> <p>Know about some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with</p>	
<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>				
<p><b>Key Vocabulary</b></p>				
<p>EYFS</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>
<p>colour pattern shape</p>	<p>line texture collage primary colour</p>	<p>tone form architecture cityscape</p>	<p>contemporary composition abstract complementary colour</p>	<p>Monochrome mixed media</p>

	relief textile portrait landscape	monoprint armature secondary colour observation	motif wash	graphic design positive/negative shape/space background foreground middleground limited palette
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YEAR 5				
Generating Ideas				By the end of Year 5 children should be able to:
Sketchbooks	Looking and Talking	Making	Digital Media	
<p>Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response.</p> <p>Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>Describe the artwork.</li> </ul>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)</p>	<p>Engage in open-ended research and exploration to initiate and develop personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</p>

<p>journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<ul style="list-style-type: none"> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul>			
<b>Making</b>				
Sketchbooks	Drawing, Painting and Textiles	Collage, Printmaking, Clay	Sculpture and 3D	<p><i>By the end of Year 5 children should be able to:</i></p> <p>Confidently investigate and explore the potential of new and unfamiliar materials</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p>
<p>Modify a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces and places in sketchbook to help creative thinking).</p>	<p>Continue with the key drawing exercises.</p> <p>Explore the relationship of line, form and colour.</p> <p>Explore the possibilities of using paint and textile materials and techniques to make a mixed media artwork</p>	<p>Explore the art of another time and / or culture, and make individual work in response to what is seen.</p> <p>Enable evolution of ideas through a combination of design through making and drawn inspiration</p> <p>Develop visual literacy skills: explore how we <i>look at</i> and <i>respond to</i> things people have made, and then include this awareness when making art work</p>	<p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.</p>	

Evaluating			<i>By the end of Year 5 children should be able to:</i>
As a Class	In Small Groups	One to One	
<p>Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Share how other artists/artwork inspired you and how your work fits into larger context.</p>	<p><i>Regularly analyse and reflect on their progress taking account of what they hoped to achieve</i></p>
Knowledge and Understanding			
<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> </ul>			<p><i>How to research and discuss the ideas and approaches of a variety of artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions</i></p>

<ul style="list-style-type: none"> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>	How to describe the processes they are using and how they hope to achieve high quality outcomes
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**Key Vocabulary**

EYFS	Y1	Y2	Y3	Y4	Y5
colour pattern shape	line texture collage primary colour relief textile portrait landscape	tone form architecture cityscape monoprint armature secondary colour observation	contemporary composition abstract complementary colour motif wash	monochrome mixed media graphic design positive/negative shape/space background foreground middleground limited palette	seascape sgraffito image imagery perspective

**YEAR 6**

Generating Ideas				<i>By the end of Year 6 children should be able to:</i>
Sketchbooks	Looking and Talking	Making	Digital Media	
Continue to develop a 'sketchbook habit', using a sketchbook as a place to record individual response to the world.  Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.	Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space	Use digital media to identify and research artists, craftspeople, architects and designers.  Use camera phones (still and video) to help	Independently develop a range of ideas which show curiosity, imagination and originality  Investigate, research and test ideas and plans using

<p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links</p>	<p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul>	<p>for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>"see" and "collect" (digital sketchbook)</p>	<p>sketchbooks and other approaches</p>
<b>Making</b>				<p><i>By the end of Year 6 children should be able to:</i></p> <p>Independently take action to refine technical and craft skills to improve mastery of skills and techniques</p> <p>Independently select and confidently use relevant processes in order to create successful and finished work</p>
Sketchbooks	Drawing	Design and Making	Sculpture and Textiles	
<p>Modify a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces and places in sketchbook to help creative thinking).</p>	<p>Continue with the key drawing exercises.</p> <p>Develop drawing skills using observational drawing.</p> <p>Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape</p>	<p>Explore scaling up drawings, bringing in all mark-making skills previously learnt</p> <p>Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts</p>	<p>Develop skills working with clay and other materials eg papier mache to make 3D relief sculptures linked to drawings</p>	

	Explore drawing and mark making linked to the art of another time and/or culture			
<b>Evaluating</b>				<i>By the end of Year 6 children should be able to:</i>  Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
As a Class	In Small Groups	One to One		
<p>Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Share how other artists/artwork inspired you and how your work fits into larger context.</p>		
<b>Knowledge and Understanding</b>				<i>By the end of Year 6 children should know:</i>  How to describe, interpret and explain the work, ideas and approaches of a variety of artists, craftspeople, designers and architects,
<p>Children should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> </ul>				

<ul style="list-style-type: none"> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>	<p>taking account of the influence of the different historical, cultural and social contexts in which they worked</p> <p>About the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>
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### Key Vocabulary

