Holy Family RC Primary School

Art and Design Curriculum

Intent

The national curriculum states that; art, craft and design embodies some of the highest forms of human creativity, this along with high-quality art and design education, is what is delivered at Holy Family.

Holy Family Primary's Art and design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art.

Our curriculum is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. We have linked the units to our book based curriculum.

Holy Family Primary's Art and design curriculum supports our children to meet the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Holy Family's Art and Design curriculum inspires our children and young people to create, experience, and participate in great arts and culture.

Intent CLM

Whole School Intent:
In this subject:
BE A SACRED EXPERIENCE MAKING CHRIST KNOWN, providing opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive and transformational contribution to their community and wider society.
Art offers children the chance to use the gift of creative thinking and design, working towards a defined purpose and outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making.

BE ROOTED IN THE PRINCIPLES OF CATHOLIC SOCIAL TEACHING (inspired by the example of Pope Francis), encouraging our pupils to be the *living logos* in a rapidly changing social context.
Through the evaluation of past and present art, children will develop a critical understanding of its impact on daily life and the wider world. High-quality art education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Implementation

Four strands that run throughout.
These are:

• Generating ideas
• Using sketchbooks
• Makings skills, including formal elements (line, shape, tone, texture, pattern, colour)
• Knowledge of artists
• Evaluating and analysing units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes.

The formal elements, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:
● Drawing
● Painting and mixed-media
● Sculpture and 3D
● Craft and design Our

Our Progression of Skills and Knowledge shows where they are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. Creativity and independent outcomes are robustly embedded into the units, supporting children in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to them.

Impact

Holy Family Primary's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. Children take part in regular discussions and decision-making processes, allowing them to not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

We ensure children leave Holy Family equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

Children will:

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

Whole School Art Curriculum Overview

	Marian 1	Saints and Heroes	Epiphany	Lent	Pentecost	St James'
EYFS	Mondrain Craft (Collage)				Van Gough Drawing (Oil Pastel)	
1			Drawing - Make your Mark - Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.		Sculpture and 3D – Paper Play - Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Painting and mixed media – colour splash - Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.
2	Drawing – Tell a story- Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.		Craft and Design – Map it Out - Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief		Painting and mixed media – Life in colour - Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	
3			Painting and mixed media – Pre-historic - Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.		Drawing - Growing artists - Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing	Craft and Design - Ancient Egyptian Scolls - Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a

Whole School Art Curriculum Overview

	Marian 1	Saints and Heroes	Epiphany	Lent	Pentecost	St James'
					medium, scale and the way tonal shading can help create form.	modern response by designing a 'zine'
4		Painting and mixed media - Light and Dark - Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.		Drawing - Power prints – Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Craft and design – Fabric of Nature - Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric	
5		Painting and Mixed media – Portraits - Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Drawing – I need Space - Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.			Sculpture and 3D – Interactive installation - Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece
6	Craft and design – Photo Opportunity - Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief			Sculpture and 3D – making memories - Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	Drawing – Make my voice heard - On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	

Art in the Early Years

Drawing

EYFS: Reception

Methods, techniques, media and materials

Pupils know how to:

- Explore mark making using a range of drawing materials.
- Investigate marks and patterns when drawing.
- Identify similarities and difference between drawing tools.
- Investigate how to make large and small movements with control when drawing.
- Practise looking carefully when drawing.
- Combine materials when drawing.

Pupils know:

Technical vocabulary

bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag

Painting

EYFS: Reception

Methods, techniques, media and materials

Pupils know how to:

- Explore paint, using hands as a tool.
- Describe colours and textures as they paint.
- Explore what happens when paint colours mix.
- Make natural painting tools.
- Investigate natural materials eg paint, water for painting.
- Explore paint textures, for example mixing in other materials or adding water.
- Respond to a range of stimuli when painting.
- Use paint to express ideas and feelings.
- Explore colours, patterns and compositions when combining materials in collage.

Technical vocabulary

collage, create, cut, dab, design, dot, flick, glade, glossy, rip, shiny, slippery, smooth, splatter, stick, tear, temporary.

