Art and Design

NC Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

NC Aims

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

ELG Aims in Expressive Arts

Media and Materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

ELG: (PD) To hold a pencil effectively using the tripod grip in almost all cases.

ELG: (PD) To begin to show accuracy and care when drawing.

Intent

At Cranbrook Primary, we intend to engage our children in exploring different forms of art, craft and design in order to enable them to develop knowledge and skills to experiment, express, and create their own work. By offering them a wide variety of diverse materials and mediums, we want to enhance their critical thinking skills, develop their cultural capital and a deeper understanding of the subject of art and design. Our pupils learn about different elements of art through study diverse, modern, classic, male and female artists and artisans, including those with disabilities. We encourage our pupils to be resilient, global citizens by thinking about how art has shaped our history, heritage and diverse British culture. Through an enriched, memorable curriculum of self-discovery, we want our pupils to develop a love and appreciation of art and use it as a form of expression, communication and self- help skill for reflection.

Area of	N	R	1	2	3	4	5	6
Study								
	Take	Take	Take	Take	Take	Take	Take inspiration	Take inspiration
	inspiration	inspiration	inspiration	inspir <mark>ation</mark>	<u>in</u> spiration	inspiration	from artists,	from notable
	from a range	from a range	from an	fro <mark>m ar</mark> tists,	from artists,	from artists,	artisans and craft	artists, artisans
	of starting	of starting	artist,	a <mark>rtisa</mark> ns as	<mark>artisa</mark> ns as	artisans and	makers as starting	and craft makers
	points e.g.	points e.g.	designer or	startin <mark>g point</mark>	starting point	craft makers	points for their	as starting points
	artists,	artists,	artisan. Ask	for their	<mark>for their w</mark> ork.	as starting	work.	for their work.
Take	outdoors/nat	outdoors/na	and answer	work. Ask		points for	Compare artists	Compare artists
inspiration	ure, objects,	ture, objects,	questions	and answer	C	their work.	and give details	and give details
and	stories	stories	about artis <mark>ts</mark>	questions	Comment on	Create	about the style	about the style
develop			and their	about artists	artworks	original	and techniques of	and techniques
ideas.	Review:	Review:	work.	and their	using,	pieces that	artists.	of artists.
	Talk about	Talk about	Replic <mark>ate</mark>	work.	referencing	are	Show how the	Show how the
Review	their art work	their	work <mark>by</mark>	Recreate and	techniques	influenced by	work of those	work of those
and	and share	creations,	artis <mark>ts</mark>	replicate	and effects	studies of	studied impacted	studied
Evaluate	their	explaining	stu <mark>die</mark> d.	work by	used, colour,	others.	society and other	impacted society
Work	creations	the process		artists	style		artists.	and other artists.
	with others.	they have	R <mark>evie</mark> w:	selecting		<mark>Re</mark> view::		
	Explain the	used and	S <mark>har</mark> e their	appropriate	Ask and	Share their	Review:	Review:
	process they	what they	c <mark>re</mark> ations,	materials.	answer	c <mark>rea</mark> tions and	Think critically	Think critically
	have used	made.	<mark>exp</mark> laining		questions	c <mark>om</mark> pare	and develop a	and develop a
	and what	Express what	the process	Review:	about artists	id <mark>eas</mark> and	rigorous	rigorous
	they made.	you think	th <mark>ey</mark> have	Share their	and their work	ap <mark>pro</mark> ach	understanding of	understanding
		about it,	used and	creations,	and style.	wit <mark>h t</mark> he	art and design	of art and
	Express what	what you like	what they	explaining	Review:	me <mark>tho</mark> ds, or	Comment on	design
	you like	about it and	<mark>m</mark> ade.	the process	Share their	me <mark>diu</mark> ms	personal style in	Develop a
	about it?	how it makes	Talk about	they have	creations and	use <mark>d b</mark> y	using materials	personal style in
		you feel?	what they	used and	compare ideas	oth <mark>ers.</mark>	with creativity	using materials
					and approach		and	with creativity

