



A member of
Bowes Cotherstone Federation



Art and Design

Cotherstone Primary School

'Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible' - Maryann F Kohl

Rationale

At Cotherstone Primary School, we take great pride in being a caring and nurturing primary school nestled in the heart of an area of outstanding natural beauty. We value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to build on prior learning with memorable learning experiences and extend skills and an opportunity to express their individual interests, thought and ideas. 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. Within Teesdale we have a great community involvement and try to work alongside and with many local artists. The Bowes Museum is located close by along with many great sculptures that have been created by local artists dotted around the dale.

Aims

The national curriculum for art and design aims to ensure that all pupils:

1. produce creative work, exploring their ideas and recording their experiences
2. become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. evaluate and analyse creative works using the language of art, craft and design
4. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Rationale

Throughout the school art and design is developed and taught through weekly individual lessons or topic related lessons. Our art and design curriculum has well-planned topics that interest to inspire children's imaginations. We use Kapow, a scheme to support our teaching of art and design. We have carefully chosen the topics to fit our individual curriculum, matching units to History topics for example to form cross-curricular links.

Our curriculum is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units for each of our planning cycles are organised into four areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and Design

Rationale

Our approaches to learning balances exploration with demonstration, whilst encouraging pupils to make decisions and use the approaches taken by artists and designers to improve their work. Pupils explore a range of media, improvise with materials and use their sketchbooks to review and refine ideas and skills. They are encouraged to respond creatively to challenges set, make connections and sustain purposeful and independent activity. We have identified the concepts which pupils should be introduced to, revisit and refine as they progress through our school. Learning opportunities are enhanced through computer resources, images and artefacts. Visits to see local sculptures and find out how and why they were sculptured in such a way is a very important part of learning how to understand art and design. Meeting local artists and seeing how their work has developed is also a great learning curve.

Creativity and independent outcomes are robustly embedded into our units, supporting our children in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to each of our creative individuals.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Rationale

Our curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they wish to make. By taking part in these regular discussions and decision-making processes, children will not only know facts and key information about art, but will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Each medium-term plan is carefully planned to ensure a clear progression in knowledge, skills and understanding. At Cotherstone Primary, our curriculum identifies the specific contribution that art, craft and design makes to pupils' creative and cultural development. Whole school art themed days are to be encouraged and visitors/local artists into school/via Teams should inspire and encourage pupil's own creativity and love of art and design. The Art and Design co-ordinator conducts sketchbook monitoring, learning walks and pupil voice to establish the impact on the children's learning, knowledge, and skills at least once a term.

Our art and design curriculum will ensure children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlines in the national curriculum for Art and Design.

Long Term Planning- Year 1 and 2

Art and Design
Long Term Plan



Year 1
and 2
Cycle A

Painting and mixed media Life in colour

Taking inspiration from the collage work of artist **Romare Bearden**, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.



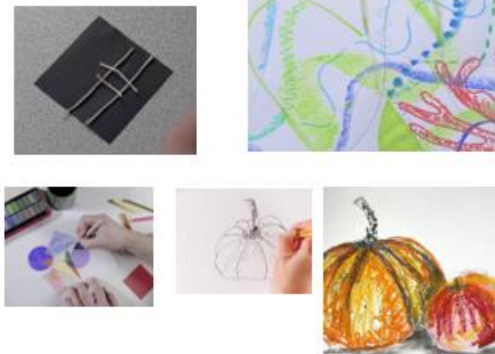
Painting and mixed media Beside the seaside

Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece.



Drawing Make your mark

Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.



Art and Design Skills Great Fire of London

Children develop their printing skills, creating an impressive print using shaving foam and ink to represent the flames and beams of the Tudor houses.



Craft and Design Map it Out

Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.



Long Term Planning- Year 1 and 2

Art and Design
Long Term Plan



Year 1
and 2
Cycle B

Drawing Tell a story

Using storybook illustrations as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.