Sculpture

EYFS: Reception

Methods, techniques, media and materials

Pupils know how to:

- Explore the properties of clay.
- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

Technical vocabulary

bend, clay, chop, dough, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet

Craft

EYFS: Reception

Methods, techniques, media and materials

Pupils know how to:

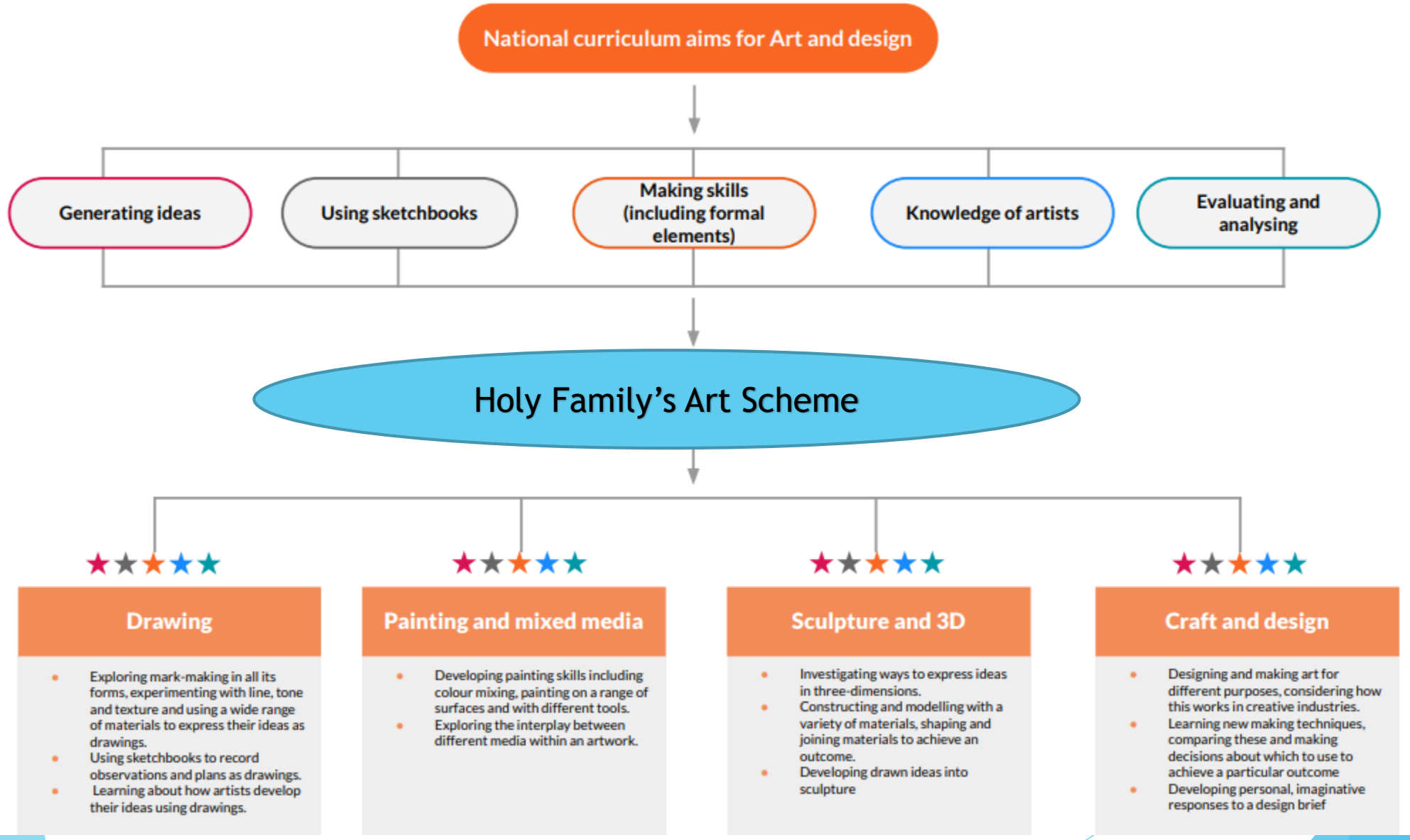
- Explore differences when cutting a variety of material
- Investigate different ways o cutting eg. straight lines, wavy lines, zig-zags.
- Follow lines when cutting.
- Experiment with threading objects, holding equipment steady to do so.
- Explore techniques for joining paper and card eg stick, clip, tie, tape.
- Apply craft skills eg. cutting, threading, folding to make their own artworks.
- Design something on paper ready to make in three dimensions.