Area of	How does it make your feel? What do you think about your work? Evaluate: Identify what they might change in their work e.g. different materials, colours,	Evaluate: Identify what they might change in their work e.g. different materials, colours,	think and feel about it. Evaluate: Identify how could you refine your work? What they might you change?	what they made. Talk about what they think and feel about it. Evaluate: Identify what they might change in their current work or develop in their future work.	with the methods, or mediums used by others. Talk about what they think and feel about it. Evaluate: Adapt work and describe how they could refined it by annotating in their sketchbooks.	about it. Refine, review and revisit ideas. Evaluate: Adapt work and describe how they could refined	experimentation, mastery and precision. Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.	and experimentatio n, mastery and precision. Use sketchbooks to record observations and use them to review, and revisit and refine ideas Evaluate: Adapt their work according to their views and describe how they could further develop by annotating in their sketchbooks.
Study Drawing								

	- I C	11 1 1	Б (Б (\A/I '	,	11 1 C	- I C
	To draw from	Understand	Draw from	Draw from	When drawing	Improve	Use a variety of	To draw from
Ongoing	imagination	they can use	observation.	observation with	use different	mastery in	techniques to add	observation and
		lines to		greater	hardness of	drawing from	interesting effects	memory with
	Begin to use	enclose a	To use a	accura <mark>cy.</mark>	pencils to	observation.	in drawings, e.g.	growing accuracy
	these shapes	space.	variety of mark		<mark>show</mark> line,		Reflections,	and mastery.
	to represent		making tools	To use drawing	pattern	When drawing,	perspectives	
Drawing	objects.	Begin to use	to create more	to express ideas	Tone, Texture	use different	Shadows, tone	Use a variety of
		these shapes	detailed	and emotions		hardness of	Texture, direction	techniques when
Skills	Colour own	to represent	images	creatively.	<u>Drawing</u>	pencils to show;	of sunlight	drawing to add
to be	work using	objects and	including		animals and	line, tone and		interesting
developed	thick pencil	give them	pencils,	Draw lines of	symbols using	texture and	Drawing from	effects, e.g.
within	crayons, felts,	meaning.	pastels,	different sizes	simple 2d	form e.g. when	observation e.g.	reflections,
each unit	markers,		crayons, <mark>cha</mark> lk.	and thickness.	shapes e.g. for	shading circles	still life drawings of	perspectives
of work	paint,	Develop			cave art	to show form.	flowers or	shadows,
		accuracy in the	Draw lines of	Create more	animals.		buildings with	reflection
	Make marks	marks that are	differ <mark>ent</mark> sizes	detailed		Use a variety of	growing accuracy	direction of
	with thick a	made showing	and t <mark>hic</mark> kness	patterns and	Drawing	m <mark>ed</mark> ium		sunlight, texture.
	variety of	control.	to c <mark>rea</mark> te	textures in	animals and	in <mark>clu</mark> ding	Develop a personal	(e.g when
	mediums e.g.		var <mark>ied</mark> textures	sketches and	figure	dif <mark>fer</mark> ent	style of painting,	drawing of
	felts, twigs,	Making	an <mark>d s</mark> urfaces	show light and	drawings by	thickness of, HB	drawing upon ideas	landmarks or
	sponge,	observations	e.g. hair on a	dark using pencil	considering;	pen <mark>cils</mark> and use	from other artists	Ilford Mansion).
	crayons	and drawings	self- portrait.	marks.	size,	Chalk		·
	,	of animals and			angle and	Pastel	Use a viewfinder to	Use a variety and
		plants	Communicate Communicate	Explore drawing	proportion	Charc <mark>oal</mark>	observe closely and	choice of
		·	something	using a range of			frame an engaging	techniques and
			about	materials			composition before	mediums taught
			themselves	including			drawing.	previously in art.
			through	watercolour,			J	<u> </u>
			drawing	chalk, pastels				

