

Whole School Art Curriculum Progression

National Curriculum Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Curriculum Intent Statement:

The breath of our **Art** curriculum is adapted to our beliefs about the needs of our pupils and our values as a school. We have agreed that within our **Art** curriculum, Welton children need:

- To experience local artists and participate in community art events
- To understand how art can support positive wellbeing
- To appreciate the subject through aspirational visitors, role models and events for future creative careers

National Curriculum Breadth of Study in Art

	EYFS		KS1		KS2			
	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills/Disciplines	Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them		Be creative, explore ideas and record their experience Become proficient in drawing, painting, sculpture and other art , craft and design techniques Evaluate and analyse creative work using appropriate subject specific language Know about great artists, craft makers and designers and know the historical and cultural development of other art forms					
Knowledge	Safely use and explore a variety of materials, tools and techniques, design, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narratives and stories Use a range of small tools including scissors and paintbrushes		Pupils should be taught: 1. to use a range of materials creatively to design and make products to use drawing, painting and sculpture 2. to develop and share their ideas, experiences and imagination 3. to develop a wide range of art and design techniques in using		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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]			

	Begin to show accuracy and care when drawing	colour, pattern, texture, line, shape, form and space 4. 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.	3. about great artists, architects and designers in history
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Techniques



The artists' methods of creating art

Breadth of study	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing		Marvellous Marks	Make your Mark	Tell A Story	Growing Artists	Power Prints	I Need Space	Make My voice Heard
Making Skills (inc Formal Elements)	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media,	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to

		mirrors to include the main features of faces in their drawings.	range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
Painting and Mixed Media		Paint My World	Colour Splash	Life In Colour	Prehistoric painting	Light and Dark	Portraits	Artist study
Making Skills (inc Formal Elements)	Enjoys and responds to playing with colour in a variety of ways, for example combining colours	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively

				pattern. Experiment with overlapping and layering materials to create interesting effects.	eg by cutting, tearing, resizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.		digital art effects.	on a larger scale.
Sculpture and 3D		Creation Station	Paper Play	Clay Houses	Abstract Shape and Space	Mega materials	Interactive Installation	Making Memories
Making Skills (inc Formal Elements)	Uses 3D and 2D structures to explore materials and/or to express ideas Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.	Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
Craft and Design		Let's Get Crafty	Woven Wonders	Map It Out	Ancient Egyptian scrolls	Fabric of Nature	Architecture	Photo Opportunity

Making Skills (inc Formal Elements)	Uses 3D and 2D structures to explore materials and/or to express ideas	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique to make fibre art.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
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Colour Theory

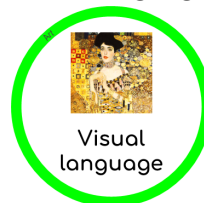


Colour mixing, tones, tints, shades

Colour	Enjoys and responds to playing with colour in a variety of ways, for example	Enjoys and responds to playing with colour in a variety of ways, for example	Know that the primary colours are red, yellow and blue. Know that primary colours can be	Know that different amounts of paint and water can be used to mix hues of secondary	Know that using light and dark colours next to each other creates contrast. Know that paint	To know that adding black to a colour creates a shade. To know that adding white to a	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours
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	combining colours Explore colour and how colours can be changed	combining colours Explore colour and how colours can be changed	mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, eg the seaside.	colours can be mixed using natural substances, and that prehistoric peoples used these paints.	colour creates a tint.	example by using warm or cool colours.	can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Tone			Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Visual Language



line, shape and form

Form			Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
Shape			Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
Line	Experiments with ways to enclose a space, create shapes and	Develops an understanding of using lines to enclose a space, and begins to	Know that drawing tools can be used in a variety of ways to create different lines.	Know that lines can be used to fill shapes, to make outlines and to add detail or	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add	To know that lines can be used by artists to control what the viewer looks at within a	To know how line is used beyond drawing and can be applied to other art forms.

	represent actions, sounds and objects	use drawing to represent actions and objects based on imagination, observation and experience	Know that lines can represent movement in drawings.	pattern.		expression or movement to a drawing.	composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	
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Effects



Texture, movement and expression

Pattern	Uses 3D and 2D structures to explore materials and/or to express ideas	Uses 3D and 2D structures to explore materials and/or to express ideas	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that 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.	To know that 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	Uses 3D and 2D structures to explore materials and/or to express ideas	Uses 3D and 2D structures to explore materials and/or to express ideas	Know that texture means 'what something feels like'. Know that different marks can be used to represent the	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

			textures of objects. Know that different drawing tools make different marks.	overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.	textured, as in a drawing using shading to recreate a fluffy object.			
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Media and Materials