Pupils know:

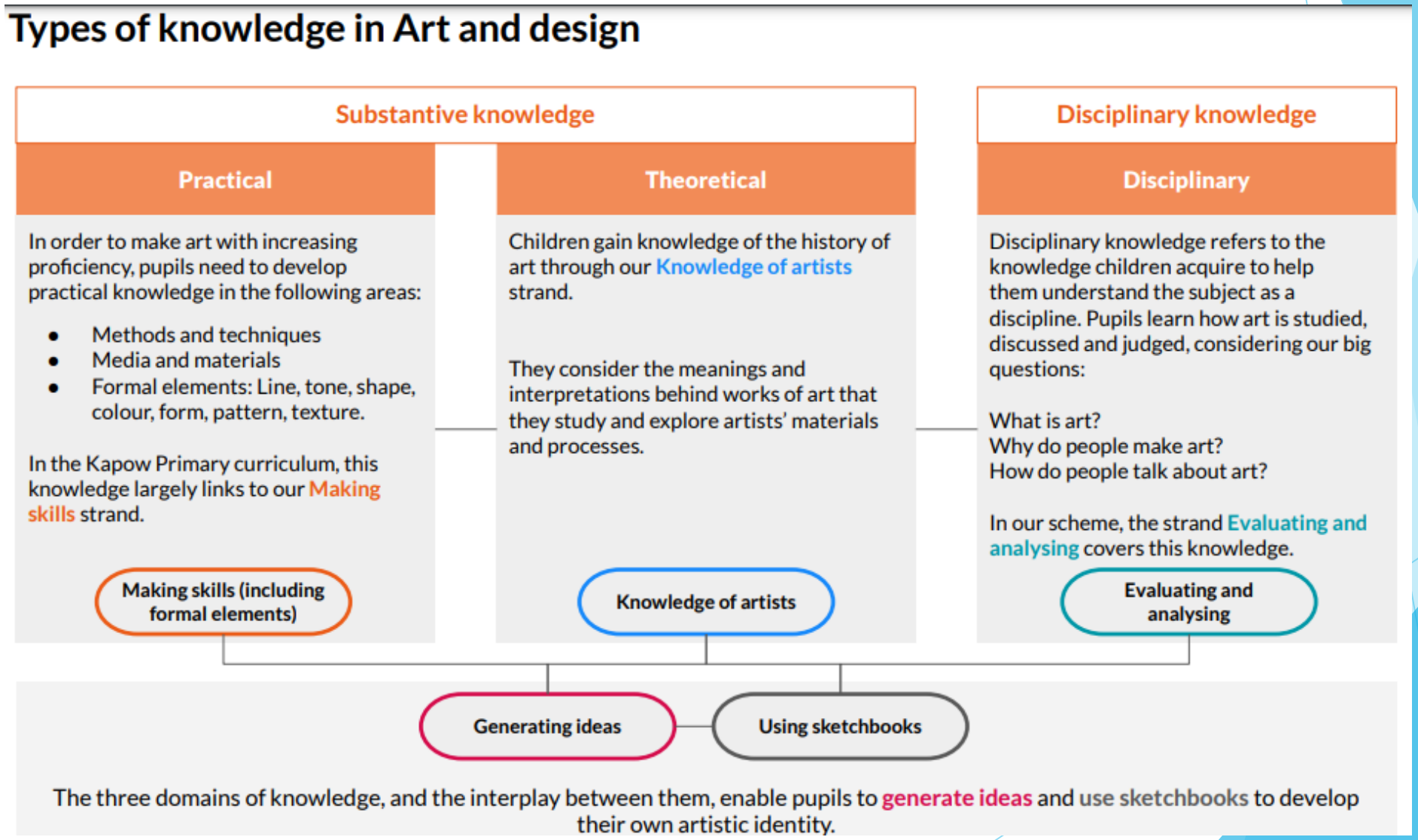
Technical vocabulary

bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, scissors, scrunch, slot, snip, string, tape, tie, wrap

