

Stamford Green Primary School and Nursery



Art and Design Compendium

“Every child is an artist. The problem is how to remain an artist once we grow up.”

Pablo Picasso

What is the vision for Art and Design at Stamford Green?

It is our vision that our children:

- Develop skills in drawing, painting and sculpture
- Use their developed skills in order to produce a finished piece of artwork of which they feel proud
- Know about and be inspired by a range of artists, designers, craft makers and architects
- Use their observation, memory and imagination to experiment and create their work
- Respond on an emotional level to art

Our Art and Design curriculum is brought to life by our seven commitments:

HAPPINESS

It is our aim that through our art and design curriculum, children enjoy their lessons and develop a love of art. We intend for the children to see themselves as people who create and as artists. Art lessons will allow the children to see how the act of creativity can bring us contentment and be mindful. We want all children to continue to feel the sense of happiness that a small child feels with their first paintings: excitement, enthusiasm and exhilaration.

INSPIRING

Throughout our curriculum, children will learn about an inclusive range of artists from a diverse background to inspire and motivate them in their work. Children will learn to feel inspired by works of art and will understand why their work makes them feel something. Children will also take inspiration from those around them, including their teachers. Their work will be celebrated through a gallery of work from the whole class, which will allow the children to feel inspired further. Other opportunities to share and celebrate work include displays around the school, our Open Afternoon art exhibition for families in the summer term and the borough Art Festival.

LEARNING

Art lessons are built around a 'big question' relating to drawing, painting and sculpture. Throughout the term, children learn about artists and designers, learn explicit skills to apply independently in their work to answer the 'big question'. Each term there is a focus on either drawing, painting or sculpture to enable the children to have a solid understanding for their learning. The Art and Design curriculum has been planned to be progressive, allowing children to build on the skills and techniques taught in previous years. Art lessons take place on a fortnightly basis and as a result there are regular opportunities to apply and practice skills, enabling children to become proficient artists. Teachers explicitly teach the core skills through modelling and apply the modelling handover of 'I do, we do, you do' to ensure that children know how to do a skills or technique by breaking it down into steps so that the children can learn to do it themselves.

TOGETHERNESS

In every lesson, whether the focus is on developing a skill or working towards a finished piece of work, there will be an impromptu gallery opportunity where we share, value and celebrate work at the end of the lesson. Children's work may become a focal point in a classroom display. In addition, as a school, we will look for opportunities to exhibit our children's artwork so it can be shared with a wider audience. In the summer term, at our Open Afternoon for families, all children's work will be exhibited, allowing the children to see their work displayed and valued in a wider context.

VALUES

Being an artist takes courage; you are essentially putting your heart on the page for others to see. Our curriculum ensures that we teach the children to be appreciative of the work of others and to be respectful when giving opinions and thoughts. In art lessons, the children are encouraged

to show reflection, including reflecting on what has or hasn't worked well with a technique. Art lessons also enable the children to develop empathy, allowing them the ability to see something from somebody else's point of view. We will avoid attributing success to 'talent' and help children to develop a growth mindset where they recognise they can improve their art through sustained effort.

AMBITION

We are ambitious for the children in Art and Design – we want the children to have a 'can do' attitude to their art lessons and to feel confident in their own abilities. It is our ambition, that the children see themselves as artists and creators. Through our art and design lessons, we want everyone to feel able to express themselves in an artistic and creative manner whilst also developing the ability to respond to a piece of artwork. We are also ambitious for our staff and provide regular continuing professional development sessions to enable them to confidently model techniques and a positive attitude towards art.

ACHIEVEMENT

Whilst our curriculum is progressive, developing on the children's knowledge and skills in art, every term we ensure that these skills are used to produce a finished piece of art work that the children feel a sense of accomplishment about. We want the children to feel proud of their work and eager to share with their peers and others in the school community. Whilst feeling a sense of achievement, we want the children to know that art is not about perfecting a skill, but being able to use that particular skill to create a piece of work that someone can respond to.

Aims for National Curriculum

The National Curriculum for Art and Design aims to ensure that all pupils:

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

By the end of Year 6 at Stamford Green, our children will...