Tools and supplies used to create art

	Uses tools for a purpose	Know how to hold a paintbrush and to produce a range of different effects. Uses tools for a purpose. Uses their increasing knowledge and understanding of tools and materials to explore their	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Explore sculpture with a range of malleable media, including clay. Explore shape and form through	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with, construct and join recycled, natural and man-made materials more confidently-e.g paper, card, staws, clay, papier mache and modroc.	Know and experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Join materials adequately and work reasonably independently. e.g slip in clay	Make informed choices in drawing inc. paper and media. Choose paints and implements appropriately.	Work on preliminary studies to test media and materials. Use recycled, natural and manmade materials to create sculpture. Add materials to provide interesting material	Demonstrate a wide variety of ways to make different marks with different paper and texture. Develop ideas using different or mixed media, using a sketchbook. Choose appropriate paint, paper and implements to adapt and extend their
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		interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	experimenting with, constructing and joining recycled, natural and man-made materials. Use a combination of materials that are cut, torn or glued. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	use a combination of materials that are cut, torn or glued. Sort and arrange materials Create textured collages from a variety of media including wax resist Use different materials to print on- fabric, papers-create wallpaper			Use a range of media to create collage.	work. eg watercolour and acrylic. Carry out preliminary studies, test media and materials and mix appropriate colours. Make a mould and use plaster safely.
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Artists and Artisans



Artists, craftspeople and designers

Knowledge of Artists		Enjoy looking at and talking about art. Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth Beth Cavener Julie Wilson Megan Coyle	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Marco Balich Louise Bourgeois Samantha Stephenson Judith Scott Cecilia Vicuna Renata Bernal Ilya Bolotowsky Zara Forman Wassily Kandinsky Bridget Riley Clarice Cliff Jasper Johns	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. Ranti Bam Rachel Whiteread Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell Quentin Blake Romare Bearden	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Ruth Asawa Anthony Caro Max Ernst Carl Linnaeus Georgia O'Keeffe Maud Purdy	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. El Anatsui Sokari Douglas-Camp Barbara Hepworth Magdelene Odundo Jaume Plensa Ruth Daniels Senanayake Megan Carter William Morris Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat Audrey Flack Clara Peeters Paul Cezanne	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. Cai Guo-Quang Zaha Hadid Friedensreich Hundertwasser Teis albers Karen Rose Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent Van Gogh Frida Kahlo Maggie Scott	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. Banksy Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston Dan Fenelon Diego Rivera Leonardo Da Vinci Frank Bowling Richard Brackenbury David Hockney Lubaina Himid Fiona Rae Paula Rego John Singer Sargent
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Styles and Periods



Art Movements

		Drawing Painting and mixed media Sculpture and 3D	Drawing Bridget Riley <i>Op Art</i> Painting and mixed media Clarice Cliff <i>Ceramic art deco</i> Jasper Johns <i>Pop art</i> Sculpture and 3D Louise Bourgeois <i>Contemporary/modern art</i>	Craft and design Painting and mixed media Romare Bearden <i>Modern art, Cubism</i> Sculpture and 3D Rachel Whiteread <i>Contemporary art</i>	Drawing Natural world Georgia O'Keefe <i>Modernism</i> Craft and design Sculpture and 3D Anthony Caro <i>Abstract art, modernism</i> Ruth Asawa <i>Modernism</i>	Drawing Still life Paul Cezanne <i>Post-Impressionism</i> Still life Holly Coulis <i>Modern Abstract</i> Painting and mixed media Landscape Georges Seurat <i>Pointillism</i> Craft and design	Drawing Van Gogh Mark-making <i>Post-Impressionism</i> Painting and mixed media Frida Kahlo Self portraits <i>Surrealism</i> Sculpture and 3D	Drawing Self portraits Leonardo Da Vinci <i>Renaissance</i> Human figure Banksy <i>Street Art</i> Craft and design Sculpture and 3D David Hockney <i>Pop Art</i>
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Emotions



Composition, colour, symbolism

				Begin to make decisions about where to place materials	Use colours to create a mood.	Plan and create different effects and textures with paint according to what they need for the task, e.g to create a mood. Include texture that conveys feelings, express or movement.	Demonstrate a secure knowledge about colour, choosing colour to create moods and effects.	Show an awareness of how paintings are created (composition). To be expressive and analytical to adapt, extend and justify their work.
Generating Ideas	Creates sounds, movements, drawings to accompany stories	Talk about their ideas and explore different ways to record them. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	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.