Progression of skills



Progression of knowledge



Progression Making skills - Drawing

	Drawing				Drawing		
	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	**Pupils know how to:**				**Pupils know how to:**		
	• Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.	• 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.	• 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.	• Use shapes identified within in 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.	• 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.	• 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. • To know what print effects different materials make.	• Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. • To know gestural and expressive ways to make marks. • To know effects different materials make. • To know the effects created when drawing into different surfaces
	Pupils know:						
		• That a continuous line drawing is • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.	• 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.				
Technical vocabulary	bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag	continuous, irregular, geometric, horizontal, line, mark making, observation, overlap, regular, texture, vertical	charcoal, cross hatching, scribbling, concertina, expression, stippling, Illustration, Illustrator	abstract, botanical, composition, geometric, organic, scale, shading, texture, tone.	block print, contrast, cross-hatching, collage, collaborate, composition, gradient, hatching, highlight, observational drawing, pattern, printmaking, proportion, shading, shadow, symmetry, tone, three-dimensional, wax-resist	collagraph, decision, futuristic, imagery, propaganda, purpose, retrofuturism, technique,	chiaroscuro, aesthetic, commissioned, expressive, gestural, interpretation, mural, symbolic, tone,

Progression Making skills - Painting and Mixed media

	Painting and mixed media			
	EYFS: Reception	**Year 1**	**Year 2**	**Year 3**
Methods, techniques, media and materials	**Pupils know how to:** • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.	• 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.	• 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.	• 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.
Technical vocabulary	collage, create, cut, dab, design, dot, flick, glade, glossy, rip, shiny, slippery, smooth, splatter, stick, tear, temporary.	blend, colour, mix, pattern, print, primary colour, secondary colour, shade, shape, texture.	collage, composition, detail, mix, overlap, primary colour, secondary colour, shade, surface,texture	charcoal, drawing, medium, negative image, pigment, positive image, prehistoric, proportion, scale up, smudging, stone age.

	Painting and mixed media		
	Year 4	**Year 5**	**Year 6**
Methods, techniques, media and materials	**Pupils know how to:** • 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.	• 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.	• 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.
Technical vocabulary	composition, dabbing, hue, pointillism, proportion, shade, shadow, still life, stippling, tint, tone, washes	collage, mixed media, monoprint, multi-media, photomontage, self-portrait	abstract, analyse, evaluate, interpret, medium, mixed-media, narrative, respond, tableau.

Progression Making skills –Sculpture and 3D

	Sculpture and 3D				Sculpture and 3D		
	EYFS: Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Methods, techniques, media and materials	**Pupils know how to:**				**Pupils know how to:**		
	• Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.
					Pupils know:		
					• How 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.		
Technical vocabulary	bend, clay, chop, dough, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet	cylinder, roll, scrunch, sculpture, spiral, two-dimensional, three-dimensional, fold, zig-zag	clay, clay slip, pinch pot, relief, score, surface	concertina, join, negative space, positive space, sculptor, slot, structure, tabs	carving, ceramics, construct, form, found objects, modelling, organic shape, scale	concept, location, installation, interactive, performance art	abstract, assemblage, composition, literal, manipulate, memory, relief, sculpture

Progression Making skills- Craft and Design

Craft and design

	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	**Pupils know how to:** • Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions.	• 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.	• 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.	• 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.	**Pupils know how to:** • 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. • Ue 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.	• 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 in into a design for a structure.	• 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.
	Pupils know:				**Pupils know:**		
		• What materials can be cut, knotted, threaded or plaited.		• That layering materials in opposite directions make it stronger.	• 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.	• The steps to make a monoprint. • When a roller is sufficiently inked.	• 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.
Technical vocabulary	bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, scissors, scrunch, slot, snip, string, tape, tie, wrap	art, artist craft, cut ,knot, measure,plait, thread, weave, warp, weft, wool, wrap	abstract, composition, felt, fibre, ink, printing tile, printing roller, negative print, stained glass	ancient, colour, composition, Egyptian, imagery, papyrus, pattern, scroll, technique, zine	batik, colour palette, craft, design, industry, pattern, repeat, theme	architecture, architect, composition, elevation, legacy, monoprint, perspective, proportion, transform	arrangement, digital, layout, macro, monochrome, photography, photomontage, photorealism, prop, saturation

Progression of the formal elements EYFS & KS1

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Colour	Name a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, eg the seaside.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	Name simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can geometric if they have mostly straight lines and angles. Patterns can be made using shapes.
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.