Behaviours	Our children will see themselves as artists and designers, drawing on their observations, memory and imagination to create finished pieces of work. They will have developed a 'sketch book habit' using it as a place to explore initial ideas and explore techniques.
Attitudes	Through appreciating their own work and the work of others, the children will have been challenged to think critically and analytically about art. Children will be able to be reflective about the work they have done and will demonstrate a growth mindset, a can-do attitude. Children will have the attitude that art work is not about perfection, but to evoke a response. They will embrace the courage to be creative.
Skills	Our curriculum ensures that the children progressively develop the skills of drawing, painting and sculpture. Children will be able to apply these skills independently and will feel more confident in applying these skills to their work.
Knowledge	The children will have a knowledge of an inclusive range of artists, designers, craft makers and designers from a diverse background that will inspire their work. Children will be able to talk about an artist they have enjoyed finding out about and how they have inspired them.
Experiences	Children will feel a sense of pride from displaying their work. At the end of each lesson, there will be a gallery opportunity for the children to celebrate their work and the work of their classmates. During the Open Afternoon art exhibition in the summer term, children's art will be exhibited, which will allow them to see their work displayed and valued in a wider context.

Technology	Through the progressive curriculum, children will have developed their confidence in controlling materials and tools, acquire knowledge and become skilled in various art and design techniques and processes.
Sustained	Children will have a range of art and design skills that they can apply independently. Children will be have become inspired through the studies of others' work and will have developed a keen interest and love for art and design. Children will be excited to study art and design in further detail at secondary school.

British Values and Spiritual, Moral, Social and Cultural Learning in Art and Design

British Values: Art encourages the children to express their individuality and creativity through the use of a range of materials, whilst also giving the children regular opportunities to make their own decisions and choices. We ensure that the children are aware of the and consider the views and values of others and teach them how to admire the work of others, sharing ideas and opinions in creative ways.

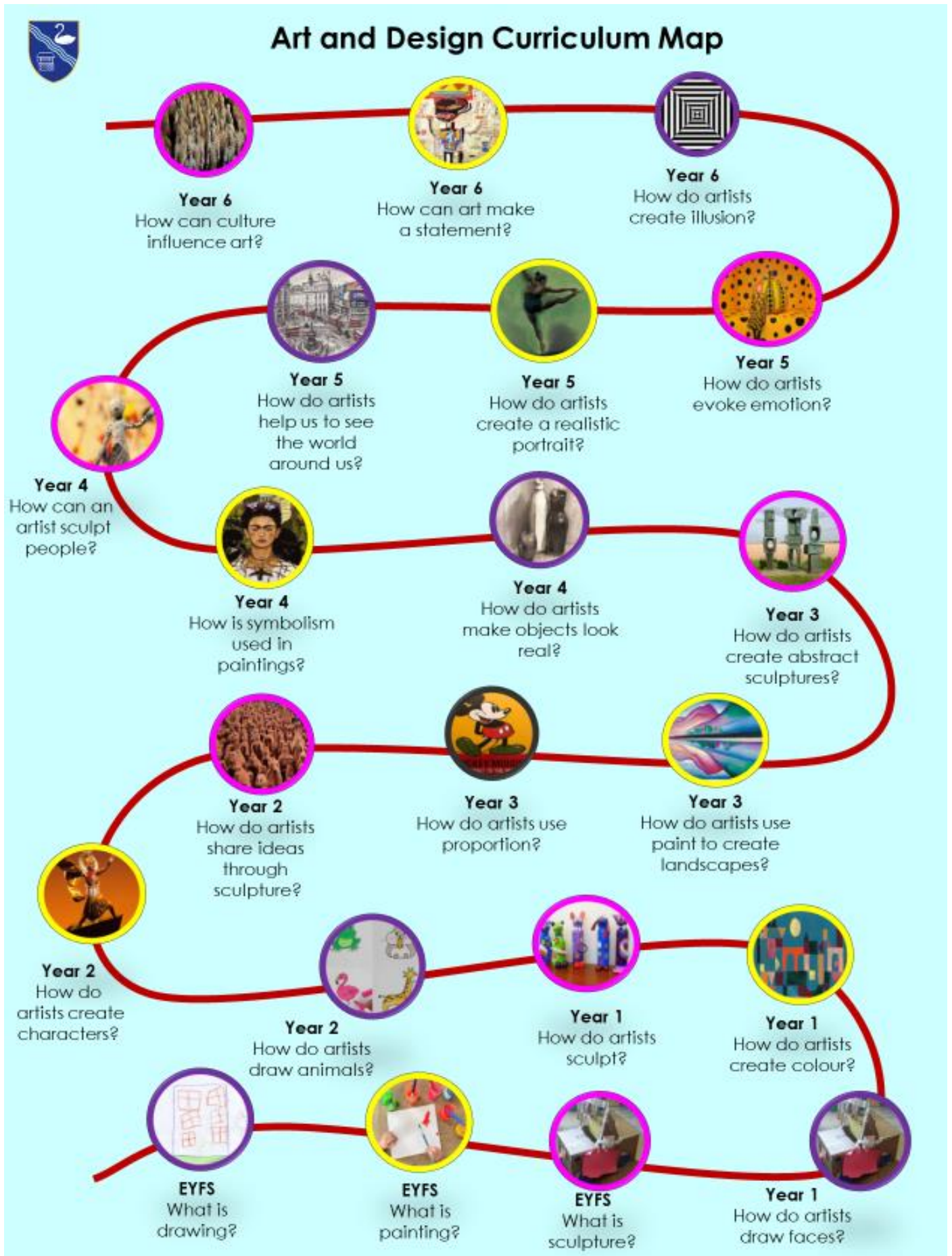
Spiritual: Art supports spiritual development by introducing children to the work of great artists and designers and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Using their imagination and creativity, the children will explore their feelings and ideas in their own works of art to express themselves.