Knowledg e to be learnt	Know that artists create work. Know that tools can be used for different purposes to express emotions	Know that artwork can be based on a range of topics and know how to recreate work similar to a noteable artist e.g Picasso.	Know about artists can be illustrators such as Hatem Aly who wrote the Proudest Blue and Keturah A Bobo who wrote I am enough.	Know that lines can show movement e.g. ocean drawings by Katsushika Hokusai	Know that the pressure placed on a pencil creates different tones.	Know about varied thickness of pencils and how to make marks tones from light to dark.	Know that drawing lines in different directions can also be used to show shadow and form e.g. cross hatching, stippling	Know that drawing lines in different directions can also be used to show shadow and form e.g cross hatching, stippling
Vocabular y	Line, Mark making Thick, Thin, draw	Line, Marks Thick, thin, zig zag Straight, curved pencil, crayon, chalk, markers	Line,Thick , Thin , Wavy, Straight , zigzag, curved, criss cross, Dark, hard, soft, grip	Wavy, Straight, zigzag, curved, lines Pressure, criss cross, Dark, hard, soft Sketching, outline	Hardness of pencil HB pencil, lighter to darker, pressure, tone, pattern shading, shadow	Hardness of pencil HB, graphite, smudge, tone texture, shading, shadow, cross hatching, stippling, blending, view finder	Swirl, spiral, vertical, horizontal straight, shadow, one point perspective, 2 point perspective,	Perspective, shade, tone, shadow, reflection, preparatory sketch, annotation
Area of Study	N	R	1	2	3	4	5	6

	Begin to	variety of	Use a range of	Explore and	Develop	Develop	Create a colour	Choose a style of
	explore	materials, tools	materials	use a range of	control and	control and	palette based	drawing and
	colour and	and	creatively to	paints	their use of	mastery of	upon colours	painting suitable
	mixing.	techniques,	design and	creati <mark>vely</mark> .	materials e.g.	their use of	observed in the	for the work and
			make products		experimentati	materials e.g.	natural or built	style being
Painting	Experiment	experimenting	·	Use painting	o <mark>n an</mark> d an	textiles.	world,	studied e.g
Skills in	with colour,	with colour,	Use art to	to develop and	awareness of		e.g. value/tone	realistic,
to be	design,	design,	share ideas,	sha <mark>re id</mark> eas,	different kinds	Develop use of	scales	expressionistic
learnt	texture, form	texture, form	experiences	experiences	of art and	materials with		Impressionistic,
	and function.	and function	and	and	design.	creativity,	Combine colours,	abstract
			imaginatio <mark>n</mark>	imagination.		experimentati	tones and tints to	
	Show	Share their			Comment on	on and an	enhance ideas	Create a colour
	different	creations,	Develop	Use paints to	artworks	awareness of	imaginatively	palette based
	emotions in	explaining the	techniq <mark>ues</mark>	create tone,	including style,	different kinds		upon colours
	their	process they	using <mark>colo</mark> ur,	from light to	colours, and	of art and		observed in the
	drawings	have used	e.g. m <mark>ix</mark>	dark.	techniques	design.		natural or built
	like		prim <mark>ary</mark>		used from			world,
	happiness,	children	col <mark>our</mark> s to	Develop	modern	<mark>Use</mark> a number		Combine colours,
	sadness, fear	develop their	ma <mark>ke</mark>	techniques	(matisse,	o <mark>f b</mark> rush		tones and tints to
		own ideas,	se <mark>co</mark> ndary	and show	Basquiat,	te <mark>ch</mark> niques		enhance the
	Represent	make links	c <mark>olo</mark> urs	textures, and	Shemza, John	us <mark>ing</mark> thick and		mood of a piece
	my ideas,	between ideas,		pattern using	Dyer) and	thi <mark>n b</mark> rushes		Use brush
	thoughts and	and develop	<mark>Add</mark> white to	colour, line,	classic art	to <mark>pro</mark> duce		techniques and
	feelings using	strategies for	<mark>col</mark> ours to	shape form	works	sha <mark>pes</mark> ,		the qualities of
	art.	doing things	make tints and	and space,		text <mark>ure</mark> s,		paint to create
			<mark>bl</mark> ack to alter			p <mark>attern</mark> s, lines.		texture
			tints and	Choose				
			<mark>sh</mark> ades	appropriate		Mix c <mark>olo</mark> urs		
				size brushes to		effec <mark>tive</mark> ly,		
						experimenting		

