

The Wolds Federation of Schools

Art Curriculum



“Creativity is as important as literacy and we should treat it with the same status “

Sir Ken Robinson

Curriculum Intent for Art and Design

Art connects us with our past, helps us embrace the present and empowers us to shape the future and so helps us fulfil our vision to be agents of change.

Art and Design embodies some of the highest forms of creativity, from the works of the famous artists of the past, the work of craftspeople and designers past and present, and in the rich depth of current artists and designers producing inspiring work today. It helps children to develop their own skills of reflection and evaluation as well as using a range of media. Art helps children interpret the visual images they see all around them.

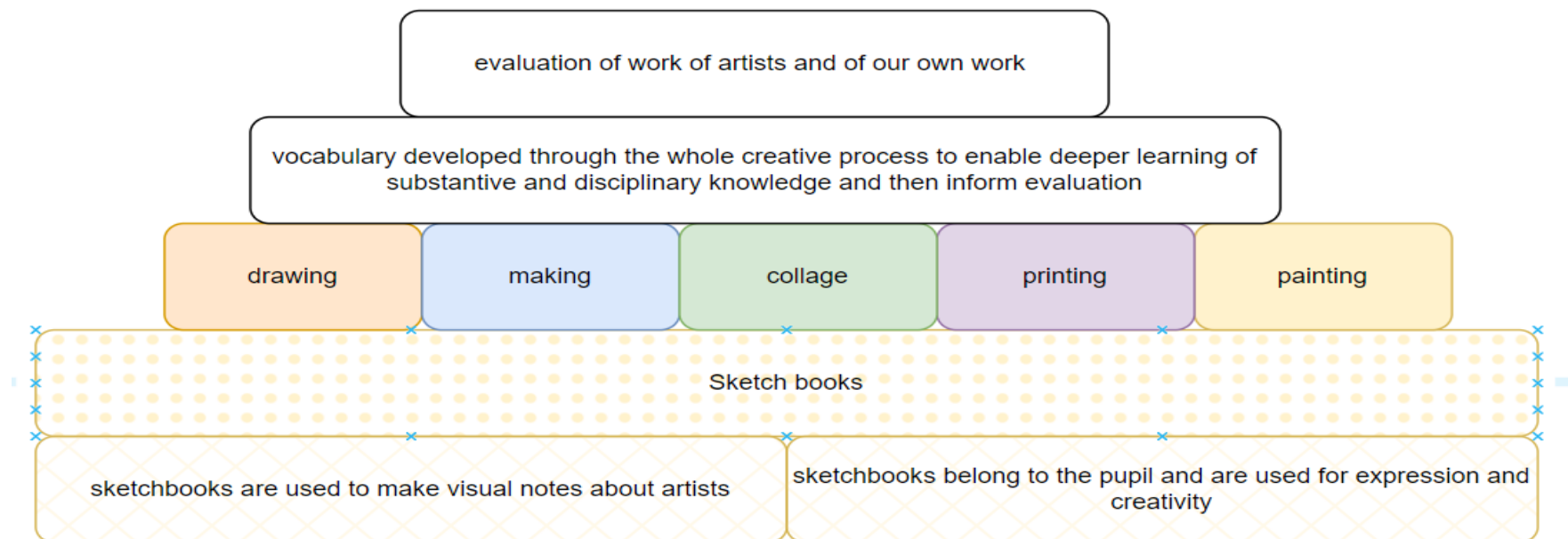
In the Wolds Federation, we believe that creativity can be taught and developed in children. We do this by giving our children a balance of a freedom to explore and construct their own understanding of art and design with the rigour of the national curriculum. Within our curriculum we set out clearly designed outcomes in both skills and knowledge which are carefully planned and taught so that every child can develop as an artist or designer in their own right.

We encourage children to experiment and try, not being afraid to make an “error” or to be stifled by a desire to produce an end product which looks like one that has gone before. Rigour in the teaching of skills means that progression is built into the tasks so that all children become “**visually literate**” by the end of their time with us.