Moral: Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when positively giving feedback, understanding how their comments can enhance or destroy another's self belief.

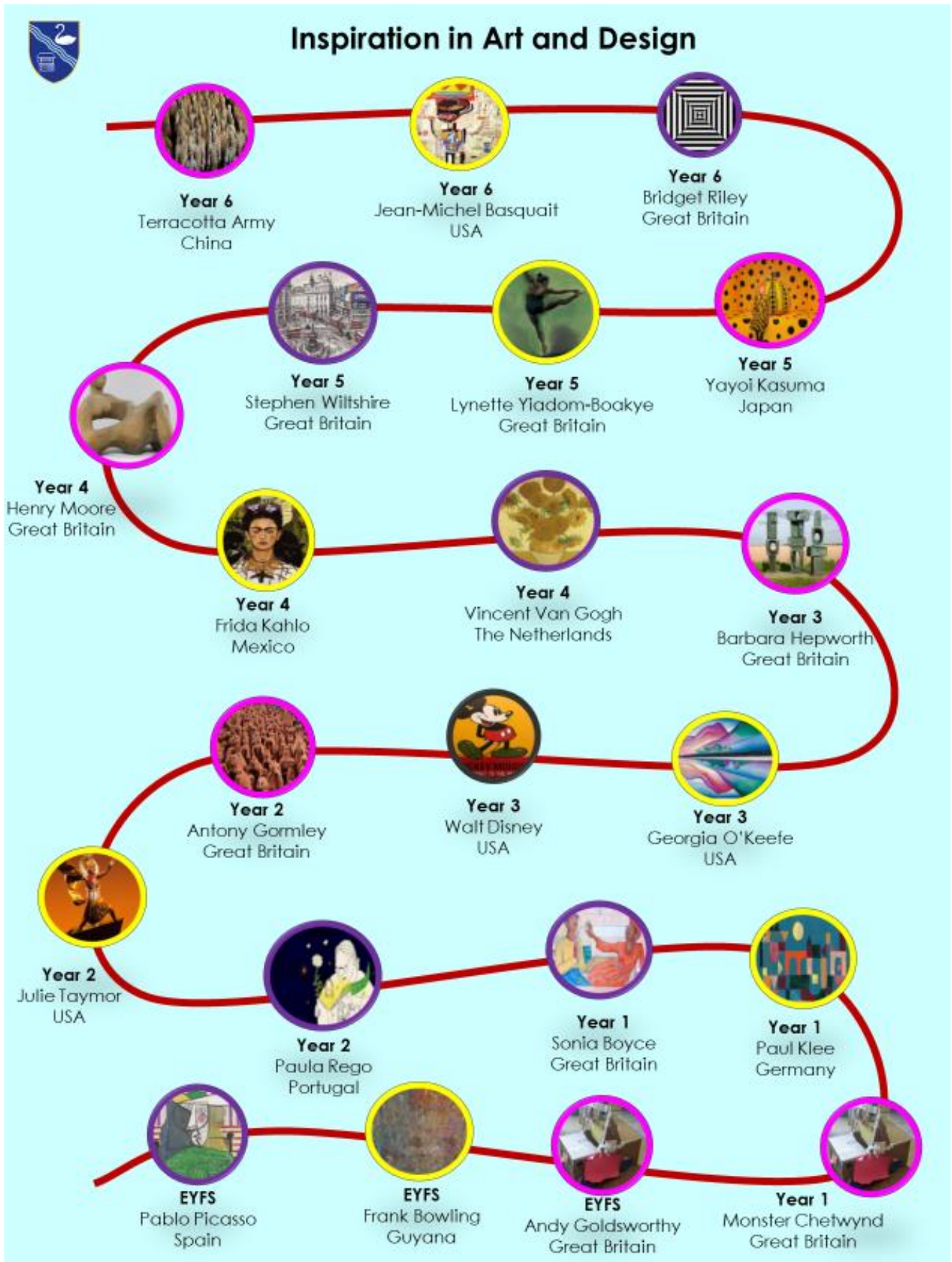
Social: Children's artwork is celebrated throughout the school; each year we hold an exhibition to share with families their art pieces from throughout the year. We encourage children to respect each other's ideas and opinions when talking about art, including the work of their peers. Children are taught and encouraged to appreciate artists and other artistic efforts.