				complete		with creating		
				detail		mood with		
				actail		colour.		
						coloul.		
						Use		
						watercolour		
						paint produce washes for		
			1					
						backgrounds and then add		
						detail.		
	Knows that	Children have	Know abo <mark>ut</mark>	Know about	Know about	Know how art	Know about	Know about
Knowledg	artists create	an awareness	artists in <mark>pas</mark> t	artists in past	original pieces	and design	original pieces	original pieces
e to study	work	that artwork	and pre <mark>sen</mark> t	and present and	created by	<mark>b</mark> oth reflect	created by artisans,	created by artists,
	Know that	can be based	and m <mark>ake</mark> links	make links to	artisans,	<mark>an</mark> d shape our	craftsman and	craftsman,
	tools can be	on a range of	to ow <mark>n w</mark> ork.	own work.	craftsman and	<mark>hist</mark> ory and	designers in past	architects and
	used for a	topics	Com <mark>par</mark> e the	Know the	designers in	c <mark>ont</mark> ribute to	and present	designers in past
	purpose e.g –	Know how to	wor <mark>k o</mark> f	differences and	past and	th <mark>e</mark> culture,	To take inspiration	and present.
	e.g.	recreate work	diff <mark>ere</mark> nt	similarities	present. Know	cre <mark>ati</mark> vity and	from the greats e.g	Know how art and
	Mondrian	similar to a	ar <mark>tist</mark> s and	between	how art and	wea <mark>lth</mark> of our	Female artist	design both
	and	noteable artist	th <mark>eir</mark> style,	practices and	design both	<mark>n</mark> ati <mark>on.</mark>	Georgia O' Keefe	reflect and shape
	Jackson	e.g Picasso	c <mark>olo</mark> ur pallete	disciplines e.g	reflect and	Know about		our history and
	Pollock	and Van Gogh	<mark>Afr</mark> ican artist	diverse	shape our	origin <mark>al</mark> pieces		contribute to the
			<mark>Ket</mark> urah A	illustrator	history and	created by		culture, creativity
			<mark>Bo</mark> bo ' I am	Maurice Sendak	contribute to	art <mark>isans,</mark>		of our nation.
			enough' and	– where the wild	the culture,	craftsman and		e.g take
			Scottish artist	things are	creativity and	design <mark>ers</mark> in		inspiration from
			Steven Brown	peaceful sea	wealth of our	past and		greats such as
			https://www.st	Turbulent sea by	nation. Know	present.		industrial
			evenbrownart.	Diverse artist	about,	e.g.Great		landscape e.g L.S

			co.uk/pages/a bout-steven- brown	Katsushika Hokusai	Paleolithic Cave art Graffiti artists Keith Harring – abstract Diverse graffiti artist Jean- Michel Basquait (Haitian)	Mexican female diverse artist Frida Kahlo and Rousseaux		Lowry and Claude Lorain Still Life - Observational drawings — Valentines Mansion Visit
	Paint, brush Red, yellow green blue orange, mix, roller, stamp, runny (texture)	Colours, Rainbow Red, yellow green blue orange, mix, paint, brush, artist,	colour pallet, primary, secondary Red, yellow, = orange Red and blue = purple Blue and yellow = green	expressive, emotions moods, sunlight, storm, waves, destructive power of nature, mixing cold colours, tone, primary secondary, wash	Abstract painting Expressive Pop art Modern v classic inspiration	Mixed media, collage, watercolours, painting background, foreground, acrylic paints, classic, expression, interpretation	water colour or pastels value/tone scales using blends, tints, shades, light, medium dark,	Realistic impressionistic abstract colour palette Mood, blend, absorb, pigment
Area of Study	N	R	1	2	3	4	5	6