Progression of the Formal elements KS2

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Colour	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional art work changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	A silhouette is a shape filled with a solid flat colour that represents an object.	How an understanding of shape and space can support creating effective composition.
Line	Different drawing tools can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.
Pattern	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Knowledge of Artists

	EYFS: Reception	Year 1	Year 2
Meanings	*This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.*	• Some artists are influenced by things happening around them. Woven wonders (Cecilia Vicuña)	• Some artists create art to make people aware of good and bad things happening in the world around them. Life in colour (Romare Bearden)
Interpretations	*This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.*	• Sometimes artists concentrate on how they are making something rather than what they make. Colour splash (Jasper Johns) • Artists living in different places at different times can be inspired by similar ideas or stories. Paper play (Tree of life concept; Nature)	• Art can be figurative or abstract. Map it out (Eduardo Paolozzi)
Materials and processes	• Artists use modelling materials like clay to recreate things from real life. Creation station (Clay animals) • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. Marvellous marks • Sometimes artists are inspired by the seasons. Seasonal crafts • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. Paint my world	• Artists can use everyday materials that have been thrown away to make art. Woven wonders (Cecilia Vicuña, Judith Scott) • Artists choose materials that suit what they want to make. Paper play (Louise Bourgeois)	• Illustrators use drawn lines to show how characters feel. Tell a story (Quentin Blake) • Artists try out different combinations of collage materials to create the effect they want. Life in colour (Romare Bearden) • Artists can use the same material (felt) to make 2D or 3D artworks. Map it out (Kim Soon-Im, Maggie Scott) • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. Map it out (Eduardo Paolozzi)
Themes	Nature, seasons, celebrations, sustainability, identity		

	Year 3	Year 4	Year 5	Year 6
Meanings	• Art from the past can give us clues about what it was like to live at that time. Ancient Egyptian scrolls, Prehistoric painting	• Art can communicate powerful statements about right and wrong. Mega materials (Sokari Douglas Camp)	• Artists are influenced by what is going on around them; for example culture, politics and technology. I need space, Interactive installation (Space race imagery, Teis Albers, Cai Guo-Xiang) • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. I need space (Retrofuturistic images) • How an artwork is interpreted will depend on the life experiences of the person looking at it. Interactive installation (Cai Guo-Xiang)	• Artists can use symbols in their artwork to convey meaning. Make my voice heard (Diego Rivera) • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Make my voice heard (Graffiti; Guerilla art)
Interpret-ations	• The meanings we take from art made in the past are influenced by our own ideas. Ancient Egyptian scrolls, Prehistoric painting	• Designers can make beautiful things to try and improve people's everyday lives. Fabric of nature (William Morris) • How and where art is displayed has an effect on how people interpret it. Mega materials (Sokari Douglas Camp, Barbara Hepworth, Jaume Plensa)	• Artists use self-portraits to represent important things about themselves. Portraits (Frida Kahlo, Vincent van Gogh, Rembrandt, Chila Kumari Singh Burman) • Artists create works that make us question our beliefs. Interactive installation (Cai Guo-Xiang) • Visual designs can represent big ideas like harmony with nature or peace. Architecture (Friedensreich Hundertwasser)	• Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Make my voice heard (Dan Fenelon) • Art can be a form of protest. Make my voice heard (Graffiti, Guerilla art) • 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. Artist study (David Hockney, Richard Brackenburg, Paula Rego, John Singer Sargent, Lubaina Himid) • Art sometimes creates difficult feelings when we look at it. Year 6 Artist study (John SInger Sargent, Lubaina Himid)
Materials and processes	• Artists have different materials available to them depending on when they live in history. Ancient Egyptian scrolls, Prehistoric painting • Artists can make their own tools. Prehistoric painting • Artists experiment with different tools and materials to create texture. Growing artists (Max Ernst) • Artists can work in more than one medium. Abstract shape and space (Anthony Caro) • Artist make decisions about how their work will be displayed. Abstract shape and space (Ruth Asawa, Robert Morris)	• Artists can choose particular materials to communicate a message. Mega materials (El Anatsui) • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Light and dark (Audrey Flack, Clara Peeters) • 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. Fabric of nature (William Morris) • Artists use drawing to plan ideas for work in different media. Mega materials	• Artists can choose their medium to create a particular effect on the viewer. I need space (Karen Rose, Teis Albers) • Artists can combine materials; for example digital imagery with paint or print. Portraits, I need space (Chila Kumari Singh Burman, Teis Albers) • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. Interactive installation (Lorenzo Quinn, Cai Guo-Xiang, Yayoi Kusama, Olafur Eliasson)	• Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Make my voice heard (Vermeer, Da Vinci) • 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. Artist study (Fiona Rae, Frank Bowling) • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Making memories (Louise Nevelson, Joseph Cornell) • Artforms are always evolving as materials and techniques change over time. Photo opportunity (Photorealism - Oscar Ukono, Michael Gaskell)
Themes	Art can help people learn. Growing artists	Sustainability, nature, right and wrong Mega materials Nature; art is for everyone Fabric of nature	Identity Portraits Sustainability; protecting the environment; right and wrong Interactive installation	Symbols; Identity; right and wrong Make my voice heard Stories Artist study

