

# Art and Design

## Purpose of study

- engage, inspire and challenge pupils
- develop knowledge and skills to experiment, invent and create their own works of art and design.
- think critically and develop a more rigorous understanding of art and design
- know how art and design reflect and shape our history
- know how art and design 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 and design techniques
- evaluate and analyse creative works using the language of art and design
- know about great artists and designers, and understand the historical and cultural development of their art forms.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject Content Key Stage 1

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 and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.




## Subject Content Key stage 2

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 and design.




Pupils should be taught:

- to use their 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.

## KS1 Cycle 1

Autumn 1	Spring 1	Summer 2
<b>REMEMBER, REMEMBER</b>	<b>EXPLORERS: DISCOVERING NEW WORLDS</b>	<b>ANIMAL KINGDOM – DESERTS, RAINFORESS, THE ARCTIC &amp; SAVANNAHS</b>
3D CLAY TILES	DRAWING VIEWFINDERS: VIEW OF THE WORLD	PAINT EXPRESSIONISM: DE STIJL & KANDINSKY
		
<p>NATIONAL CURRICULUM 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</p>	<p>NATIONAL CURRICULUM Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>NATIONAL CURRICULUM Pupils should be taught: 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.</p>
<p>SKETCHBOOKS 2f Can they begin to demonstrate their ideas through photographs and in their sketch books? 2g Can they set out their ideas, using ‘annotation’ in their sketch books? 2h Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>SKETCHBOOKS 2f Can they begin to demonstrate their ideas through photographs and in their sketch books? 2g Can they set out their ideas, using ‘annotation’ in their sketch books? 2h Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>SKETCHBOOKS 2f Can they begin to demonstrate their ideas through photographs and in their sketch books? 2g Can they set out their ideas, using ‘annotation’ in their sketch books? 2h Do they keep notes in their sketch books as to how they have changed their work?</p>
<p>3D 1a Can they add texture by using tools? 1b Can they make different kinds of shapes? 1c Can they cut, roll and coil materials such as clay, dough or plasticine? 2a Can they add line and shape to their work?</p>	<p>DRAWING 1b Can they create moods in their drawings? 1c Can they draw using pencil and crayons? 1d Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 2a Can they use three different grades of pencil in their drawing (4B, 8B, HB)? 2b Can they use charcoal, pencil and pastels? 2c Can they create different tones using light and dark? 2d Can they show patterns and texture in their drawings?</p>	<p>PAINTING 1c Can they choose to use thick and thin brushes as appropriate? 1e Can they name the primary and secondary colours? 2a Can they mix paint to create all the secondary colours? 2b Can they mix and match colours, predict outcomes? 2d Can they make tints by adding white? 2e Can they make tones by adding black?</p>

## KS1 Cycle 2




Autumn 1	Spring 1	Summer 2
LONDON'S BURNING	CHILDHOOD LONG AGO – TOYS, SCHOOL ROOMS AND SEASIDES.	SAILING THE SEVEN SEAS
3D NATURE: REPEATED PATTERNS	DRAWING OBSERVATIONAL DRAWINGS	PAINT PORTRAITURE: CUBISM AND PICASSO
		
NATIONAL CURRICULUM 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	NATIONAL CURRICULUM Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	NATIONAL CURRICULUM Pupils should be taught: 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.
SKETCHBOOKS 2f Can they begin to demonstrate their ideas through photographs and in their sketch books? 2g Can they set out their ideas, using 'annotation' in their sketch books? 2h Do they keep notes in their sketch books as to how they have changed their work?	SKETCHBOOKS 2f Can they begin to demonstrate their ideas through photographs and in their sketch books? 2g Can they set out their ideas, using 'annotation' in their sketch books? 2h Do they keep notes in their sketch books as to how they have changed their work?	SKETCHBOOKS 2f Can they begin to demonstrate their ideas through photographs and in their sketch books? 2g Can they set out their ideas, using 'annotation' in their sketch books? 2h Do they keep notes in their sketch books as to how they have changed their work?
3D 1a Can they add texture by using tools? 1b Can they make different kinds of shapes? 1b Can they gather and sort the materials they will need? 2a Can they create individual and group collages? 2b Can they use different kinds of materials on their collage and explain why they have chosen them? 2c Can they use repeated patterns in their collage?	DRAWING 1c Can they draw using pencil and crayons? 1d Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 2a Can they use three different grades of pencil in their drawing (4B, 8B, HB)? 2c Can they create different tones using light and dark? 2d Can they show patterns and texture in their drawings? 2e Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	PAINTING 1c Can they choose to use thick and thin brushes as appropriate? 1e Can they name the primary and secondary colours? 2a Can they mix paint to create all the secondary colours? 2b Can they mix and match colours, predict outcomes? 2c Can they mix their own brown? 2d Can they make tints by adding white? 2e Can they make tones by adding black?