	Use body to	Represent my	Use a range of	Design and	Improve mastery	
	make print	ideas,	materials	create printing	of design	
	e.g foot and	thoughts and	creatively to	blocks e.g.	techniques in	
	hand prints	feelings using	design and	collagraph tile	printing	
Printing	Use	art	make products	using layers of		
Skills to be	different		, share ideas	c <mark>ardb</mark> oard or	Use a choice of	
learnt	materials	Use body to	and use	glued string to	techniques	
	e.g natural	make print e.g	imagination	create texture	including lines to	
	and those	foot and hand	/		depict movement	
	found in	prints	Develop	Make repeat	and perspective	
	the	Use different	techniques	prints using		
	environmen	materials e.g	using colour,	collograph tile	Use a variety of	
	t to make	natural and	pattern,		techniques to add	
	prints e.g	those found in	texture <mark>, lin</mark> e,	Use layers of	interesting effects	
	leaves and	the	shape, form	two or more	e.g. reflections,	
	twigs	environment	and space.	colours	shadows, direction	
	Use a	to make prints			of sunlight in print	
	variety of	e.g leaves and	Use repeating	Adapt and	O 1	
	tools e.g to	twigs	or <mark>ove</mark> rlapping	refine ideas as	Build layers of	
	make	S	shapes	they progress	colours (more than	
	animal	Use a variety		using	2) and refine relief	
	prints and	of tools e.g to	Mimic print in	sketchbooks	print e.g. by using	
	, marks	make animal	the		pen, pencil, felt tip,	
		prints	environment ent	Replicate	pen, fine liner or	
	Experiment	(footprints)	e.g. fashion,	patterns	fine brush	
	with colour,	and marks e.g	wallpaper,	observed in		
	design,	potato prints	tiles, flowers,	works by	Create an accurate	
	texture,	, ,25	leaves	notable artists	pattern in a relief	
	form and			e.g. shape or	print showing fine	
	function.			nature	detail.	

			Use objects to create artistic effects, prints and patterns e.g. block stamps, leaves, stampers,			
Knowledg	Knows	Children have	Know about	Know about	Know about original	
е	that	an awareness	artists in past	original pieces	pieces created by	
	artists	that artwork	and pr <mark>ese</mark> nt	created by	artisans, craftsman	
	create	can be based	and m <mark>ak</mark> e links	artisans,	and designers in	
	work	on a range of	to o <mark>wn </mark> work.	craftsman and	past and present.	
	Know that	topics, themes	Kno <mark>w t</mark> he	designers in	To take inspiration	
	tools can	and styles	diff <mark>ere</mark> nces	past and	from the greats e.g.	
	be used	Know about	an <mark>d s</mark> imilarities	present. Know	Frank Llyoyd Wright	
	for a	artists e.g	b <mark>etw</mark> een	how art and	was a leading	
	purpose	suggested	p <mark>rac</mark> tices and	design both	architect of modern	
	e.g –	artist	<mark>disc</mark> iplines e.g.	reflect and	buildings who	
	diverse	Kandinsky and	<mark>fem</mark> ale	shape our	incorporated	
	Russian	Giusepe –	<mark>des</mark> igner Orla	history and	architecture and	
	abstract	making marks	Kiely and	contribute to	nature seamlessly.	
	artist	with food	Cuban artist	the culture,	Stephen Wiltshire -	
	Kazmir		Carmen	creativity and	Born to carribean	
	Malevich,		Herrera –	wealth of our	parents, this	
			geometric	nation. e.g	diverse British	