How we organise our art curriculum

At KS1 we build on the foundation stage curriculum and continue to build on this exploration of media and techniques. We teach six units at KS1 on a two-year rolling cycle. At KS2 we teach on a four-year rolling programme and in this way the children encounter 12 different projects over their time in KS2. We want our children to learn through art as well as about art. We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world. We do not expect the children to remember the names and facts about the artists but be able to reflect on their work and use it to inspire their own creativity.

The curriculum is based on five basic areas, drawing, making, collage, printing and painting All of the areas use sketchbooks to make visual notes so all of the areas both feed into and stand on this idea. The starting point of any unit of work will be looking at the work of artists prominent in field and making visual notes about this artist. The development of vocabulary is key so that the children have the language to describe and explain their developing artistic knowledge.



The units follow a repeated rhythm, providing lots of time to balance repeated practice with new experiences, quiet approaches with active and dynamic activities, time to work alone with collaborative and community-based activities. Our curriculum balances substantive knowledge with disciplinary knowledge, building self-reflection and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them. The following table outline the “must know” substantive knowledge that we wish the children to retain. This knowledge is related to “big ideas” in art, for example, that artists help to shape the world around them, understand the genre of set design, portraits, still life or landscape. Other substantive is also identified which may be learned by the more able artists.

Disciplinary knowledge is split into two types. Firstly, the disciplinary knowledge which is directed related to the particular context or unit of work. A good example of this is “Create an arrangement of objects or elements.” This is a key skill which is a fundamental part of still life drawing and painting.

Secondly, the disciplinary knowledge that is revisited and further developed through a variety of units in a variety of contexts. For example, *explore colour mixing through gestural mark making is repeated in a variety of units and contexts.*

Within the sequencing of these units and the progression in knowledge these skills are revisited throughout the cycle of both KS1 and KS2. A good example of this is the teaching tessellation and repeated in both printmaking and in collage.

Assessment of Art

The substantive knowledge highlighted in red for each unit of work will be assessed by the teacher at the end of the unit of work. The child’s evaluation at the end of the unit will provide some evidence of this. Progression in the disciplinary skills and knowledge will be evident in the sketchbook.

At the end of each year the teachers will make a judgement against our progression objectives for each year group. These statements are written against 7 key threads. This is shown in the table later in this document.

EYFS curriculum

The children in EYFS follow their own planning and is documented separately to this plan. The expectation for the end of EYFS is given so all teachers know the complete learning journey through the whole primary school.

KS1

Cycle A

Autumn Term

Topic	Exploring watercolour
Media	Watercolour paints
Substantive knowledge	Understand watercolour is a media which uses water and pigment, Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.
Disciplinary knowledge Related to topic and this context	Explore watercolour in an intuitive way to build understanding of the properties of the medium Paint without a fixed image of what you are painting in mind
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Respond to your painting, and try to “imagine” an image within Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</i>
Focus artists	Paul Klee, Emma Burghley
Explicit opportunities to develop SMCS	
Spiritual development – exploring different mediums, showing artwork in different ways (e.g. expression through colour and shapes)	

Spring Term

Topic	Be an Architect
Media	Construction materials, card and paper
Substantive knowledge	Understand when we make sculpture by adding materials it is called construction. Understand the role of an architect
Disciplinary knowledge Related to topic and this context	Explore the qualities of different media. (specific to these media) Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Use Design through Making philosophy to playfully construct towards a loose brief.

<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen Explore the qualities of different media.</i>
Focus artists	Hundertwasser, Zaha Hadid, Heatherwick studios
Explicit opportunities to develop SMCS Cultural development – learning about different Architecture in different heritages and groups.	

Summer Term

Topic	Flora and fauna
Media	Handwriting pen, graphite, oil pastels and collage materials
Substantive knowledge	<i>Understand collage is the art of using elements of paper and other materials to make images. Understand we can create our own papers with which to collage</i>
Disciplinary knowledge Related to topic and this context	Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Develop experience of primary and secondary colours Practice observational drawing Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon Explore mark making Collage with painted papers exploring colour, shape and composition.</i>
Focus artists	Eric Carle, Joseph Redoute, Jan Van Kessel
Explicit opportunities to develop SMCS Spiritual development – Having an understanding of the world and beyond.	