## KS1 Knowledge, Skills and Understanding breakdown for Art




Drawing	Painting	Printing	Textiles	Sketch books
<p>1a Can they communicate something about themselves in their drawing?                      1b Can they create moods in their drawings?                      1c Can they draw using pencil and crayons?                      1d Can they draw lines of different shapes and thickness, using 2 different grades of pencil?                      2a Can they use three different grades of pencil in their drawing (4B, 8B, HB)?                      2b Can they use charcoal, pencil and pastels?                      2c Can they create different tones using light and dark?                      2d Can they show patterns and texture in their drawings?                      2e Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>1a Can they communicate something about themselves in their painting?                      1b Can they create moods in their paintings?                      1c Can they choose to use thick and thin brushes as appropriate?                      1d Can they paint a picture of something they can see?                      1e Can they name the primary and secondary colours?                      2a Can they mix paint to create all the secondary colours?                      2b Can they mix and match colours, predict outcomes?                      2c Can they mix their own brown?                      2d Can they make tints by adding white?                      2e Can they make tones by adding black?</p>	<p>1a Can they print with sponges, vegetables and fruit?                      1b Can they print onto paper and textile?                      1c Can they design their own printing block?                      1d Can they create a repeating pattern?                      2a Can they create a print using pressing, rolling, rubbing and stamping?                      2b Can they create a print like a designer?</p>	<p>1a Can they sort threads and fabrics?                      1b Can they group fabrics and threads by colour and texture?                      1c Can they weave with fabric and thread?                      2a Can they join fabric using glue?                      2b Can they sew fabrics together?                      2c Can they create part of a class patchwork?</p>	<p>2f Can they begin to demonstrate their ideas through photographs and in their sketch books?                      2g Can they set out their ideas, using 'annotation' in their sketch books?                      2h Do they keep notes in their sketch books as to how they have changed their work?</p>
3D	Collage	Use of IT	Knowledge	
<p>1a Can they add texture by using tools?                      1b Can they make different kinds of shapes?                      1c Can they cut, roll and coil materials such as clay, dough or plasticine?                      1d Can they make a clay pot?                      1e Can they join two finger pots together?</p>	<p>1a Can they cut and tear paper and card for their collages?                      1b Can they gather and sort the materials they will need?                      2a Can they create individual and group collages?                      2b Can they use different kinds of materials on their collage and explain why they have chosen them?</p>	<p>1a Can they use a simple painting program to create a picture?                      1b Can they use tools like fill and brushes in a painting package?                      1c Can they go back and change their picture?                      2a Can they create a picture independently?</p>	<p>1a Can they describe what they can see and like in the work of another artist/craft maker/designer?                      1b Can they ask sensible questions about a piece of art?                      2a Can they link colours to natural and man-made objects?</p>	

<p>2a Can they add line and shape to their work?</p>	<p>2c Can they use repeated patterns in their collage?</p>	<p>2b Can they use simple IT mark-making tools, e.g. brush and pen tools? 2c Can they edit their own work? 2d Can they take different photographs of themselves displaying different moods? 2e Can they change their photographic images on a computer?</p>	<p>2b Can they say how other artist/craft maker/designer have used colour, pattern and shape? 2c Can they create a piece of work in response to another artist's work?</p>	
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## LKS2 Cycle 1

Autumn 1	Spring 1	Summer 2
STONE AGE TO IRON AGE	ANGLO SAXONS, SCOTS AND VIKINGS	EUROPE: CAPITAL CITIES & LANDMARKS
3D CLAY: IMPRESSIONS OF THE PAST	DRAWING FEARFUL FIGUREHEADS: DRAGON LONGBOATS	PAINT IMPRESSIONISM: MONET & VAN GOGH
		