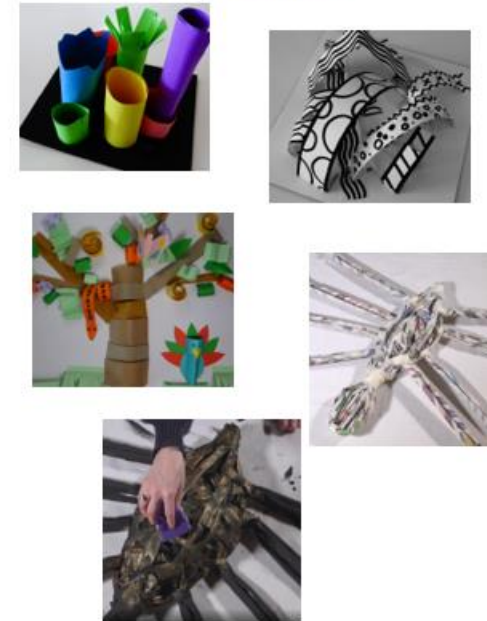
Painting and Mixed Media Colour Splash

Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by **Clarice Cliff and Jasper Johns**.



Sculptures, 3D and Collage Living Things

On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by **Louise Bourgeois**.



Long Term Planning- Year 3 and 4

Art and Design
Long Term Plan



Year 3
and 4
Cycle A

Painting and Mixed Media Prehistoric painting

Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past.



Whole class project incorporated into this- WALL PAINTING



Craft and design Ancient Egyptian Scrolls

Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.



Egyptian Pharaoh Headdress collage-

Side profile and use a variety of media to create the headdress.



Drawing Growing Artists

Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as **Georgia O'Keefe** and **Maud Purdy** to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.



Long Term Planning- Year 3 and 4

Art and Design
Long Term Plan



Year 3
and 4
Cycle B

Painting and Mixed Media Light and Dark

Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.



Drawing Power Prints

Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.



Sculpture and 3D Mega Materials

Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as **Barbara Hepworth** and **Sokari Douglas-Camp** and creating their own sculptures.



Craft and Design Fabric of Nature

Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life. Understand the work of **William Morris**, using subject vocabulary to describe his work and style.



Long Term Planning- Year 5 and 6

Art and Design
Long Term Plan



Year 5
and 6
Cycle A

Painting and Mixed Media Portraits

Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

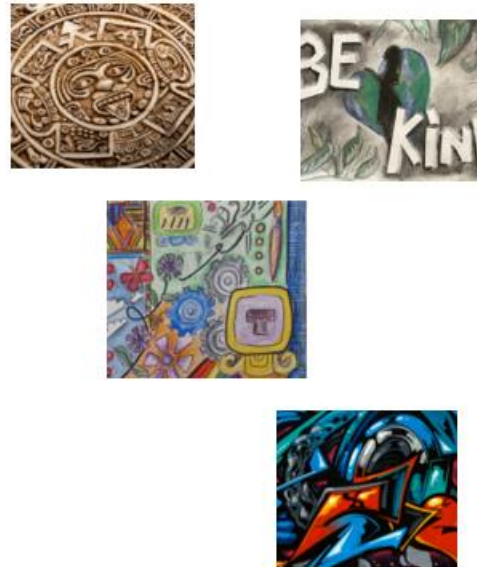


Sculpture and 3D Dragon Eye- Clay



Drawing Making my voice heard

Exploring art with a message, children look at the famous 'Guernica' by **Picasso** and the confronting works of **Käthe Kollwitz**. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.



Sculpture and 3D Making Memories

Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.



Long Term Planning- Year 5 and 6

Art and Design
Long Term Plan



Year 5
and 6
Cycle B

Painting and Mixed Media Artist Study

Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks and planning for a final piece, they present what they have learnt about the artist.



Drawing I need space!

Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.



Craft and Design Photo Opportunity

Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.



