





Art and Design Overview and Progression



Disciplinary Skills							
	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas 	<p>Talk about their ideas and explore different ways to record them using a range of media</p>	<p>Explore their own ideas using a range of media.</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more.</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
Making 	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
Knowledge 	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<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.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>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.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>

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Evaluating 	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</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>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</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>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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Substantive Knowledge								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills (including formal elements)	Drawing							
	<p>EAD Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>EAD Create collaboratively, sharing ideas, resources and skills.</p> <p>PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Pupils know:</p> <ul style="list-style-type: none"> -That a continuous line drawing is a drawing with one unbroken line. <p>-Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. 	<p>Pupils know:</p> <ul style="list-style-type: none"> • How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use shapes identified within objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 	<p>Pupils know:</p> <ul style="list-style-type: none"> • What print effects different materials make. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. 	<p>Pupils know:</p> <ul style="list-style-type: none"> • Gestural and expressive ways to make marks. • Effects different materials make. • The effects created when drawing into different surfaces <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects.

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills (including formal elements)	Painting and mixed media							
	<p>EAD Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>EAD Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills (including formal elements)	Sculpture and 3D							
	<p>EAD Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>EAD Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. 	<p>Pupils know how:</p> <ul style="list-style-type: none"> • different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display. 	<p>Pupils know how to:</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills (including formal elements)	Craft and Design							
	<p>EAD Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>PD Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>EAD Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Pupils know:</p> <ul style="list-style-type: none"> • What materials can be cut, knotted, threaded or plaited. <p>Pupil know how to:</p> <ul style="list-style-type: none"> • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. 	<p>Pupil know how to:</p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<p>Pupil know how:</p> <ul style="list-style-type: none"> • That layering materials in opposite directions make the handmade paper stronger. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue. • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. 	<p>Pupil know how:</p> <ul style="list-style-type: none"> • That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. 	<p>Pupil know how:</p> <ul style="list-style-type: none"> • The steps to make a monoprint. • When a roller is sufficiently inked. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features. • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. • Interpret an idea into a design for a structure. 	<p>Pupil know how:</p> <ul style="list-style-type: none"> • How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing.