<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
<p>SKETCHBOOKS</p> <p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>3b Can they make notes in their sketch books about techniques used by artists?</p> <p>4c Do they use their sketch books to adapt and improve their original ideas?</p>	<p>SKETCHBOOKS</p> <p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>3b Can they make notes in their sketch books about techniques used by artists?</p> <p>4c Do they use their sketch books to adapt and improve their original ideas?</p>	<p>SKETCHBOOKS</p> <p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>3b Can they make notes in their sketch books about techniques used by artists?</p> <p>4c Do they use their sketch books to adapt and improve their original ideas?</p>
<p>3D</p> <p>3a Can they add onto their work to create texture and shape?</p> <p>3g Can they add texture to a piece of work?</p> <p>4a Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>4b Can they begin to sculpt clay and other mouldable materials?</p>	<p>DRAWING</p> <p>3b Can they use their sketches to produce a final piece of work?</p> <p>3c Can they write an explanation of their sketch in notes?</p> <p>3d Can they use different grades of pencil shade, to show different tones and texture?</p> <p>4c Can they organise line, tone, shape and colour to represent figures and forms in movement?</p>	<p>PAINTING</p> <p>3a Can they predict with accuracy the colours that they mix?</p> <p>3b Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>3d Can they use a range of brushes to create different effects?</p> <p>4c Do they successfully use shading to create mood and feeling?</p>

## LKS2 Cycle 2

Autumn 1	Spring 1	Summer 2
<b>EGYPTIANS</b>	<b>BRITIH MONARCHY FROM 1066: THE TUDORS, STUARTS &amp; VICTORIANS</b>	<b>WHAT'S ON THE MENU? THE MEDITERRANEAN</b>
<b>3D</b> NATURE: WEAVING A HIEROGLPH	<b>DRAWING</b> PORTRAITURE	<b>PAINT</b> NATURAL ENVIRONMENT: DAVID HOCKNEY
		
NATIONAL CURRICULUM: Pupils should be taught: <ul style="list-style-type: none"> <li>● to use their sketch books to record observations and use them to review and revisit ideas</li> <li>● 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]</li> <li>● about great artists, architects and designers in history.</li> </ul>	NATIONAL CURRICULUM: Pupils should be taught: <ul style="list-style-type: none"> <li>● to use their sketch books to record observations and use them to review and revisit ideas</li> <li>● 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]</li> <li>● about great artists, architects and designers in history.</li> </ul>	NATIONAL CURRICULUM: Pupils should be taught: <ul style="list-style-type: none"> <li>● to use their sketch books to record observations and use them to review and revisit ideas</li> <li>● 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]</li> <li>● about great artists, architects and designers in history.</li> </ul>
<b>SKETCHBOOKS</b> 3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? 3b Can they make notes in their sketch books about techniques used by artists? 4c Do they use their sketch books to adapt and improve their original ideas?	<b>SKETCHBOOKS</b> 3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? 3b Can they make notes in their sketch books about techniques used by artists? 4c Do they use their sketch books to adapt and improve their original ideas?	<b>SKETCHBOOKS</b> 3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? 3b Can they make notes in their sketch books about techniques used by artists? 4c Do they use their sketch books to adapt and improve their original ideas?

<p>3D 3b Can they work with life size materials? 4a Do they experiment with and combine materials and processes to design and make 3D form?</p>	<p>DRAWING 3a Can they show facial expressions in their drawings? 3b Can they use their sketches to produce a final piece of work? 3d Can they use different grades of pencil shade, to show different tones and texture? 4b Can they use marks and lines to produce texture? 4c Can they organise line, tone, shape and colour to represent figures and forms in movement? 4d Can they show reflections?</p>	<p>PAINTING 3a Can they predict with accuracy the colours that they mix? 3b Do they know where each of the primary and secondary colours sits on the colour wheel? 3c Can they create a background using a wash? 3d Can they use a range of brushes to create different effects? 4a Can they create all the colours they need? 4b Can they create mood in their paintings? 4c Do they successfully use shading to create mood and feeling?</p>
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## Y3/4 Knowledge, Skills and Understanding breakdown for Art