Cultural: Children have access to a variety of different artwork showing different beliefs and cultures. Diversity is celebrated through exploring a variety of artists from around the world and from different periods is time. This leads to a greater understanding of different ways of life and respect for cultures different to their own.

Long Term Plan



Diversity, Equality, Inclusion and Belonging



Long Term Plan: Early Years Foundation Stage

Milestones – By the end of the EYFS, children will demonstrate...

- I can use a pencil with more control
- I can apply lines that follow basic contours and outlines of shapes from observation
- I can begin to add colour to my drawings
- I can use a paintbrush with more control
- I can represent basic shapes using clear brushstrokes when painting
- I can name a growing palette of colours
- I can begin to mix colours
- I can join materials together to create a sculpture (model)

According to the Statutory Framework for the EYFS, children in Nursery and Reception should be taught:

- The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.


In the EYFS, the children will be inspired by studying the work of:

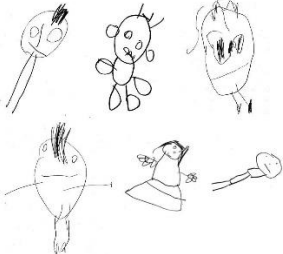




Area of art and design	Artists, designers and craft makers studied
Drawing	Lily van der Stokker, Pablo Picasso, Wassily Kandinsky
Painting	Gillian Ayres, Frank Bowling, Patrick Heron
Sculpture	Sheela Gowda, Andy Goldsworthy, Chila Kumari Singh Burman, Tony Cragg

The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	shape, face	draw, picture, pencil, detail,	emotions, imagination
Painting		names of colours, mix, paint, painting, picture, brush	
Sculpture		model, join, create, tape, glue	

In the EYFS, the children will be taught to:

Area of art and design	Enquiry question (to be explored throughout the EYFS)	Progression of skills
Drawing 	What is drawing?	<p>Nursery (2-3 year olds)</p> <ul style="list-style-type: none"> • Start to make marks intentionally. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. <p>Nursery (3-4 year olds)</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects.

