

ART AND DESIGN

OUR VISION: At Crockham Hill, we believe that art and design is a vital part of children's entitlement to a broad and balanced curriculum. Our aim is to inspire, engage and challenge children's creativity in order to develop the confidence, knowledge and skills they require to experiment, invent and create their own works of art, craft and design.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists Classic and Modern (using these as an inspiration)	Children are introduced to some famous artists. They use examples of their work to inspire some of their artwork. They may choose to try and copy a section, imitating marks or colour used.	Famous artists are used as an inspiration and starting point. Children begin to copy their style.	Children are able to name a number of artists and begin to know what is distinctive about their style. E.g. Van Gogh/ Starry night. Children are able to experiment in their own work with similar techniques. Making links to the artist studied.	Children can begin to replicate the techniques of a particular artist/designer studied. There is some evidence of the artists influence through the work produced.	Strong links are made and are obvious in the pieces produced. This is achieved through the techniques and style of individual artists being replicated.	Demonstrate how the work of particular artists was influential in society and to other artists e.g. Impressionism. Children are able to create pieces that have been clearly influenced by the styles of a range of Artists.	Identify artists who have worked in a similar way to their own work. To have a good understanding of a range of modern and classic artists throughout history. Consider architecture and designers throughout history and their influence on Britain today.

Drawing	Develop small motor skills so that they can hold a pencil effectively.	Draw from observation and imagination using varied drawing materials.	Draw from observation and imagination using varied drawing materials.	Draw from observation and imagination using varied drawing materials and record in a sketchbook.	Draw from observation and imagination using varied drawing materials.	Demonstrate a wide variety of ways to make marks with a variety of media.	Demonstrate a wide variety of ways to make marks with a variety of media.
	Draw from observation and imagination, exploring a range of materials to make marks.	Experiment with mark making. Experiment with a range of materials to draw. Start to think about light and dark.	Demonstrate a range of mark making techniques with different media e.g. pencil, charcoal, chalk and wax.	Demonstrate a range of mark making techniques and think about which ones work best for different drawings.	Create lines, marks, forms, and space. Explore a range of implements to create tone.	Show that objects have surface texture when drawing. Become more proficient in showing tone.	Sketchbooks show a development of ideas in mixed media. Showing an understanding of previous techniques learnt and showing a great sense of autonomy by selecting the appropriate techniques.
	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Show pattern and texture by adding dots and lines.	A wide variety of techniques using a number of different implements (as above) and shows a good understanding of line.	Use different hardness of pencil to create texture which may include using hatching and crosshatching to show tone and texture.	Explore tone by drawing light and dark lines and shapes. Explore the direction of light and the impact of this on creating shadow.	A developing sense of how to show: movement, perspective, shadows and reflection.	
	Draw with increasing accuracy, care and detail, e.g. represent a face with a circle and include facial features.	Attempts being made to colour within the line when shading.	Begin to have an awareness of scale – smaller and larger.	Show emerging control of pencil when sketching.	Using hatching and cross-hatching to show tone and texture. Start to show an awareness of objects which are 3D when drawing.	Develop ability to show that objects have a 3D element	

Painting	Develop small motor skills so that they can hold a paintbrush effectively, demonstrating a degree of control.	Mix primary colours (Red, Blue and Yellow), to make secondary ones. Name secondary colours.	Mix Primary and Secondary colours effectively. Create colour wheels.	Use more specific colour language.	Be able to identify primary, secondary, complementary and contrasting colours.	Mix and match colours to create atmosphere and light effects.	Mix and match colours well to create atmosphere and light effects.
	Explore colour and colour mixing.	Experiment with a range of media, tools and techniques such as paint and pastels.	Match colours to artefacts and objects. For example, skin tones and the sky and sea, justifying their reasons of choice.	Create a wash of colour as a background.	Colours are used to create mood and reasons for choice are explained.	Be able to identify primary secondary, complementary and contrasting colours.	Mix appropriate colours for the task through close observation. E.g., different shades of green trees/leaves.
	Experiment with a wide variety of materials, tools and techniques to paint pictures.	To begin to understand that different thickness of brushes can be used for different purposes.	Experiment with a range of media, tools and techniques such as layering and textured paint.	Experiment with colour to create mood. E.g. blue tones to create cool, red/orange to create warmth, heat.	Create effective background first before adding detail, using different techniques (layering of composition).	Developing an awareness that different paint types (acrylic, water colours) create different effects.	Produce accurate and light sketches before painting.
		To learn how to hold a paint brush correctly.	Select appropriate brushes/tools for scale and effect.	Experiment with a range of media, tools and techniques such as blocking in colour and washes.	Experiment with a range of media, tools and techniques such as creating tints and shades (using black and white).	Plan work by sketching lightly first.	Experiment with a range of media, tools and techniques.
		A developing understanding of how tints and tones may be created.		Use a range of brush stroke techniques for effect.		Experiment with a range of media, tools and techniques.	Explore composition and perspective.
						Explore scale and position	