Cycle B

Autumn Term

Topic	Expressive painting
Media	Acrylic paint
Substantive knowledge	Understand that some painters use expressive, gestural marks in their work, Understand that primary colours can be mixed together to make secondary colours of different hues. Understand that the properties of the paint that you use, and how you use it, will affect your mark making.
Disciplinary knowledge Related to topic and this context	Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools.</i>
	Marela Zacarias, Charlie French, Vincent van Gogh, Cezanne
Explicit opportunities to develop SMCS	
Spiritual development – allow children to express their feelings through enjoyment, fascination and creativity.	

Spring Term

Topic	Simple print making
Media	Printing ink, plasticine, printing foam
Substantive knowledge	Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).

Disciplinary knowledge Related to topic and this context	Test out printmaking ideas Use hands and feet to make simple prints, Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Develop experience of primary and secondary colours Explore mark making Explore concepts like “repeat” “pattern” “sequencing”. using primary colours. Collage with painted papers exploring colour, shape and composition.</i>
Focus artists	James Green
Explicit opportunities to develop SMCS Cultural development – Allow children to understand and explore the differences between other cultures and religious buildings.	

Summer Term

Topic	Spirals
Media	Graphite sticks, soft B pencil, handwriting pen, pastels and chalk,
Substantive knowledge	Understand drawing is a physical activity
Disciplinary knowledge Related to topic and this context	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration Use colour (pastels, chalks) intuitively to develop spiral drawings
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Develop experience of primary and secondary colours Practice observational drawing Explore mark making</i>
Focus artists	Molly Haslund
Explicit opportunities to develop SMCS Spiritual development – Awe and wonder about the world.	

KS2

Cycle A

Autumn Term

Topic	Shadow puppets
Media	Construction materials
Substantive knowledge	we can take the work of others and re-form it to suit us Understand that artists reinvent. Understand that as artists. That we can be inspired by the past and make things for the future.
Disciplinary knowledge Related to topic and this context	Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Develop Mark Making</i>
Focus artists	Lotte Reinger, Matisse, Wayang shadow puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte
Explicit opportunities to develop SMCS Social development – Learning to interact with each other.	

Spring Term

Topic	Take a seat
Media	Construction materials, wire, wood, fabric
Substantive knowledge	Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.

Disciplinary knowledge Related to topic and this context	Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Let your nature inform the choice of materials and shapes you use.</i>
Focus artists	Yinka Ilori
Explicit opportunities to develop SMCS Social development – Gives children a growing awareness of self and others.	

Summer Term

Topic	Story Telling Through Drawing
Media	Pen, Ink, Felt Tip
Substantive knowledge	Understand that artists and illustrators interpret narrative texts and create sequenced drawings
Disciplinary knowledge Related to topic and this context	Create owned narratives by arranging toys in staged scenes, using these as subject matters to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Work in a variety of media according to intention, including handwriting pen, graphite or ink. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. Practise drawing skills Make visual notes to record ideas and processes discovered through looking at other artists Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.</i>
Focus artists	Laura Carlin, Shaun Tan

Explicit opportunities to develop SMCS Cultural development – Allows children the opportunity to explore and understand elements of drama.
--

Cycle B

Autumn Term

Topic	Typography and Maps
Media	Pencil, pen
Substantive knowledge	Understand that designers create fonts and work with typography. Understand that we can use the way words look to communicate ideas and emotions Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
Disciplinary knowledge Related to topic and this context	Use symbols, elements and typography to express things that are important to me
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Use a variety of techniques to make drawings appear visually stronger</i>
Focus artists	Louise Filli, Grayson Perry, Paula Scher, Chris Kenny NB caution required when using Grayson Perry as some content will be unsuitable for use with primary aged children
Explicit opportunities to develop SMCS Social development – Exploring myself.	