		<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc • Draw from imagination and observations <p>Reception</p> <ul style="list-style-type: none"> • Draw or make pictures which show familiar stories • Represent self and other people in drawings • Choose colours carefully when drawing or painting
<p>Painting</p> 	<p>What is painting?</p> 	<p>Nursery (2-3 year olds)</p> <ul style="list-style-type: none"> • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. <p>Nursery (3-4 year olds)</p> <ul style="list-style-type: none"> • Knowing names of colours and exploring what happens when colour mixing • Show different emotions in their paintings—happiness, sadness, fear, etc. <p>Reception</p> <ul style="list-style-type: none"> • Represent self and other people in paintings • Describe different colours, naming some for detail • Begin to mix colours • Choose colours carefully when drawing or painting
<p>Sculpture</p> 	<p>What is sculpture?</p> 	<p>Nursery (2-3 year olds)</p> <ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. <p>Nursery (3-4 year olds)</p> <ul style="list-style-type: none"> • Using a wider range of tools and materials to join and create • Make models to express their ideas <p>Reception</p> <ul style="list-style-type: none"> • Join materials to make artwork or objects/props for play • Know techniques for joining materials including tape and different types of glue • Experiment with a range of materials for different creative purposes • Explain why they have chosen particular resources for a task • Create collaboratively sharing ideas, resources and skills • Reflect on what went well and what they might improve on their creations

Long Term Plan: Year 1

Milestones – By the end of Year 1, children will demonstrate...

- I can observe and draw shapes and patterns
- I can represent familiar objects by combining shapes
- I can draw lines of different sizes and thicknesses
- I can colour own work neatly
- I can recognise and name the primary colours
- I can mix colours to create new colours
- I can combine materials in a purposeful way

According to the National Curriculum, children in KS1 should be taught:

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

In Year 1, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	Sonia Boyce
Painting	Paul Klee
Sculpture	Monster Chetwynd







The new vocabulary the Y1 children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	draw, shape, light, dark thick, thin,	straight, waves, lighter, darker, grip, pressure, portrait, tones	proportion, features
Painting	pattern, colours, brush	primary colours, secondary colours, thick, thin, tint, shade	
Sculpture	glue, shape model, join	scrunch, media, mould, soak, rip, layer, combine	papier mâché

In Year 1, children will respond to art by:

- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes
- Explore 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

In Year 1, the children will be taught to:

Area of art and design	Enquiry question	Progression of skills
<p>Drawing</p> 	<p>How do artists draw faces?</p> 	<ul style="list-style-type: none"> • Know that a pencil grip can change how marks are applied on a surface • Know that simple appropriate shapes must be combined to create an overall object • Know that refining lines mean to make them more accurate • Know the proportions of the human face and to plan these when positioning • Position facial features accurately • Apply lines that follow basic contours and outlines of shapes from observation • Refine lines to make them more accurate by erasing marks and perfecting lines
<p>Painting</p> 	<p>How do artists create colour?</p> 	<ul style="list-style-type: none"> • Know that [paintbrushes can differ in appearance • Know that if a paintbrush is held tightly, improved control will be achieved • Know that when adding white to a colour it becomes lighter (known as tint) • Know that when adding black to a colour it makes the colour darker (known as shade) • Know that red, blue and yellow are the primary colours • Can begin to mix to apply different tones and values by adding white or black to a colour • Know that a collage is a art made from different pieces of paper
<p>Sculpture</p> 	<p>How do artists sculpt?</p> 	<ul style="list-style-type: none"> • Understand how glue can be used to change materials • Combine materials in a purposeful way • Rip paper and soak • Know how different types of paper can be used for paper mâché • Shape and mould paper (e.g. scrunching) • Use mixed media to add detail

Long Term Plan: Year 2

Milestones – By the end of Year 2, children will demonstrate...

- I can add detail, texture and pattern to pictures
- I can use shading in my pencil drawings
- I can draw from imagination
- I can find collections of colours
- I know the primary and secondary colours
- I can discuss cool and warm colours
- I can use techniques with clay such as moulding, carving and squeezing

According to the National Curriculum, children in KS1 should be taught:

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

In Year 2, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	George Stubbs, Paula Rego
Painting	Julie Taymor (Lion King costume designer)
Sculpture	Antony Gormley (Angel of the North)


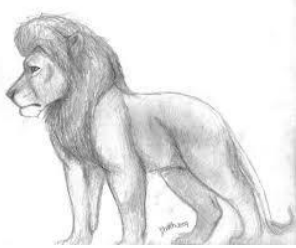




The new vocabulary the Y2 children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	light, dark, tone, pattern	sketch, mid tone, light tone, dark tone, texture, shadows, shading, contour, blend,	gradient, HB pencil, stippling, directional shading
Painting	pattern, primary colours, secondary colours, tint	bold, cool colours, warm colours, light, dark, tone, shade, flat brush, round brush	complementary colours, gradient
Sculpture	roll, pinch, squeeze,	clay, mould, carve, texture, smooth, control, sponge	