	Year 1 and 2 <u>Make your mark</u>	Year 1 and 2 <u>Tell a story</u>	Year 3 and 4 <u>Growing artists</u>
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

PROGRESSION OF KNOWLEDGE AND SKILLS

Drawing

	Year 3 and 4 Power prints	Year 5 and 6 I need space	Year 5 and 6 Make my voice heard
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Knowledge of artists	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

	Year 1 and 2 <u>Colour splash</u>	Year 1 and 2 Beside the seaside	Year 3 and 4 <u>Prehistoric painting</u>
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny</i>, <i>soft</i>.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>Experiment with overlapping and overlaying materials to create interesting effects.</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

*PROGRESSION of SKILLS***Painting and mixed media**

	Year 3 and 4 <u>Light and dark</u>	Year 5 and 6 Artist study
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

	Year 1 and 2 Living Things	Year 1 and 2 Living Things	Year 3 and 4 Mega Materials
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture..	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

PROGRESSION of SKILLS

Sculpture and 3D

	Year 3 and 4 Mega materials	Year 5 and 6 Making Memories	Year 5 and 6 Making memories
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.	Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms <i>eg. wire and found materials</i> Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural
	making processes to explain how art works may have been made.	may have influenced their creative work.	and historical context may have influenced their creative work.
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

	Year 1 & 2 <u>Map it out</u>	Year 3 & 4 <u>Ancient Egyptian scrolls</u>
Generating ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.
Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

	Year 3 & 4 Fabric of nature	Year 5 & 6 <u>Photo opportunity</u>
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

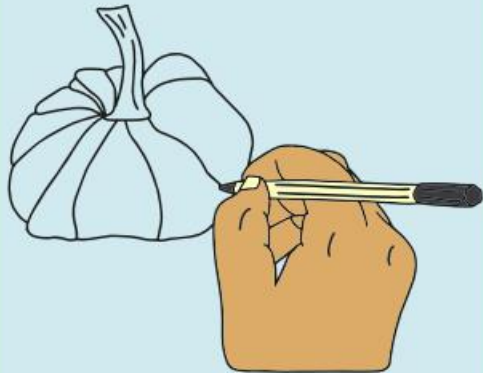
Knowledge Organisers

Year 1 - Sculpture and 3D

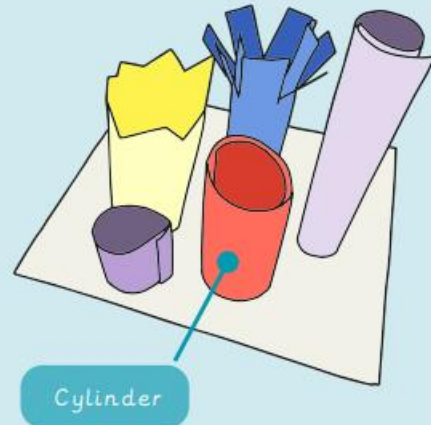


Cylinder	A tube shape
Detail	Extra decoration or items that add interest
Sculpture	Art in three dimensions; walk all around it to look at it
Three dimensional (3D)	A solid shape; art that isn't flat on paper

2D - flat, like a drawing



3D - can be held, like a cylinder



Artists

Samantha Stephenson

Louise Bourgeois

Tree of Life

Many cultures have stories about a tree of life. The tree often represents all of nature.



Sidi
Saiyyed
Mosque

Knowledge organisers are used for each unit as a **summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject.**

This allows them to revisit vocabulary, techniques and take ownership of their learning.