Evaluating and Analysing

	EYFS: Reception	Year 1	Year 2
	Pupils know:		
What is art?	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring… EYFS Reception	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. Colour splash, Woven wonders, Paper play • Craft is making something creative and useful. Woven wonders	
Why do people make art?			• 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. Life in colour, Clay houses, Map it out • People make art for fun. • People make art to decorate a space. Map it out • People make art to help others understand something. Tell a story
	Pupils can:		
How do people talk about art?	• Say if they like an artwork or not.	• Compare their work to another artwork. • Make links between artworks. • Talk about how art is made.	

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
What is art?	• Artists make art in more than one way. • There are no rules about what art must be. Abstract shape and space • Art can be purely decorative or it can have a purpose. Growing artists	• Artists make choices about what, how and where they create art. Light and dark, Mega materials • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. Mega materials • Artworks can fit more than one genre. Light and dark	• Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. Interactive installation • Art, craft and design can be functional and affect human environments and experiences. Architecture	• 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. Making memories • Art can be a digital art form, like photography. Photo opportunity
Why do people make art?	• People use art to tell stories and communicate. • People can make art to express their views or beliefs. Ancient Egyptian scrolls, Prehistoric painting • People make art for fun, and to make the world a nicer place to be. Abstract shape and space • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. Growing artists	• 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. Fabric of nature • Artists make work to explore right and wrong and to communicate their own beliefs. Mega materials	• People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. Interactive installation • People make art to portray ideas about identity. Portraits • People make art to fit in with popular ideas or fashions. I need space	• Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. Make my voice heard • People use art as a means to reflect on their unique characteristics. Making memories
How do people talk about art?	• People can have their own opinions about art, and sometimes disagree. Abstract shape and space • One artwork can have several meanings. Ancient Egyptian scrolls, Prehistoric painting	• Art is influenced by the time and place it was made, and this affects how people interpret it. Mega materials • Artists may hide messages or meaning in their work. Light and dark • Artists evaluate what they make and talking about art is one way to do this. Power prints, Fabric of nature	• 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. I need space, Interactive installation, Architecture • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Interactive installation • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. Portraits, Interactive installation	• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. Photo opportunity • 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. Artist study, Make my voice heard

Progression Overview

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• 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
Sketch-books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	ELG: Expressive Arts and design: Creating with materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: • 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.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. 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.	• To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Know-ledge of artists	Enjoy looking at and talking about art.	ELG: Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	• 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.
Evaluat-ing and analys-ing	Talk about their artwork, stating what they feel they did well.	ELG: Expressive Arts and design: Creating with materials • Share their creations, explaining the process they have used.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	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. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale.	• 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] • 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.
Know-ledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• About great artists, architects and designers in history.
Evaluat-ing and analys-ing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• 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.