In Year 2, children will respond to art by:

- Continue to explore the work of a range of artists, craft makers and designers, making comparison and describing the differences and similarities and making links to their own work
- Express thoughts and feelings about a piece of art
- Explain how a piece of art makes them feel – link to emotions

In Year 2, the children will be taught to:

Area of art and design	Enquiry question	Progression of skills
<p>Drawing</p> 	<p>How do artists draw animals?</p> 	<ul style="list-style-type: none"> • Know that holding a pencil close to the point will help control and detail, further towards the end helps loose sketching • Draw lines of different thicknesses • Continue to add detail to pictures and begin to use the side of a pencil for shading • Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide • Know that a gradient is a gradual change from one element to another such as light to dark • Show pattern and texture by adding lines and dots • Show different tones by using coloured pencils • Can apply different tones by using a change in pressure • Refine drawings by using an eraser
<p>Painting</p> 	<p>How do artists create characters?</p> 	<ul style="list-style-type: none"> • Experiment with smaller brushes • Know that red, blue and yellow are the primary colours and that orange, green and purple are the secondary colours • Know that blue, green and purple belong in the cool colour family • Know that red, orange and yellow belong in the warm colour family • Create tints with paint by adding white
<p>Sculpture</p> 	<p>How do artists share ideas through sculpture?</p> 	<ul style="list-style-type: none"> • Use techniques such as moulding, carving, pinching, squeezing to make familiar or fantasy objects • Begin to make marks to add detail to clay work

Long Term Plan: Year 3

Milestones – By the end of Year 3, children will demonstrate...

- I can apply pressure to produce different tones with a pencil
- I can show line, tone and texture
- I can use proportion effectively in my drawings
- I understand the difference between foreground and background
- I can understand terminology related to different tones of colour
- I can mix colours independently
- I know how to join two pieces of clay together
- I can use techniques such as rolling and cutting with clay
- I can record ideas and experiment in my sketch book

According to the National Curriculum, children in KS2 should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay
- About great artists, architects and designers in history

In Year 3, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	Quentin Blake, Disney Pixar animators
Painting	Georgia O'Keefe
Sculpture	Barbara Hepworth – The Family of Man


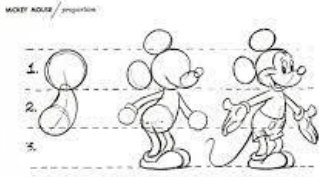




The new vocabulary the Y3 children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	thickness, sketch, bold, 2D, flat	cartoon, proportion, grid, scale, exaggerate, highlight, simplify,	caricature
Painting	brush, warm, cold, cool, mix, tone	landscape, wash, complementary, foreground, background, brush strokes	viewpoint, perspective
Sculpture	rolling, cutting, thick	slip, scoring, thickness, vertical, frame	

In Year 3, children will respond to art by:

- Continue to explore 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
- Discuss own and other's work, expressing thought and feelings, and using knowledge and understanding of artists and techniques
- Respond to art from other cultures and periods of time

In Year 3, the children will be taught to:

Area of art and design	Enquiry question	Progression of skills
<p>Drawing</p> 	<p>How do artists use proportion?</p> 	<ul style="list-style-type: none"> • Use lines of different thicknesses • Know how to sketch lightly • Know that the body can be broken down into parts and that you can use body parts to compare their size (proportion) • Know that a cartoon exaggerates body position and changes proportion • Use a grid to check proportion, size and scale • Experiment with different scales • Show highlights in drawings (leaving areas white) • Use felt tips with control to express bold colour choices
<p>Painting</p> 	<p>How do artists use paint to create landscapes?</p> 	<ul style="list-style-type: none"> • Observe the natural landscape and break it down into shapes • Know that different viewpoints and perspectives affect a shapes' appearance • Can use knowledge of mixing colours to create colours to show an influence of an artist • Know that artists use photographs to paint landscapes • Understand that colour change is influenced by the foreground or background • Make independent decisions about colour • Mix colours effectively to match those of the natural world • Know the tone of colour can affect the mood of an artwork (e.g. dark = moody) • Understand and identify complementary colours and warm and cold colours • Use controlled strokes to crate shapes and lines • Add detail to work
<p>Sculpture</p> 	<p>How do artists create abstract sculptures?</p> 	<ul style="list-style-type: none"> • Know how to join 2 pieces of clay together • Use techniques such as rolling and cutting to make familiar fantasy objects • Use techniques to make a secure join between 2 pieces of clay (slip/scoring) • Roll clay to produce an even slab of clay to produce a box • Use a frame to create a vertical sculpture

Long Term Plan: Year 4

Milestones – By the end of Year 4, children will demonstrate...