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Knowledge of artists	Meanings									
	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Pupils know: <ul style="list-style-type: none">Some artists are influenced by things happening around them.		Pupils know: <ul style="list-style-type: none">Some artists create art to make people aware of good and bad things happening in the world around them.		Pupils know: <ul style="list-style-type: none">Art from the past can give us clues about what it was like to live at that time.		Pupils know: <ul style="list-style-type: none">Art can communicate powerful statements about right and wrong.		
	Pupils know: <ul style="list-style-type: none">Artists are influenced by what is going on around them; for example culture, politics and technology.Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.How an artwork is interpreted will depend on the life experiences of the person looking at it.		Pupils know: <ul style="list-style-type: none">Artists can use symbols in their artwork to convey meaning.Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.		Pupils know: <ul style="list-style-type: none">Artists can communicate powerful statements about right and wrong.		Pupils know: <ul style="list-style-type: none">Art from the past can give us clues about what it was like to live at that time.		Pupils know: <ul style="list-style-type: none">Some artists create art to make people aware of good and bad things happening in the world around them.	
	Pupils know: <ul style="list-style-type: none">Sometimes artists concentrate on how they are making something rather than what they make.Artists living in different places at different times can be inspired by similar ideas or stories.		Pupils know: <ul style="list-style-type: none">Art can be figurative or abstract.		Pupils know: <ul style="list-style-type: none">The meanings we take from art made in the past are influenced by our own ideas.		Pupils know: <ul style="list-style-type: none">Designers can make beautiful things to try and improve people's everyday lives.How and where art is displayed has an effect on how people interpret it.		Pupils know: <ul style="list-style-type: none">Artists use self-portraits to represent important things about themselves.Artists create works that make us question our beliefs.Visual designs can represent big ideas like harmony with nature or peace.	
	Pupils know: <ul style="list-style-type: none">Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.Art can be a form of protest.Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.Art sometimes creates difficult feelings when we look at it.		Pupils know: <ul style="list-style-type: none">Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.Art sometimes creates difficult feelings when we look at it.		Pupils know: <ul style="list-style-type: none">Artists use self-portraits to represent important things about themselves.Artists create works that make us question our beliefs.Visual designs can represent big ideas like harmony with nature or peace.		Pupils know: <ul style="list-style-type: none">The meanings we take from art made in the past are influenced by our own ideas.		Pupils know: <ul style="list-style-type: none">Art can be figurative or abstract.	
Interpretations										
<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Pupils know: <ul style="list-style-type: none">Sometimes artists concentrate on how they are making something rather than what they make.Artists living in different places at different times can be inspired by similar ideas or stories.		Pupils know: <ul style="list-style-type: none">Art can be figurative or abstract.		Pupils know: <ul style="list-style-type: none">The meanings we take from art made in the past are influenced by our own ideas.		Pupils know: <ul style="list-style-type: none">Designers can make beautiful things to try and improve people's everyday lives.How and where art is displayed has an effect on how people interpret it.		Pupils know: <ul style="list-style-type: none">Artists use self-portraits to represent important things about themselves.Artists create works that make us question our beliefs.Visual designs can represent big ideas like harmony with nature or peace.	
Pupils know: <ul style="list-style-type: none">Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.Art can be a form of protest.Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.Art sometimes creates difficult feelings when we look at it.		Pupils know: <ul style="list-style-type: none">Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.Art sometimes creates difficult feelings when we look at it.		Pupils know: <ul style="list-style-type: none">Artists use self-portraits to represent important things about themselves.Artists create works that make us question our beliefs.Visual designs can represent big ideas like harmony with nature or peace.		Pupils know: <ul style="list-style-type: none">The meanings we take from art made in the past are influenced by our own ideas.		Pupils know: <ul style="list-style-type: none">Art can be figurative or abstract.		
Materials and Processes										
	Pupils know: <ul style="list-style-type: none">Artists use modelling		Pupils know: <ul style="list-style-type: none">Artists can use everyday		Pupils know: <ul style="list-style-type: none">Illustrators use drawn		Pupils know: <ul style="list-style-type: none">Artists have different		Pupils know: <ul style="list-style-type: none">Artists can choose	
Pupils know: <ul style="list-style-type: none">Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.Art can be a form of protest.Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.Art sometimes creates difficult feelings when we look at it.		Pupils know: <ul style="list-style-type: none">Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.Art sometimes creates difficult feelings when we look at it.		Pupils know: <ul style="list-style-type: none">Artists use self-portraits to represent important things about themselves.Artists create works that make us question our beliefs.Visual designs can represent big ideas like harmony with nature or peace.		Pupils know: <ul style="list-style-type: none">The meanings we take from art made in the past are influenced by our own ideas.		Pupils know: <ul style="list-style-type: none">Art can be figurative or abstract.		