<p>Pattern and Texture- (also explored through printing, clay work and textiles.)</p>	<p>Develop small motor skills so that they can use a range of tools (e.g. scissors) competently and confidently.</p> <p>Explore creating texture by sticking a range of collage materials.</p>	<p>Explore and name different materials and their textures.</p> <p>Use natural materials to make imprints on clay to create patterns.</p> <p>Explore texture by using/sticking a range of collage materials and applying them in a variety of ways.</p> <p>Introduce press-print. Make experimental marks into the block using biro and pencil etc.</p>	<p>Add a textured surface to clay.</p> <p>Create textured paint by adding sand or plaster.</p> <p>Explore texture by using a range of collage materials and applying the materials to create varied texture.</p> <p>Create Mono- prints.</p> <p>Recognise patterns and replicate them.</p>	<p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes. E.g. colour, texture. Fold, crumble, tear and overlap.</p> <p>Explore block printing. Make own print blocks from cardboard, string, wood etc.</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary in preparation for a piece of work.</p> <p>Create a design and produce an etching using a styrofoam or acrylic plate.</p> <p>Use clay tools on a soft plate to create printing block.</p>	<p>Produce intricate patterns and textures in a malleable media.</p> <p>Use a range of media to create collages.</p> <p>Use collages as a means of extending work from initial ideas.</p> <p>Use different techniques colours, materials & textures appropriately when designing and making pieces of work.</p> <p>Explore printing based on the study of an Artist e.g. William Morris.</p> <p>Create prints with three overlays of different colours. E.g. screen printing with a roller</p>	<p>Produce intricate patterns and textures in a malleable media.</p> <p>Use a range of media to create collages.</p> <p>Use collages as a means of extending work from initial ideas.</p> <p>Use different techniques colours, materials & textures appropriately when designing and making pieces of work.</p> <p>Combine different printing techniques in the same piece.</p> <p>Draw or paint into prints or attach textiles and other materials and objects to add texture and variety.</p>
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Form and space Clay, junk modelling	<p>Make models from observation or imagination.</p> <p>Safely use and explore a variety of materials, tools and techniques to experiment with form and function.</p>	<p>Make models from observation or imagination.</p> <p>Begin to think about planning.</p> <p>Use clay to create simple forms thinking about how to shape and join.</p> <p>Make a thumb pot.</p> <p>Junk modelling: thinking about joining materials.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Use clay to create simple forms thinking about how to shape and join.</p> <p>Use natural materials to create temporary sculptures.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Develop skills in using clay including slabs, coils slips etc.</p> <p>Use papier-mâché to create simple 3D objects</p>	<p>Shape, form, model and construct from observation and Imagination, adding details to provide interesting effects</p> <p>Sculptures using newspaper, wire and mod-roc, creating interesting textures before covering with mod-roc.</p>	<p>Shape, form, model and construct from observation and Imagination, using details for effect.</p> <p>Use a range of materials to create sculptures (clay, mod-roc, papier mâché).</p> <p>Plan and make a sculpture through drawing and other preparatory work, using appropriate tools to create effects, e.g. shape, texture and pattern.</p>	<p>Shape, form, model and construct from observation and Imagination, using details for effect.</p> <p>Experiment with form – using methods already learned with work informed by the study of a sculptor or craft maker.</p> <p>Demonstrate a range of skills taught when working with clay e.g. knowing how to join, work and hatch etc.</p>
Evaluating and analysing work (Developing and Sharing ideas and reasoning.) Using the language of Art, Craft and Design.	<p>Share their creations, explaining the processes they have used.</p> <p>Say what they think and feel about their work and others.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Begin to annotate work in sketchbook.</p>	<p>Say what they might change in their current work or develop in future work.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Annotate work in sketchbook.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using subject specific vocabulary such as tone. Adapt their work according to their views.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own, and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work</p>