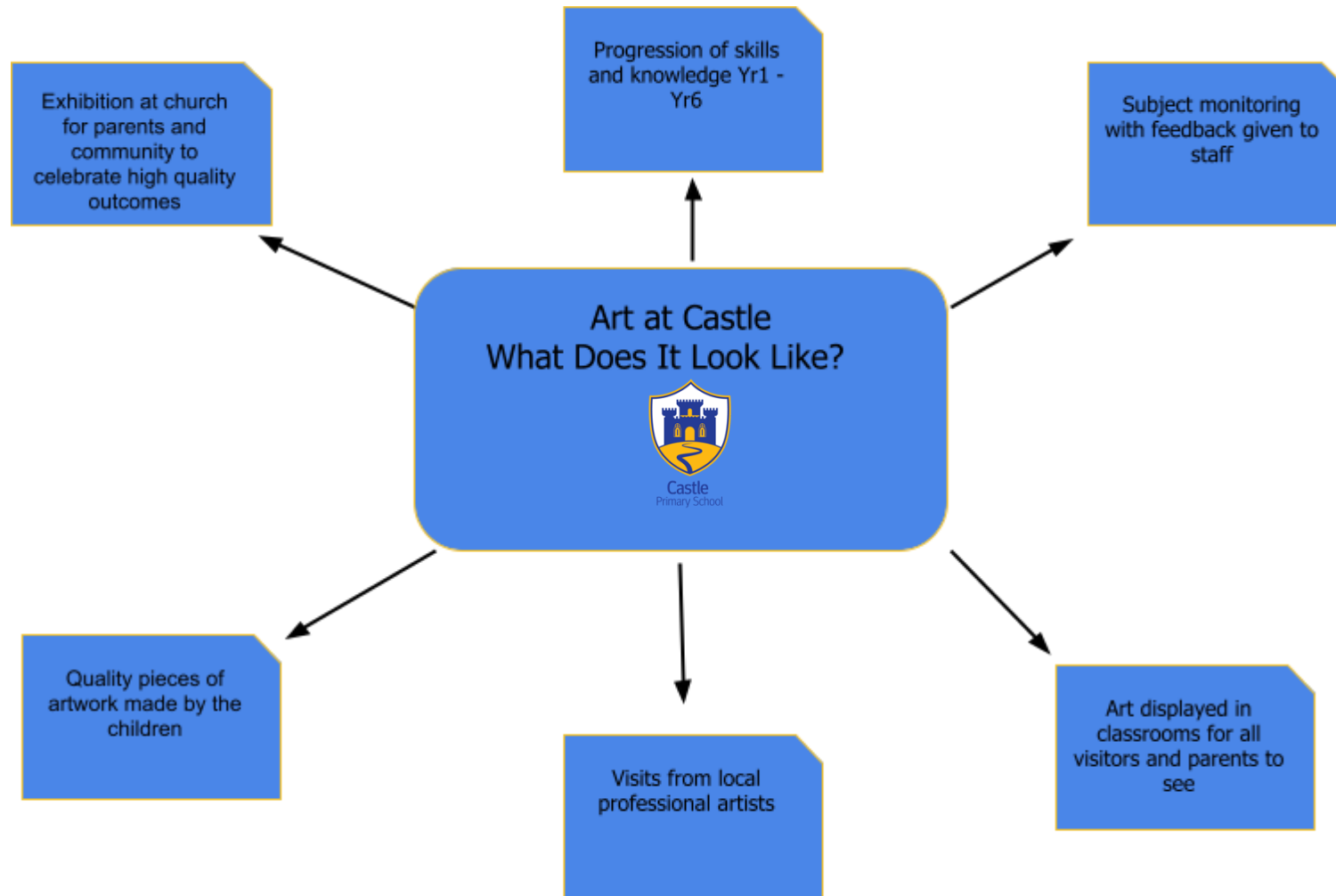


"Together We're Stronger at..."



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Purpose of study (from the National Curriculum)	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.
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.
In KS1:	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
In KS2:	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

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Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become designers?	What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	What Tier 3 vocabulary will children learn as part of this learning?
Year 1	<p>Exploring and developing ideas Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Evaluating and developing work Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p> <p>Drawing Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour</p> <p>Painting Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.</p> <p>Printing Make marks in print with a variety of objects, including natural and made objects.</p>	<p>Drawing Enjoy marks, signs and symbols on a variety of types of paper Be expressive using marks, lines and curves Use lines to represent objects seen</p> <p>Painting Explore making marks on a variety of papers Use a variety of tools to spread paint- straws, matchsticks as well as brushes Experiment with and enjoy colour</p> <p>Printing Use random experimental printing with hands, feed and found materials Use one colour of paint or ink on a block</p> <p>Textiles/ collage Handle and manipulate materials such as threads, cottons, wool, raffia and grass Be aware of colour, texture and shape Selects and sort materials Cuts and tears materials</p>	<p>Describe how existing designs work and recognise their importance.</p> <p>Begin to identify differences in significant designs such as bridges an buildings.</p>	<p>Fit for purpose Stitch Template Pattern Stiff Mouldable Utensils Cook Bake Recipe names of wood, fabric, ingredients, metal, plastic etc.</p>