- I can show shadows and reflections in my drawings
- I can begin to show perspective in my drawings
- I am starting to produce drawings with objects of correct proportion
- I can demonstrate tone by using techniques such as cross hatching
- I can experiment with colour to create mood
- I can use techniques such as scrunching to create texture in sculptures
- I can create portraits using realistic and abstract styles
- I can extend my ideas and experiment with increasing purpose

According to the National Curriculum, children in KS2 should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay
- About great artists, architects and designers in history

In Year 4, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	Vincent Van Gogh
Painting	Frida Kahlo
Sculpture	Henry Moore







The new vocabulary the Y4 children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	mid tone, light tone, dark tone, texture, shadows, shading, blend	composition, realistic, accurate, hatching, shadow, contrast, charcoal, paste	cross-hatching, tonal gradient, stippling
Painting	bold, cool, light, dark, tone, shade, flat brush, round brush	fine brush, directional strokes, tints, symbolism, representation, complementary colours, colour wheel, collage, photography, mood	bold, cool, light, dark, tone, shade, flat brush, round brush
Sculpture	shape, mould, frame, layer, texture	refine, layering, silhouette	armature, media, glazing

In Year 4, children will respond to art by:

- Discuss and review own and others' work, expressing thoughts and feelings and explaining their views
- Begin to explore a range of great artists, architects and designers in history
- Reflect and explain the successes and challenges in a piece of art they have created
- Identify changes they might make or how their work could be developed further

In Year 4, the children will be taught to:

Area of art and design	Enquiry question	Progression of skills
<p>Drawing</p> 	<p>How do artists make objects look real?</p> 	<ul style="list-style-type: none"> • Draw lines of different thicknesses • Use shading to show light and shadow in an observational drawing • Use hatching, stippling and cross hatching to show areas of light and dark • Show reflections in drawings • Use proportion to group objects together • Know that where you place objects is called composition • Use controlled lines effectively • Know that tone can create contrast in a drawing` • Shapes and lines are refined independently using controlled lines
<p>Painting</p> 	<p>How is symbolism used in paintings?</p> 	<ul style="list-style-type: none"> • To understand the meaning of complementary colours (colour wheel) • To discuss symbolism and apply to their own lives • Explore collage/photography to represent symbolism • Use brushes for fine detail with control • Experiment with using colour to create mood • Apply tints and tones independently •
<p>Sculpture</p> 	<p>How does an artist sculpt people?</p> 	<ul style="list-style-type: none"> • Refine shaping and moulding of paper • Plan, design and make models from imagination or observation • Create a frame to be used inside a sculpture • Layer medium to build shapes • Layer medium to create texture • Use a variety of media to create detail to a sculpture • Add final finishes to models using paint/glazing techniques

Long Term Plan: Year 5

Milestones – By the end of Year 5, children will demonstrate...

- I can give details and sketches about the style of some notable artists, craft makers and designers
- I can show how the work of those studied was influential in both society and to other artists
- I can work in a sustained and independent way to create a detailed drawing
- I can use a variety of techniques for effect
- I can mix colours, shades, tones and tints with confidence
- I can use colour to represent things observed, imagined or remembered
- I can manipulate clay using a range of techniques
- I can use sketch books to record and extend ideas, experimenting with techniques with increasing confidence

According to the National Curriculum, children in KS2 should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history

In Year 5, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	Stephen Wiltshire, Zaha Hadid
Painting	Lynette Yiadom-Boakye
Sculpture	Yayoi Kusama







The new vocabulary the Y5 children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	shading, shadow, light, texture	vanishing point, horizon line, background, foreground, middle ground, parallel lines, symmetry	architecture, pencil hardness
Painting	light, shadow, movement, effect, mix, shade, tone, tint	light source, realistic, scaling, atmosphere,	
Sculpture	pinching, moulding, smoothing, tools	applied detail, pinch pot, cut away, carved	technique