Knowledge Organisers

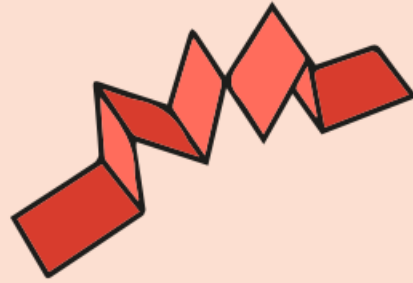
Year 1 - Sculpture and 3D



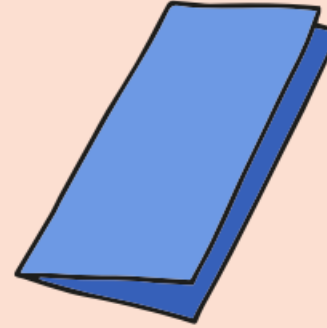
Scrunch



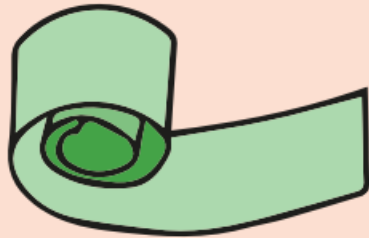
Zig-zag



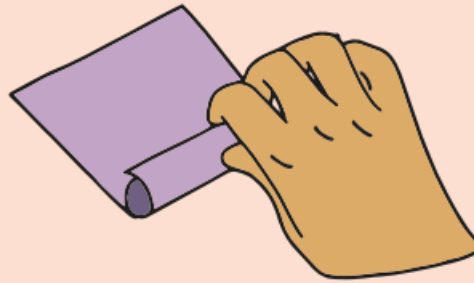
Fold



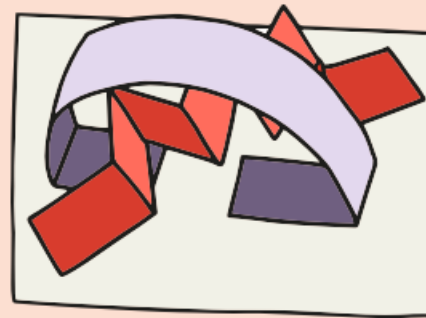
Spiral



Roll



Overlap



Vocabulary

Art & design vocabulary

Year 1



Drawing: Make your mark

Line, **Vertical**, **Horizontal**, **Diagonal**, Wavy, Straight, **Cross-hatch**, **Optical art**, **2D shape**, **3D shape**, **Abstract**, **Narrative**, **Printing**, **Shade**, **Form**, **Continuous**, Mark making, Observe, **Dots**, **Circle**, **Lightly**, **Firmly**, **Texture**, **Shadow**, **Charcoal**, **Pastel**, Chalk

Painting and mixed media: Colour splash

Hue, **Shade**, **Primary colour**, **Secondary colour**, **Pattern**, **Mix**, **Blend**, **Print**, **Shape**, **Kaleidoscope**, **Texture**, **Space**, **Thick**

Sculpture and 3D: Paper play

Sculpture, **Artist**, **Three dimensional (3D)**, **Cylinder**, **Curve**, **Loop**, **Tube**, **Concertina**, **Overlap**, **Spiral**, **Zig-zag**, **Carving**, **Mosaic**, **Imagine**

Craft and design: Woven wonders

Art, **Artist**, **Craft**, **Knot**, **Plait**, **Thread**, **Threading**, **Weaving**, **Warp**, **Weft**, **Loom**

Vocabulary

Art & design vocabulary

Year 2



Drawing: Tell a story

Charcoal, Mark-making, Lines, Thick, **Thin**, Texture, **Stippling**, **Hatching**, **Cross hatching**, **Scribbling**, **Blending**, **Sketch**, **Illustrator**, **Illustrations**, **Expression**, **Emoji**, **Emotion**, **Storyboard**, **Frame**, **Re-tell**, **Concertina**

Painting and mixed media: Life in colour

Mixing, Primary colour, Secondary colour, Texture, Collage, **Overlap**, **Detail**, **Surface**

Sculpture and 3D: Clay houses

Roll, **Smooth**, **Flatten**, **Shape**, **Cut**, **Pinch pot**, **Thumb pot**, **Ceramic**, **Glaze**, **Score**, **Slip**, **Surface**, **Join**, **Sculpture**, **Sculptor**, **Plaster**, **Casting**, **Negative space**, **Three dimensional**, **In relief**, **Detail**, **Impressing**