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	<p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p> <p>Textiles/ collage Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>3D form Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p> <p>Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design.</p>	<p>Handles, feels and manipulates rigid and malleable materials Pulls apart and reconstructs basic shapes</p>		
<p>Year Group</p>	<p>What key concepts do we want children to know and remember in this subject?</p>	<p>What key skills do we want children to discover in order to become designers?</p>	<p>What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i></p>	<p>What Tier 3 vocabulary will children learn as part of this learning?</p>
	<p>Exploring and developing ideas Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p>		<p>Describe how existing designs work and recognise their importance.</p>	<p>Fit for purpose Stitch Template</p>



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<p>Year 2</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Evaluating and developing work Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p> <p>Drawing Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Painting Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p> <p>Printing Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p> <p>Textiles/ collage Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.</p> <p>3D form Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile.</p>		<p>Begin to identify differences in significant designs such as bridges and buildings.</p>	<p>Pattern Stiff Mouldable Utensils Cook Bake Recipe names of wood, fabric, ingredients, metal, plastic etc.</p>
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	<p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>			
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become designers?	What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	What Tier 3 vocabulary will children learn as part of this learning?
Year 3	<p>Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Drawing Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.</p>	<p>Drawing Explores tone using different grades of pencil, pastel and chalk</p>	Identify some of the great designers in the areas of study to inspire the generation of new designs.	<p>Fit for purpose Target market Customer Stitch Saw Sand Template Pattern Electronics Mechanisms Circuits Stiff Mouldable Joints</p>

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	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Painting Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Printing Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.</p> <p>Textiles/ collage Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.</p> <p>3D form Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models.</p> <p>Study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Painting Experiments with and enjoys colour Creates pattern using different tools and colours Uses colour and marks to express mood</p> <p>Printing Explores and recreates patterns and textures with an extended range of materials- sponges, leaves or fruit</p> <p>Textiles/ collage Weaves paper progressing from one to two colours Prints on fabrics Develops skills of overlapping and overlaying</p> <p>3D form Creates texture using rigid and plastic materials and a variety of tools Uses stimuli to create simple 2D and 3D images using a variety of tools and materials</p>		<p>Utensils Cook Bake Recipe names of wood, fabric, ingredients, metal, plastic etc.</p>
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		<p>Recreates 2D images in a 3D piece e.g. the house of the three little pigs Shows an awareness of texture, form and shape by recreating an image in 3D format</p>		
Year Group	<p>What key concepts do we want children to know and remember in this subject?</p>	<p>What key skills do we want children to discover in order to become designers?</p>	<p>What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i></p>	<p>What Tier 3 vocabulary will children learn as part of this learning?</p>
Year 4	<p>Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Painting Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately.</p>		<p>Identify some of the great designers in The areas of study to inspire the generation of new designs.</p>	<p>Fit for purpose Target market Customer Stitch Saw Sand Template Pattern Electronics Mechanisms Circuits Stiff Mouldable Joints Utensils Cook Bake Recipe</p>

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	<p>Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p> <p>Printing Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste.</p> <p>Textiles/ collage Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.</p> <p>3D form Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p> <p>Study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>			<p>names of wood, fabric, ingredients, metal, plastic etc.</p>
<p>Year Group</p>	<p>What key concepts do we want children to know and remember in this subject?</p>	<p>What key skills do we want children to discover in order to become designers?</p>	<p>What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation for human</i></p>	<p>What Tier 3 vocabulary will children learn as part of this learning?</p>

			creativity and achievement.'	
Year 5	<p>Exploring and developing ideas Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Evaluating and developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Painting Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p> <p>Printing Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p> <p>Textiles/ collage Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.</p> <p>3D form</p>		<p>Understand how key events and individuals in design and technology have helped shape the world. Consider the use of sustainable products in contemporary designs.</p>	<p>Fit for purpose Target market Customer Stitch Saw Sand Template Pattern Electronics Mechanisms Circuits Stiff Mouldable Joints Utensils Cook Bake Recipe names of wood, fabric, ingredients, metal, plastic etc.</p>

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	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p> <p>Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>			
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become designers?	What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	What Tier 3 vocabulary will children learn as part of this learning?
Year 6	<p>Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing Demonstrate a wide variety of ways to make different marks with dry and wet media.</p>	.	Understand how key events and individuals in design and technology have helped shape the world. Consider the use of sustainable products in contemporary designs.	<p>Fit for purpose</p> <p>Target market</p> <p>Customer</p> <p>Stitch</p> <p>Saw</p> <p>Sand</p> <p>Template</p> <p>Pattern</p> <p>Electronics</p> <p>Mechanisms</p> <p>Circuits</p>



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	<p>Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Painting Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p> <p>Printing Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p> <p>Textiles/ collage Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p> <p>3D from Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p> <p>Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>			<p>Stiff Mouldable Joints Utensils Cook Bake Recipe names of wood, fabric, ingredients, metal, plastic etc.</p>
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