			patterns inspired by Mondrian and Rousseux painting for the TIGER in the jungle		diverse abstract artist. Pakistani printer Anwar Jalal Shemza Compare with art by John Dyer from Earth Project		architectural artist draws city scapes from memory (inclusive artist with Autism)	
Vocabular y	Print, press, dab, hand print	Print, press, dab Hard, soft, bendy Nature, natural, sticks, twigs, straw, hard, smooth,	Pattern, block print, finger print Cotton bud, nature, atomic flower, scratching		Collagraph tiles, engraving, pressing, texture, string Nature artist, press, imprint, Abstract print Double layer print,		Relief print, contrast, background, foreground Shadow, Reflection Engrave, Foam tile, detail, score, scratch, carve	
Area of Study	N	R	1	2	3	4	5	6

	Safely use	Create	Explore and use	Develop control	Think critically
	and explore a	sculptures of	a range of	and mastery of	and develop a
	variety of	animals,	materials	their use of	rigorous
	materials,	humans and	creativ <mark>ely to</mark>	materials e.g	understanding of
Sculpture	tools and	other things	design and	clay	art and design
i i	techniques,	using a variety	make products	·	Develop a
Skills to be	to shape	of materials	e.g. clay	Use materials	personal style in
learnt	malleable	e.g using		with creativity,	using materials
	materials e.g	autumnal	Use art to share	experimentation	with creativity
	play dough	leaves and	ideas,	and an	and
	and salt	sticks	experiences and	awareness of	experimentation,
	dough and	outdoors,	imagination	different kinds	mastery and
	other	pebbles, pine		of art and	precision
	cooking	cones	Develop	<mark>d</mark> esign.	Show precision in
	materials.		techniques and		techniques e.g
		Explore the	show textures,	<mark>Cre</mark> ate	batik
	Explore using	use of	and pattern	s <mark>ket</mark> chbooks to	Combine
	a variety of	different tools	using shape,	re <mark>cor</mark> d	previously
	tools and	to change	form, space	ob <mark>ser</mark> vations	learned
	techniques	models and	e.g. rolling,	and make notes.	techniques to
	e.g when	make	cutting and		create pieces e.g
	experimentin	improvements	pinching,	Crea <mark>te a</mark> nd	dip dye, batik,
	g with	e.g adding	squeezing	comb <mark>ine</mark> shapes	wax resist,
	colour,	texture.		to cre <mark>ate</mark>	weaving, stitching
	design,		Use a variety of	rec <mark>ognisa</mark> ble	and quilting
	texture, form	Explore	natural and	forms <mark>e.g</mark> .	Create original
	and function	properties of	manufactured	<mark>sha</mark> pes using	pieces of work
		clay or salt	materials for	nets, s <mark>olid</mark>	that show a
	Share their	dough,recognis	sculpting e.g	materi <mark>als</mark> or	range of
	creations,	ing how it			influences and

	explaining	changes when	clay or foil or	recyclable	styles e.g. Folk
	the process	dry e.g	wire	materials	Art Design and
	they have	becoming			African batik
	used.	more fragile,		Include texture	
		and brittle		that conveys	
	Create			feelings,	
	simple	Explain how		expression or	
	representatio	artwork was		movement.	
	ns of animals	created and		Use materials	
	and people	share their		that are	
	and other	creations		mouldable to	
	things.			add interesting	
				detail, texture	
				and create a	
				striking effect	
Knowledg	Know about	Know about	Know and	Know about	Know how art
е	artists such	artists such as	understand	techniques used	and design both
	as female	Anthony	historical and	by great artists	reflect and
	British artist	Gormley.and	cultural	arc <mark>hit</mark> ects, and	shape our
	Barbara	Female artist	development of	designers from	history and
	Hepworth	Beate Kuhn	the art form	past <mark>an</mark> d	contribute to the
		https://www.ja	being studied.	present.	culture,
		sonjacques.co	Know about	Know how to	creativity and
		m/historic/bea	artists in past	develop and	wealth of our
		te-kuhn	and present and	impro <mark>ve</mark>	nation.
			make links to	maste <mark>ry o</mark> f art	Contemporary
			own work. Know	and de <mark>sig</mark> n	diverse African
			the differences	techni <mark>que</mark> s	artist, Martin
			and similarities	inspired by	Bulinyas who is a
			between	African	