Drawing	Painting	Printing	Sketch books
<p>3a Can they show facial expressions in their drawings? 3b Can they use their sketches to produce a final piece of work? 3c Can they write an explanation of their sketch in notes? 3d Can they use different grades of pencil shade, to show different tones and texture? 4a Can they begin to show facial expressions and body language in their sketches? 4b Can they identify and draw simple objects, and use marks and lines to produce texture? 4c Can they organise line, tone, shape and colour to represent figures and forms in movement? 4d Can they show reflections? 4e Can they explain why they have chosen specific materials to draw with?</p>	<p>3a Can they predict with accuracy the colours that they mix? 3b Do they know where each of the primary and secondary colours sits on the colour wheel? 3c Can they create a background using a wash? 3d Can they use a range of brushes to create different effects? 4a Can they create all the colours they need? 4b Can they create mood in their paintings? 4c Do they successfully use shading to create mood and feeling?</p>	<p>3a Can they make a printing block? 3b Can they make a 2 colour print? 4a Can they print using at least four colours? 4b Can they create an accurate print design? 4c Can they print onto different materials?</p>	<p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? 3b Can they make notes in their sketch books about techniques used by artists? 3c Can they suggest improvements to their work by keeping notes in their sketch books? 4a Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? 4b Can they produce a montage all about themselves? 4c Do they use their sketch books to adapt and improve their original ideas? 4d Do they keep notes about the purpose of their work in their sketch books?</p>
3D/ Textiles	Collage	Use of IT	Knowledge




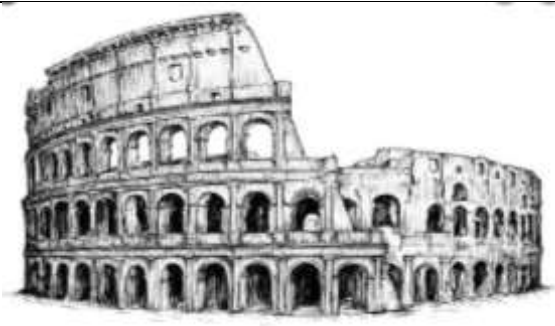

3a Can they add onto their work to create texture and shape?  
3b Can they work with life size materials?  
3c Can they create pop-ups?  
3d Can they use more than one type of stitch?  
3e Can they join fabric together to form a quilt using padding?  
3f Can they use sewing to add detail to a piece of work?  
3g Can they add texture to a piece of work?  
4a Do they experiment with and combine materials and processes to design and make 3D form?  
4b Can they begin to sculpt clay and other mouldable materials?  
4c Can they use early textile and sewing skills as part of a project?

3a Can they cut very accurately?  
3b Can they overlap materials?  
3c Can they experiment using different colours?  
3d Can they use mosaic?  
3e Can they use montage?  
4a Can they use ceramic mosaic?  
4b Can they combine visual and tactile qualities?

3a Can they use the printed images they take with a digital camera and combine them with other media to produce art work?  
3b Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?  
3c Can they use the web to research an artist or style of art?  
4a Can they present a collection of their work on a slide show?  
4b Can they create a piece of art work which includes the integration of digital images they have taken?  
4c Can they combine graphics and text based on their research?




3a Can they compare the work of different artists?  
3b Can they explore work from other cultures?  
3c Can they explore work from other periods of time?  
3d Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?  
4a Can they experiment with different styles which artists have used?  
4b Can they explain art from other periods of history?

## UKS2 Cycle 1 2018/19

Autumn 1	Spring 1	Summer 1
<b>GREEKS AND THEIR IMPACT ON BRITAIN</b>	<b>WHAT DID THE ROMANS EVER DO FOR US?</b>	<b>COME FLY WITH ME: THE AMERICAS</b>
3D CLAY: GREEK POTS	DRAWING ARCHITECTURE – DORIC, IONIC, CORINTHIAN AND TUSCAN COLUMNS	PAINT POP ART – WARHOL & JASPER JOHNS
		
<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
<p>SKETCHBOOKS</p> <p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>3b Can they make notes in their sketch books about techniques used by artists?</p> <p>4c Do they use their sketch books to adapt and improve their original ideas?</p>	<p>SKETCHBOOKS</p> <p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>3b Can they make notes in their sketch books about techniques used by artists?</p> <p>4c Do they use their sketch books to adapt and improve their original ideas?</p>	<p>SKETCHBOOKS</p> <p>3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>3b Can they make notes in their sketch books about techniques used by artists?</p> <p>4c Do they use their sketch books to adapt and improve their original ideas?</p>

<p>3D 5b Can they sculpt clay and other mouldable materials? 6c Can they include both visual and tactile elements in their work?</p>	<p>DRAWING 5b Do they successfully use shading to create mood and feeling? 5d Can they show reflections? 5e Can they explain why they have chosen specific materials and drawing techniques in their drawing?</p>	<p>PAINTING 6a Can they explain what their own style is? 6b Can they use a wide range of techniques in their work? 6c Can they explain why they have chosen specific painting techniques?</p>
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## UKS2 Cycle 2 2019/20