Craft and design: Map it out

Imaginary, **Inspired**, **Landmarks**, **Shape**, **Texture**, **Pattern**, **Felt**, **Fibre**, **Viewfinder**, **Abstract**, **Composition**, **Mosaic**, **Stained glass**, **Overlap**, **Gallery**, **Curator**, **Design**, **Design brief**, **Evaluate**

Vocabulary

Art & design vocabulary

Year 3



Drawing: Growing artists

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

Painting and mixed media: Prehistoric painting

Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone

Sculpture and 3D: Abstract shape and space

Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space

Craft and design: Ancient Egyptian scrolls

Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

Vocabulary

Art & design vocabulary

Year 4



Drawing: Power prints

Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print

Painting and mixed media: Light and dark

Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism

Sculpture and 3D: Mega materials

Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving

Craft and design: Fabric of nature

Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry

Vocabulary

Art & design vocabulary

Year 5



Drawing: I need space

Retro-futurism, Futuristic, **Imagery**, Culture, Cold War, **Propaganda**, Space race, **Purpose** Stimulus, **Decision**, Process, **Technique**, Collagraphy, **Collagraph**, Repetition, Printing plate, **Composition**, Printmaking, **Evaluate**, **Revisit**, Develop

Painting and mixed media: Portraits

Background, **Continuous line drawing**, **Portrait**, **Self-portrait**, Paint wash, Collage, Texture, Composition, **Carbon paper**, **Transfer**, Printmaking, Monoprint, Mixed media, **Multi media**, **Justify**, **Research**, Evaluate, **Represent**, **Atmosphere**, **Art medium**

Sculpture and 3D: Interactive installation

Display, **Installation art**, Mixed media, **Features**, Evaluate, **Analyse**, **Location**, Scale, Scaled down, **Special effects**, Three dimensional, Art medium, **Performance art**, Stencil, Atmosphere, **Props**, **Influence**, Experience, Culture, **Revolution**, **Concept**, **Elements**, **Interact**, **Interactive**

Craft and design: Architecture

Architecture, Composition, Design, Evaluate, Proportion, **Perspective**, **Birds eye view**, Monoprint, **Architectural**, Organic, **Monument**, **Architect**, **Legacy**, **Elevation**, **Built environment**, Observational drawing, **Interpret**, Form, Abstract, **Pressure**, **Crop**, Viewfinder, Design brief, **Futuristic**, **External**, **Style**, **Annotate**, **Individuality**, **Design intention**, **Symbolism**, **Literal**, **Commemorate**

Vocabulary

Art & design vocabulary

Year 6



Drawing: Make my voice heard

Maya, Mayan, Imagery, Mark making, Expressive, Character traits, **Symbol**, **Symbolic**, Interpretation, **Aesthetic**, Representative, Tone, **Chiaroscuro**, Technique, **Graffiti**, Guerilla, Mural, Street art, **Commissioned**, Tone, Tonal, Composition, **Impact**, Audience

Painting and mixed media: Artist study

Artist, Compositions, Evaluation, Medium, Mixed media, Technique, **Translate**, Analyse, **Meaning**, **Narrative**, **Interpret**, Justify, **Inference**, **Respond**, **Tableau**, Abstract, **Convey**, **Compose**, **Thought-provoking**

Sculpture and 3D: Making memories

Expression, Self, Identity, **Attribute**, Symbolic, Literal, **Assemblage**, sculpture, **Manipulate**, **Relief**, Composition, **Juxtaposition**, **Embedded**, Tradition, Pitfall, **Representation**, Originality, Collection

Craft and design: Photo opportunity

Photomontage, Image, **Dada**, Composition, Arrangement, Layout, **Cityscape**, **Macro**, **Photography**, **Monochrome**, **Monochromatic**, **Album**, **Digital**, **Saturation**, **Emulate**, **Editing**, **Software**, replacement, **Focus**, **Frame**, **Recreate**, **Pose**, **Prop**, **Portrait**, **Photorealism**, **Photorealistic**, **Grid**, **Proportion**