In Year 5, children will respond to art by:

- Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/changes on how they can be developed further
- Identify artists who have worked in a similar way to their own work
- Explore a range of great artists, architects and designers in history
- Compare the style of different approaches

In Year 5, the children will be taught to:

Area of art and design	Enquiry question	Progression of skills
<p>Drawing</p> 	<p>How do artists help us to see the world around us?</p> 	<ul style="list-style-type: none"> Clearly marks areas of light and shadow in an observational drawing Choose correct pencil hardness for purpose Light and shadow is captured in the correct areas with knowledge of light source Shapes and lines are refined accurately Shows a range of techniques to create texture Scaling is accurate in comparison to other objects in the picture Know what a vanishing point is Know that to draw an impressive picture of a building, it is important to draw from angles which emphasises its design Work from a range of sources including photographs
<p>Painting</p> 	<p>How do artists create a realistic portrait?</p> 	<ul style="list-style-type: none"> Light and shadow is captured in the correct areas with knowledge of light source Scaling is accurate in comparison to other objects in the picture Use lines to represent movement Use a range of techniques to create texture Sketch lightly before painting Develop a personal style of painting, drawing upon the ideas of other artists Mix and match colours to create atmosphere and light effect Mix colours, shades, tones and tints with confidence
<p>Sculpture</p> 	<p>How do artists evoke emotion?</p> 	<ul style="list-style-type: none"> Know that clay can be moulded using mainly your thumb and forefinger Use tools to carve and add shape, texture and pattern Manipulate clay using pinch and moulding techniques Use smoothing techniques to create a desired finish before painting Add final finishes to models using paint techniques

Long Term Plan: Year 6

Milestones – By the end of Year 6, children will demonstrate...

- I can use my knowledge of art to discuss and review own and others' work, expressing thoughts and feelings and identify changes on how they can be developed further
- I can talk about a range of different artists and designers
- I can create original pieces that show a range of influences and styles
- I can work in a sustained and independent way to create detailed drawings
- I can work with sustained independence and confidence to develop my own style of painting
- I can master control of different tools and techniques in art
- I have developed a sketch book habit to record my thoughts, feelings and refine my techniques

According to the National Curriculum, children in KS2 should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history

In Year 6, the children will be inspired by studying the work of:

Area of art and design	Artists, designers and craft makers studied
Drawing	Bridget Riley
Painting	Jean-Michel Basquiat, Banksy
Sculpture	Ancient Egypt Ushabtis


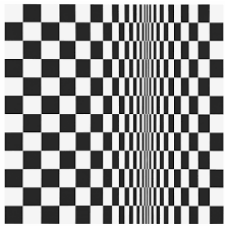




The new vocabulary the Y6 children will use will include:

	Tier 1	Tier 2	Tier 3
Drawing	pattern, detail, colour, effect	optical illusion, accuracy, precision, static images, abstract	Op Art
Painting	image, language, text	stencil, expressing ideas	graffiti
Sculpture	precise, carve, shape, texture, pattern, tools	applied, influence, elaborate	terracotta

In Year 6, children will respond to art by:

- Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/changes on how they can be developed further
- Identify artists who have worked in a similar way to their own work
- Explore a range of great artists, architects and designers in history
- Recognise the art of key artists and begin to place them in key movements or historical events

In Year 6, the children will be taught to:

Area of art and design	Enquiry question	Progression of skills
<p>Drawing</p> 	<p>How do artists create illusion?</p> 	<ul style="list-style-type: none"> • Develop drawing skills to show detailed pattern and optical illusions • Draw with increasing accuracy • Use different techniques for different purposes • Understand the use of colour for effect
<p>Painting</p> 	<p>How do artists make a statement?</p> 	<ul style="list-style-type: none"> • Understand the link between images, language and text in art • Make purposeful decisions about the use of colour • Combine colours, tones and tint to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture
<p>Sculpture</p> 	<p>How can culture influence art?</p> 	<ul style="list-style-type: none"> • Use tools to carve and add shape, texture and pattern • Use tools to cross hatch separate pieces, dab with water and secure safely to another piece of clay