<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 2</b>
<b>MAYANS: CIVILISATION, CULTURE &amp; EMPIRE</b>	<b>CONFLICT &amp; WAR</b>	<b>THE SEVEN WONDERS OF THE WORLD – PAST AND PRESENT</b>
<p>3D NATURE: MAYAN PATTERN TILES</p>	<p>DRAWING WAR SCENES – SKETCHING THE NARRATIVE</p>	<p>PAINT NEO-CLASSICISM</p>
		
<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>NATIONAL CURRICULUM: Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use their sketch books to record observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
<p>SKETCHBOOKS 3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p>	<p>SKETCHBOOKS 3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p>	<p>SKETCHBOOKS 3a Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p>

3b Can they make notes in their sketch books about techniques used by artists? 4c Do they use their sketch books to adapt and improve their original ideas?	3b Can they make notes in their sketch books about techniques used by artists? 4c Do they use their sketch books to adapt and improve their original ideas?	3b Can they make notes in their sketch books about techniques used by artists? 4c Do they use their sketch books to adapt and improve their original ideas?
3D 5a Do they experiment with and combine materials and processes to design and make 3D form? 6a Can they create models on a range of scales? 6b Can they create work which is open to interpretation by the audience? 6c Can they include both visual and tactile elements in their work?	DRAWING 5a Can they use marks and lines to produce texture? 5b Do they successfully use shading to create mood and feeling? 5c Can they organise line, tone, shape and colour to represent figures and forms in movement? 6a Do their sketches communicate emotions and a sense of self with accuracy and imagination? 6c Can they explain why they have chosen specific drawing techniques?	PAINTING 5a Can they create a range of moods in their paintings? 5b Can they express their emotions accurately through their painting and sketches? 6a Can they explain what their own style is? 6b Can they use a wide range of techniques in their work? 6c Can they explain why they have chosen specific painting techniques?

## Y5/6 Knowledge, Skills and Understanding breakdown for Art

Drawing	Painting	Printing	Sketch books
5a Can they identify and draw simple objects, and use marks and lines to produce texture? 5b Do they successfully use shading to create mood and feeling? 5c Can they organise line, tone, shape and colour to represent figures and forms in movement? 5d Can they show reflections? 5e Can they explain why they have chosen specific materials to draw with? 6a Do their sketches communicate emotions and a sense of self with accuracy and imagination? 6b Can they explain why they have combined different tools to create their drawings? 6c Can they explain why they have chosen specific drawing techniques?	5a Can they create a range of moods in their paintings? 5b Can they express their emotions accurately through their painting and sketches? 6a Can they explain what their own style is? 6b Can they use a wide range of techniques in their work? 6c Can they explain why they have chosen specific painting techniques?	5a Can they print using a number of colours? 5b Can they create an accurate print design that meets a given criteria? 5c Can they print onto different materials? 6a Can they overprint using different colours? 6b Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?	5a Do they keep notes in their sketch books as to how they might develop their work further? 5b Do they use their sketch books to compare and discuss ideas with others? 6a Do their sketch books contain detailed notes, and quotes explaining about items? 6b Do they compare their methods to those of others and keep notes in their sketch books? 6c Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. 6d Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge

5a Do they experiment with and combine materials and processes to design and make 3D form?  
5b Can they sculpt clay and other mouldable materials?  
5c Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.  
6a Can they create models on a range of scales?  
6b Can they create work which is open to interpretation by the audience?  
6c Can they include both visual and tactile elements in their work?

5a Can they use ceramic mosaic to produce a piece of art?  
5b Can they combine visual and tactile qualities to express mood and emotion?  
6a Can they justify the materials they have chosen?  
6b Can they combine pattern, tone and shape?

5a Can they create a piece of art work which includes the integration of digital images they have taken?  
5b Can they combine graphics and text based on their research?  
5c Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?  
5d Can they create digital images with animation, video and sound to communicate their ideas?  
6a Do they use software packages to create pieces of digital art to design.  
6b Can they create a piece of art which can be used as part of a wider presentation?

5a Can they experiment with different style which artists have used?  
5b Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?  
6a Can they make a record about the styles and qualities in their work?  
6b Can they say what their work is influenced by?  
6c Can they include technical aspects in their work, e.g. architectural design?