Spring Term

Topic	Fashion Design
-------	----------------

Media	Acrylic tape, paint, mannequins, fabric
Substantive knowledge	Understand that artists can help shape the world for the better. Understand that architects and other artists have responsibilities towards society.
Disciplinary knowledge Related to topic and this context	Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. working towards creating paper “fabrics” for fashion design. Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design Option to work in 3d to devise fashion constructed from patterned papers.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Explore mark making. Experiment with colour mixing and pattern,</i>
Focus artists	Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla
Explicit opportunities to develop SMCS Cultural development – Growing of other cultures and cultural diversity.	

Summer Term

Topic	Using natural materials to make images
Media	Natural pigments from earth and plants, paper and light
Substantive knowledge	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
Disciplinary knowledge Related to topic and this context	Experiment with pigments created from the local environment Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. Option to use light to create imagery by exploring anotype or cyanotype.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Continue to develop colour mixing skills</i>

Focus artists	Frances Hatch, Anna Atkins, James Brunt
Explicit opportunities to develop SMCS Spiritual development – Expressing our own thoughts through natural art.	

Cycle C

Autumn Term

Topic	The Art of Display
Media	Clay, paper, drawing materials, various modelling and construction materials
Substantive knowledge	Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Understand that a plinth is a device for establishing the importance or context of a sculptural object. To understand that sometimes people themselves can be the object, as in performance art
Disciplinary knowledge Related to topic and this context	Brainstorm and explore ideas relating to performance art. Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Reflect</i>
Focus artists	Anthony Gormley, Yinka Shonibare, Thomas J Price
Explicit opportunities to develop SMCS	

Social development – Exploring and appreciating ourselves as a being.

Spring Term

Topic	Cloth, Thread and Paint
Media	Calico, paint and thread
Substantive knowledge	Understand the concept of still life and landscape painting. Understand that paint acts differently on different surfaces.
Disciplinary knowledge Related to topic and this context	Develop mark making skills by deconstructing the work of artists. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Develop mark making skills.</i> <i>Continue to develop colour mixing skill</i>
Focus artists	Alice Kettle, Hannah Rae
Explicit opportunities to develop SMCS Cultural development – Exploring medias from different heritages and cultures through different materials.	

Summer Term

Topic	Exploring identity
Media	Parer, charcoal ink, digital drawing package
Substantive knowledge	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life.
Disciplinary knowledge Related to topic and this context	Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Explore combinations and layering of media. Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Make visual notes to capture, consolidate and reflect upon the artists studied.</i>
Focus artists	Njideka Akunyili Crosby, Yinka Shonebare, Thnadiwe Muriu, Mike Barrett
Explicit opportunities to develop SMCS Spiritual development – Exploring own beliefs and incorporating imagination and creativity.	

Cycle D

Autumn Term

Topic	Exploring pattern
Media	Paper, pens paint
Substantive knowledge	Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.
Disciplinary knowledge Related to topic and this context	Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Brainstorm pattern, colour, line and shape. Reflect.</i>
Focus artists	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont

Spring Term

Topic	Exploring still life
Media	Acrylic or poster paint, pen, pencil, ink clay
Substantive knowledge	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.
Disciplinary knowledge Related to topic and this context	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Make visual notes to record ideas and processes discovered through looking at other artists</i> <i>Test and experiment with materials.</i> <i>Brainstorm pattern, colour, line and shape</i>
Focus artists	Paul Cezanne, Peter Claesz, Melchior d'Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato

Summer Term

Topic	Set Design
Media	Paper, card, construction media, mixed media, paint, drawing materials
Substantive knowledge	Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others.
Disciplinary knowledge Related to topic and this context	Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”).
<i>Disciplinary knowledge Taught in the context of this project is transferable to other topics</i>	<i>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc</i> <i>Make visual notes to capture, consolidate and reflect upon the artists studied.</i>
Focus artists	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dixon