Progression of vocabulary

Art & design vocabulary

Year 1

Drawing: Make your mark

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

Painting and mixed media: Colour splash

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

Sculpture and 3D: Paper play

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

Craft and design: Woven wonders

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

Year 6

Drawing: Make my voice heard

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

Painting and mixed media: Artist study

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

Sculpture and 3D: Making memories

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

Craft and design: Photo opportunity

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

Knowledge Organisers

Art and Inclusion

All children throughout the school take part in Art Lessons. The children in each class all study the same artist and use that artist to try and create their own piece of art work.

Whether that be a painting, sculpture or print. The outcomes are based on objectives set for each year group and the children all work towards an age appropriate objective. To allow all pupils to be successful artists and to enable them to reach their full potential some expectations are adapted.

Adaptations may include:
- Peer support
- Adult support (assisting pupils to create their art).
- Pre-teaching vocabulary/new skills
- Simplifying subject specific language
- Personalised objectives
- Art activities in the sensory room

Art and reading

As the children begin the art and design process, they research and explore an artist.

They read information and ask any questions they may have, which will help to clarify their understanding of what each artist does.

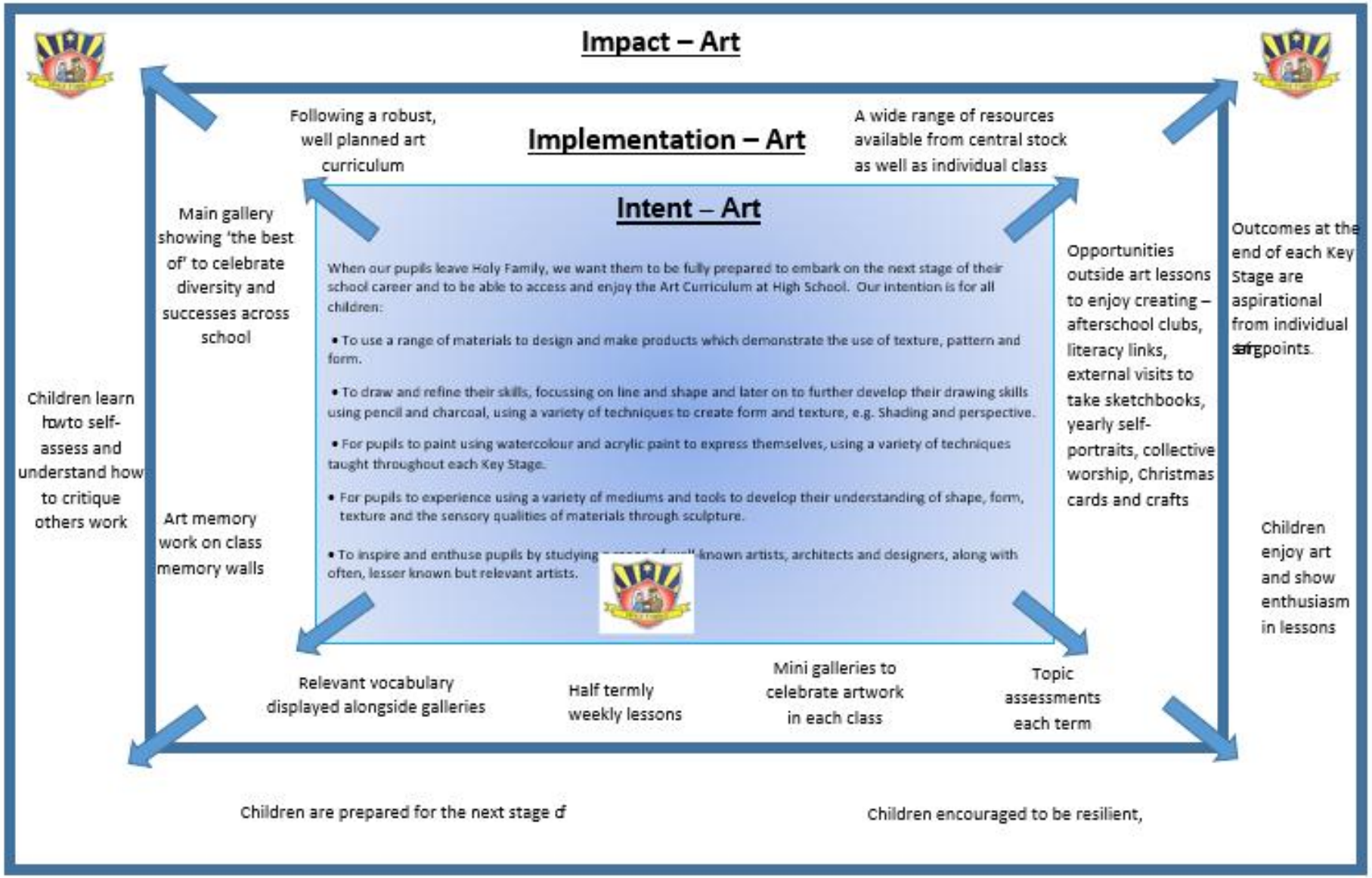
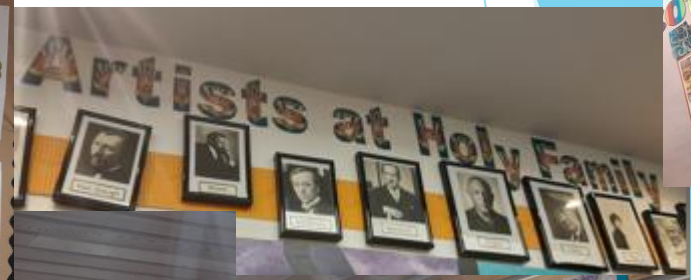
As well as this, at the beginning of each new skill, the children analyse a piece/pieces of art using a set of questions, which are linked to our guided reading strands.