				practices and disciplines e.g Italian artist Giacometti , British Anthony Gormley.		Sculpturist (recylcled cans and masks) Romauld Hazoume artist and Joan Miro		painter of textiles.
Vocabular y	Mould, clay, salt dough, press, push	Play dough, clay, tool, glue, mould, fragile, sculpt, salt dough,		Shape, mould, Sculpt, positive space, negative space, model, 3D form, carve, roll, fold, squeeze, pinch, pressure, fragile, soft, hard,		mood, montage, influenced, distinctive, coiling, adapt, , overlapping, layers, refine, replicate surrealist, carve, shape, texture, pattern, slip cutting, joining, malleable, glaze, polish		Batik, wax resist, wax resist, layers, undyed fabric, cotton,, patterns, lines, shape, form, t
Area of Study	N	R	1	2	3	4	5	6

	Safely use	Safely use and	Develop	Develop	Think critically and	
	and explore a	explore a	control and	control and	develop a rigorous	
	variety of	variety of	their use of	their use of	understanding of	
collage	materials,	materials,	materials e.g.	materials e.g.	art and design	
Skills to be	tools and	tools and	collage with	collage with	Comment on	
learnt	techniques,	techniques,	creativity,	creativity,	artworks with a	
			experimentati	experimentati	fluent grasp of	
	experimentin	experimenting	on and an	on and an	visual language	
	g with	with colour,	awareness of	<mark>awa</mark> reness of	Create original	
	colour,	design,	different kin <mark>ds</mark>	different kinds	pieces of work that	
	design,	texture, form	of art and	of art and	show a range of	
	texture, form	and function	design.	design.	influences and	
	and function			Develop	styles	
		Share their	Develop /	control of	Develop a personal	
	Share their	creations,	contro <mark>l o</mark> f	different	style,, drawing	
	creations,	explaining the	differ <mark>ent</mark>	media and	upon ideas from	
	explaining	process they	med <mark>ia a</mark> nd	explore ideas	other artists	
	the process	have used	exp <mark>lor</mark> e ideas	in a variety of	Mix textures rough	
	they have		in <mark>a v</mark> ariety of	ways.	and smooth, plain	
	used	children	w <mark>ays</mark> .	Comment on	and patterned to	
		develop their		artworks using	create collage.	
	children	own ideas,	C <mark>om</mark> ment on	visual	Use ceramic	
	develop their	make links	<mark>art</mark> works	language	mosaic materials	
	own ideas,	between	<mark>ma</mark> king	making	and techniques,	
	make links	ideas, and	reference to	reference to	refining work for	
	between	develop	<mark>te</mark> chniques	techniques	precision e.g using	
	ideas, and	strategies for	and effects	and effects	grouting, cut tiles	
	develop	doing things	<mark>us</mark> ed, style,	used, style,	Create original	
	strategies for		and colour	and colour	pieces of work that	
	doing things				shows a range of	

			Select and arrange material for striking effect, creating own collage paper (by painting, printing patterns) Use a variety collage techniques of overlapping, tessellation, placing, rotating, positive space and negative space.	Select and arrange material for striking effect Use a variety collage techniques of overlapping, tessellation, placing, rotating, positive space and negative space,	influences and styles e.g. Roman Mosaic, Gaudi. To select materials according to style being studied and give reasons for their choices.	
Knowledg e	Know about artists and craftsman Peter Thorpe (space and rockets artist)	Know about artist and craftsman e.g. Paul Klee	Know about original pieces created by artists and collage makers e.g. French artist	Know about original pieces created by artisans, craftsman and designers in past and present. Know how art and	Know about original pieces created by artisans, craftsman and designers in past and present Know how art and design both reflect and shape our history and	