This is a summary of the specific vocabulary to be introduced for each topic

KS1 vocabulary

Exploring Watercolour: Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss	Be An Architect: Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three-Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect,	Flora & Fauna: Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss	Expressive Painting: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made	Simple Printmaking: Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple	Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"
--	--	--	--	--	--

	Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective		Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback	Pattern, Sequence, Picture, Image Reflect, Discuss, Share,	Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think
--	--	--	--	--	---

KS2 vocabulary

Shadow Puppets: Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Take a Seat: Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Storytelling Through Drawing: Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,	Typography & Maps: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Fashion: Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Using Natural Materials to Make Images: Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document
--	--	--	---	--	---

		Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences			
, Art of Display: Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Cloth, Thread: Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome	Exploring Identity: Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Exploring Pattern: Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Exploring Still Life: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Set Design: Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

This table shows the progression objectives from EYFS to Y6. These will be used to support teachers to make a judgement at the end of the academic year.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills	By the end of; Pupils should be able to:	By the end of; Pupils should be able to:	By the end of; Pupils should be able to:	By the end of; Pupils should be able to:	By the end of; Pupils should be able to:	By the end of; Pupils should be able to:	By the end of; Pupils should be able to:
Generating ideas <i>Skills of designing and developing ideas</i>	Work purposefully, responding to colours, shapes etc. Create simple representations of people and other things	Recognise that ideas can be expressed in art work Experiment with an open mind	Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences	Gather and review information, references and resources related to their ideas Use sketchbook for different purposes including recording observations, planning and shaping ideas.	Select and use relevant resources and references to develop their ideas. Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome.	Engage in open ended research and exploration in the process of initiating and developing their own ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; testing materials,	Independently develop a range of ideas which show curiosity imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.

						developing ideas, planning and recording information.	
Making <i>Skills of making, art, craft and design</i>	Work spontaneously and enjoy the act of making/creating Sustain concentration and control when experimenting with tools and materials	Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics or qualities.	Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the materials they use.	Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select and use appropriately a variety of materials and techniques in order to create their own work	Investigate the nature and qualities of different materials and processes systematically Apply the technical skills they are learning to improve the quality of their work	Confidently investigate and exploit the potential of new and unfamiliar materials Use their acquired technical expertise to make work which effectively reflecting their ideas and intention	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work.
Evaluating <i>Skills of judgement and evaluation</i>	Recognise and describe key features of their own and others work	Show interest in and describe what they think about the work of others	When looking at creative work, express clear preferences and give some reasons for these.	Take the time to reflect upon what they like and dislike about their work in order to improve it.	Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve	Regular analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context behind the work.
Knowledge							

	By the end of EYFS pupils should know	By the end of Y1 pupils should know	By the end of Y2 pupils should know	By the end of Y3 pupils should know	By the end of Y4 pupils should know	By the end of Y5 pupils should know	By the end of Y6 pupils should know
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	That art (design and craft) is made by artist, exhibiting care and skill and is valued for its qualities how to explain what they are doing	How to recognise and describe some simple characteristics of different kinds of different art, craft and design the names of the tools and techniques and formal elements that they use.	That different forms of creative work are made by artists, craftspeople and designers from all cultures and times be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	About and describe the work of some artists, craftspeople, architect and designers. and be able to explain how to use some of the tools and techniques they have chosen to work with.	About and describe some of the key ideas and techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. about and be able to demonstrate how tools they have chosen to work with should be used effectively and with safety.	Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions how to describe the processes they are using and how they hope to achieve high quality outcomes	How to describe, interpret and explain the work, ideas and working practises of some significant artists, craftspeople designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they work about the technical vocabulary and techniques for modifying the qualities of different materials and processes

Key for teachers

This thread is about researching and developing ideas

This is the sketchbook thread, recording and experimenting

This is about exploring and developing skills and techniques

This is about applying and using technical skills and acquiring mastery

This is about making judgements

This is about the knowledge of art, cultural context etc.

This is about the knowledge of media, processes, techniques etc.