Art and Design Overview and Progression

		<p>materials like clay to recreate things from real life.</p> <ul style="list-style-type: none"> ● Artists choose colours to draw or paint with. ● Artists draw many different things and use different tools to draw with. ● Sometimes artists are inspired by the seasons. ● Some art doesn't last long- it is temporary. ● Sometimes artists cut and stick photos to make new images. 	<p>materials that have been thrown away to make art.</p> <ul style="list-style-type: none"> ● Artists choose materials that suit what they want to make. 	<p>lines to show how characters feel.</p> <ul style="list-style-type: none"> ● Artists try out different combinations of collage materials to create the effect they want. ● Artists can use the same material (felt) to make 2D or 3D artworks. ● Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. 	<p>materials available to them depending on when they live in history.</p> <ul style="list-style-type: none"> ● Artists can make their own tools. ● Artists experiment with different tools and materials to create texture. ● Artists can work in more than one medium. ● Artists make decisions about how their work will be displayed. 	<p>particular materials to communicate a message.</p> <ul style="list-style-type: none"> ● Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. ● Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. ● Artists and designers sometimes choose techniques based on the time and money available to them. ● Artists use drawing to plan ideas for work in different media. 	<p>medium to create a particular effect on the viewer.</p> <ul style="list-style-type: none"> ● Artists can combine materials; for example digital imagery with paint or print. ● Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. 	<p>like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <ul style="list-style-type: none"> ● Artists can use materials to respond to a feeling or idea in an abstract way. ● Artists take risks to try out ideas; this can lead to new techniques being developed. ● Artists can make work by collecting and combining ready-made objects to create 'assemblage'. ● Artforms are always evolving as materials and techniques change over time.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	What is Art?							
Evaluation		<p>Pupils know: Art is: Looking,listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Art is made in different ways. ● Art is made by all different kinds of people. ● An artist is someone who creates. ● Craft is making something creative and useful. 		<p>Pupils know: Artists make art in more than one way.</p> <ul style="list-style-type: none"> ● There are no rules about what art must be. ● Art can be purely decorative or it can have a purpose. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Artists make choices about what, how and where they create art. ● Art can be all different sizes. ● Art can be displayed inside or outside. ● Art is interpreted differently depending on how it is displayed. ● Artworks can fit more than one genre. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Sometimes people disagree about whether something can be called 'art'. ● Art doesn't always last for a long time; it can be temporary. ● Art, craft and design can be functional and affect human environments and experiences. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. ● Art can represent abstract concepts, like memories and experiences. ● Art can be a digital art form, like photography.
	Why do people make art							
				<p>Pupils know:</p> <ul style="list-style-type: none"> ● People use art to tell stories. ● People make art about things that are important to them. ● People make art to share their feelings. ● People make art to explore an idea in different ways. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● People use art to tell stories and communicate. ● People can make art to express their views or beliefs. ● People make art for fun, and to make the world a nicer place to 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Art can be created to make money; being an artist is a job for some people. ● Art, craft and design affects the lives of people who see or use something that has been created. ● Artists make work to 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● People make art to express emotion. ● People make art to encourage others to question their ideas or beliefs. ● People make art to portray ideas about identity. ● People make art to fit 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Sometimes people make art to express their views and opinions, which can be political or topical. ● Sometime people make art to create reactions. ● People use art as a means to reflect on their

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				<ul style="list-style-type: none"> ● People make art for fun. ● People make art to decorate a space. ● People make art to help others understand something. 	<p>be.</p> <ul style="list-style-type: none"> ● People use art to help explain or teach things. ● People make art to explore big ideas, like death or nature. 	<p>explore right and wrong and to communicate their own beliefs.</p>	<p>in with popular ideas or fashions.</p>	<p>unique characteristics.</p>	
	How do people talk about art?								
		<p>Pupils know:</p> <ul style="list-style-type: none"> ● Talk about their artwork, stating what they feel they did well. ● Say if they like an artwork or not and begin to form opinions by explaining why. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Describe and compare features of their own and others' artwork. ● Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. ● Begin to talk about how they could improve their own work. ● Talk about how art is made. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● People can have their own opinions about art, and sometimes disagree. ● One artwork can have several meanings. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Art is influenced by the time and place it was made, and this affects how people interpret it. ● Artists may hide messages or meaning in their work. ● Artists evaluate what they make and talking about art is one way to do this. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. ● Some artists become well-known or famous and people tend to talk more about their work because it is familiar. ● Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ● Comparing artworks can help people understand them better. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. ● People can have varying ideas about the value of art. ● Art can be analysed and interpreted in lots of ways and can be different for everyone. ● Everyone has a unique way of experiencing art. 	