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
colour pattern shape	line texture collage primary colour relief textile portrait landscape	tone form architecture cityscape monoprint armature secondary colour observation	contemporary composition abstract complementary colour motif wash	Monochrome mixed media graphic design positive/negative shape/space background foreground middleground limited palette	seascape sgraffito image imagery perspective	hue tint shade

## Whole School Art, Craft and Design Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1/2						
Cycle A	<p><b>How do artists create pattern in paintings?</b> (Painting portraits) Processes: painting Formal elements: colour, pattern Artists: Chris Offili</p>		<p><b>Can we create texture in 3D form? (Rabbit Dolls)</b> Processes: drawing, sculpture (papier-mache), textiles Artists: Julie Arkell</p>		<p><b>What colours and shapes can we see by the sea?</b> (Card relief beach huts, sailing boats, wax resist sea painting) Processes: collage, painting Formal elements: shape, colour, pattern Artists: Rauol Dufy</p>	
Cycle B	<p><b>How do artists use colour?</b> (Painting, weaving) Processes: painting, textiles Formal elements: texture, pattern, colour</p>		<p><b>How can birds inspire us to create art?</b> (Feather mark making, draw nests, clay nests, monoprinting on maps, bird sculptures) Processes: drawing, sculpture, printmaking (monoprints), collage, clay</p>		<p><b>Can we draw with thread?</b> (Drawing buildings, stitched houses) Processes: drawing, textiles</p>	

	Artists: Beatrice Milhazes	Formal elements: line, tone, form Artists: Hester Cox	Formal elements: line, shape, pattern Artists: Clare Caulfield
Year 3/4 Cycle A	<p><b>How can we show 3D form in painting?</b> (Tonal paintings of harvest jugs, clay pots)</p> <p>Processes: painting, clay</p> <p>Formal elements: shape, form, tone</p> <p>Artists: North Devon Harvest Jugs</p> <hr/>	<p><b>Can an artist change the world?</b> (Charcoal/ink portraits, concertina books about inspirational artists, puppet portraits (wooden spoons or marionettes)</p> <p>Processes: drawing, multimedia, sculpture, textiles</p> <p>Formal elements: line, tone, texture</p> <p>Artists: 6 inspirational artists eg: Leonardo, Picasso, Freida Kahlo, Warhol, Mary Cassatt, Chris Offili, Bridget Riley, Lubaina Hamid...</p> <hr/>	<p><b>How can we use line in our drawing?</b> (drawing fish, sgraffitto, silk painting)</p> <p>Formal elements: line, shape, colour</p> <p>Artists: Paul Klee</p> <hr/>
Cycle B	<p><b>Can we mix media to explore tone, colour and texture?</b> (mixed media cityscapes)</p> <p>Processes: multimedia</p> <p>Formal elements: texture, tone, colour,</p> <p>Artists: Emmie van Biervliet</p>	<p><b>Who is Barbara Hepworth?</b> (monoprints, collographs, sculptures)</p> <p>Processes: drawing, printmaking, clay</p> <p>Formal elements: line, shape, form, texture</p> <p>Artist: Barbara Hepworth</p>	<p><b>How does an illustrator use collage?</b> (mythical creatures collage, Medusa sculpture)</p> <p>Processes: drawing, painting, collage, sculpture</p> <p>Formal elements: shape, form</p> <p>Artists: Sara Fanelli, Caravaggio</p>
Year 5/6 Cycle A	<p><b>How did the ancient Egyptians draw themselves?</b> (Self-portraits with reed pens and ink, clay canopic jars)</p>	<p><b>How do culture and heritage inspire art?</b></p> <p>Processes: mixed media collage</p> <p>Formal elements: shape, pattern, colour</p>	<p><b>How can we create texture in painting?</b> (textile seascapes)</p> <p>Processes: painting, textiles</p>

<p><b>Cycle B</b></p>	<p>Processes: drawing, clay</p> <p>Formal elements: line, shape, form</p> <p>Artists: Ancient Egyptian artists and craftspeople</p> <hr/> <p><b>How do graphic designers combine words and images?</b> (campaign posters)</p> <p>Processes: design, printmaking</p> <p>Formal elements: shape</p> <p>Artists: Suffragette Banners, Victorian Posters, Bob and Roberta Smith</p>	<p>Artists: The Singh Twins</p> <hr/> <p><b>How can we use colour and pattern in landscape painting?</b></p> <p>Processes: drawing, painting, collage</p> <p>Formal elements: colour, pattern</p> <p>Artists: David Hockney, Gillian Ayres</p>	<p>Formal elements: colour, line, texture</p> <p>Artists: Naomi Renouf</p> <hr/> <p><b>How can we use textile materials to create a portrait?</b> (tall ships drawings, pirate portraits)</p> <p>Processes: drawing, sculpture, textiles</p> <p>Formal elements: line, tone, texture</p> <p>Artists: Casper David Friedrich</p>
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