			Know about techniques used and replicate a piece of work e.g. chance collage and the work of and illustrator Eric Carle	design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Know about techniques used and replicate a piece of work e.g. Female Diverse architect Zaha Hadid (Iraq), wheelchair boundartist Matisse	contribute to the culture, creativity and wealth of our nation. To take inspiration from the greats e.g. Spanish artist Gaudi v Isaiah Zagar from Philadelphia https://vimeo.com/ondemand/inadream	
Vocabular y	Cut stick	Cut, stick, collage, paper, layers, share ideas	Painting with scissors, overlapping, layering, foreground, background, negative space, positive space,	Collage, montage, overlapping, layering, foreground, background, negative space, positive space,	Roman influence, tessellating shapes, grout, mosaic can be clay, stone, tile or glass, placing, rotating, composition	

			tessellation, mosaic, montage, composition,		tessellation, mosaic, composition,			
Area of Study	N	R	1	2	3	4	5	6
Textiles Skills to be learnt	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used children have and develop their own		Explore and use a range of materials creatively to design and make products e.g. tye and dye tshirt, Use art to share ideas, experiences and imagination Develop techniques and show line, shape, textures, colour	Develop control and use of materials with creativity, experimentati on and an awareness of different kinds of art and design. Comment on artworks using visual language, techniques and effects used. Use sketchbooks to			Develop control and their use of materials e.g. textiles with creativity, experimentation and an awareness of different kinds of art and design. Comment on artworks using visual language, techniques and effects used Improve mastery in design techniques using textiles e.g batik

	children	ideas, make	Use weaving	record		Add detail to
	have and	links between	to create a	observations		final batik, e.g by
	develop	ideas, and	patterns	and plan ideas		adding ink, or
	their own	develop	(Kente cloth)	e.g. for a		stich or applique
	ideas, make	strategies for		textile piece		
	links	doing things	Join materials	using binca		
	between		using glue			
	ideas, and		use variety of	Shape and		
	develop		techniques	stich materials,		
	strategies		such as	e.g. use basic		
	for doing		plaiting,	cross stitch,		
	things		knotting,	running stitch,		
				threading		
			Use a variety	needle		
			of techniques			
			to add colour			
			to fabric e.g.			
			Dip dye, fabric			
			paint, pens			
			and ink			
Knowledge			Know and	Know about		Know how art
			understand	original pieces		and design both
	Know about	Know about	historical and	created by		reflect and
	artists in	artists in past	cultural	artisans,		shape our
	past and	and present	development	craftsman and		history and
	present and	and make links	of the art form	designers in		contribute to
	make links to	to own work	being studied.	past and		the culture,
	own work		Know about	present		creativity and
			artists in past	Know how art		wealth of our
			and present	and design		nation.

			الناب الموالية			Cantanana
			and make links	both reflect		Contemporary
			to own work.	and shape our		diverse African
			Know the	history and		artist, Martin
			differences	contribute to		Bulinyas who is
			and similarities	the culture,		a painter of
			between	creativity and		textiles.
			practices and	wealth of our		
			disciplines.	nation. Create		
			Take	a textile piece		
			Inspiration	inspired by		
			from The	Diverse		
			spider weaver	graffiti artist		
			story by	Jean-Michel		
			, , African	Basquait		
			American	(Haitian)		
			'Margaret	(Franciarr)		
			Musgrove' and			
			The Ghanian			
			goldilocks.			
			Weaving by			
			Argentine			
			Alexandra			
			Kehayoglou			
Vocabulary	Fabric	Material,	Weave, loom,	Embroidery,		Batik, wax resist,
	Plastic, cut,	fabric, plastic,	fabric, Plaiting,	backstitch,		wax resist, layers,
	stick	felt, cotton,	Kente cloth,	running stitch,		cotton, patterns,
		stick, cut	pattern, line,	cross stitch,		lines, shape,
			space, shape,	binca , thread,		form, textiles,
			dip dye, wool,	needle, cotton,		decorate,
			arrange,	textiles		embellish