SMSC and British Values

SMSC	
Spiritual	Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and from the past Develop fascination, awe and wonder in the work of others.
Moral	Talk about how artists and designers represent moral issues through their work.
Social	Collaborate to create pieces of work. Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.
Cultural	Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Explore a range of festivals and celebrations from our own and other cultures.

British Values in Art	
Democracy	Take into account the views of others in shared activities Vote for outcomes.
Rules and Law	Undertake safe practices, following class rules during projects and activities for the benefit of all. Understand the consequences if rules are not followed.
Individual Liberty	Work within boundaries to make safe choices in art and design. Make own choices within art and design projects.
Mutual respect and tolerance of those with different faiths and beliefs.	Experience and talk about art and design work from different cultures and religious beliefs. Use art and design pieces to lean about different faiths and cultures around the world. To behave appropriately allowing all participants the opportunity to work effectively. Review each other's work respectfully Work together on projects, help and advice others. Experience different festivals, traditions and celebrations through art and design.

Art on a page


Impact – Art
Following a robust, well planned art curriculum
Implementation – Art
A wide range of resources available from central stock as well as individual class
Main gallery showing 'the best of' to celebrate diversity and successes across school
Intent – Art
When our pupils leave Holy Family, we want them to be fully prepared to embark on the next stage of their school career and to be able to access and enjoy the Art Curriculum at High School. Our intention is for all children:
• To use a range of materials to design and make products which demonstrate the use of texture, pattern and form.
• To draw and refine their skills, focussing on line and shape and later on to further develop their drawing skills using pencil and charcoal, using a variety of techniques to create form and texture, e.g. Shading and perspective.
• For pupils to paint using watercolour and acrylic paint to express themselves, using a variety of techniques taught throughout each Key Stage.
• For pupils to experience using a variety of mediums and tools to develop their understanding of shape, form, texture and the sensory qualities of materials through sculpture.
• To inspire and enthuse pupils by studying
known artists, architects and designers, along with often, lesser known but relevant artists.
Opportunities outside art lessons to enjoy creating – afterschool clubs, literacy links, external visits to take sketchbooks, yearly self-portraits, collective worship, Christmas cards and crafts
Outcomes at the end of each Key Stage are aspirational from individual starting points.
Children learn how to self-assess and understand how to critique others work
Art memory work on class memory walls
Children enjoy art and show enthusiasm in lessons
Relevant vocabulary displayed alongside galleries
Half termly weekly lessons
Mini galleries to celebrate artwork in each class
Topic assessments each term
Children are prepared for the next stage of
Children encouraged to be resilient,

I am a Holy Family Artist