Sketch Books		Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	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.
Vocabulary			Drawing <i>2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</i> Painting and Mixed Media <i>hue, mix, pattern, primary colours, print, secondary colours, blend, kaleidoscope, shade, shape,</i>	Drawing <i>blending, charcoal, concertina, cross hatching, emoji emotion, expression frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin</i> Painting and Mixed Media <i>collage, detail, mixing, overlap primary colour, secondary colour, surface, texture</i> Sculpture and 3D <i>casting, ceramic, cut, detail, flatten, glaze</i>	Drawing <i>abstract, botanical, arrangement, blend, cut, dark, even, expressive, form, frame, composition, geometric, frottage, gestural, grip, light, line, organic, scale, magnified, pressure, rubbing, shading, texture, tone</i> Painting and Mixed Media <i>charcoal, composition, pigment, prehistoric, proportion, scale up, smudging, tone, texture, sketch</i> Sculpture and 3D	Drawing <i>collaborate, collage, composition, engraving, printing technique, proportion, shading, tone, wax-resist, symmetry, shadow, block print, highlight</i> Painting and Mixed Media <i>composition, hue, proportion, shade, shadow, still-life, tint, tone</i> Sculpture and 3D <i>ceramics, form, found objects, organic shape, scale, sculpture, typography</i> Craft and Design	Drawing <i>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</i> Painting and Mixed Media <i>collage, identity, mixed-media, monoprint, multimedia, photomontage, self-portrait</i> Sculpture and 3D <i>Display, Installation art,</i>	Drawing <i>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</i> Painting and Mixed Media <i>abstract, analyse, evaluate. interpret, medium, mixed-media, narrative, respond, tableau</i> Sculpture and 3D <i>Expression, Self,</i>

			<i>space, texture, thick</i> Sculpture and 3D <i>artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag</i> Craft and Design <i>art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft</i>	<i>impressing, in relief</i> <i>join, negative space</i> <i>pinch pot, plaster, roll</i> <i>score, sculptor, sculpture, shape, slip, smooth, surface</i> <i>three dimensional, thumb pot</i> Craft and Design <i>abstract, composition, curator, design, design brief, evaluate, felt, fibre, inspired, negative print, pattern, stained glass, view finder, gallery, imagery, landmarks, mosaic, overlap, shape, texture</i>	<i>abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional</i> Craft and Design <i>ancient, colour, composition, Egyptian, imagery, layout, papyrus, pattern, technique, scroll, convey</i>	<i>batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</i>	<i>Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</i> Craft and Design <i>architecture, architect, composition, elevation, legacy, monoprint, perspective, proportion, transform</i>	<i>Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</i> Craft and Design <i>arrangement, digit, layout, macro, monochrome, photography, photomontage, photorealism, prop, saturation</i>
Visits, opportunities and experiences		Midsomer Norton Town Christmas Art Trail Root Connections	Midsomer Norton Town Christmas Art Trail Root Connections	Midsomer Norton Town Christmas Art Trail Root Connections	The Bishop's Palace Eco Art Competition Root Connections	The Bishop's Palace Eco Art Competition Root Connections	The Bishop's Palace Eco Art Competition Root Connections	The Bishop's Palace Eco Art Competition Root Connections

Disadvantaged and SEND Pupils

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement, in order to close the gap. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of our children. We establish and maintain a culture of high expectations that expects children with SEND and those who are disadvantaged to be included in all the opportunities available to other children so they can achieve well.

We ensure that children with any additional needs are supported through regular assessment and feedback, differentiated planning, scaffolding, target setting, pre-teaching, overlearning, recall activities, targeted interventions, 1:1 support and regular reviews of progress. Art and Design often gives those children who struggle with literacy or numeracy skills the chance to access the curriculum in a different way, and express their emotions. It allows them to use a kinaesthetic approach to their learning and use their problem-solving skills.

Greater Depth within Art and Design

It is important in Art and Design that we create opportunities for all children to demonstrate high ability. In turn we can then identify those who can, or have the potential to, work at a deeper level within the subject. This will enable us to challenge and extend their learning further through purposeful planning, ensuring that the skills of these gifted and talented children are nurtured and developed.

A Greater depth learner in Art and Design will analyse and interpret their observations and present them creatively. They will draw on existing knowledge, make connections and draw on comparisons with others' work. They are enthusiastic and interested in the visual world. They enjoy experimenting with materials and are able to go beyond the conventional. They can sustain concentration, constantly refining ideas. They have confidence using a wide range of skills and techniques, and are quick to learn and transfer skills.

Assessment for and of learning

Teachers have a clear understanding of the expectations for their year group; they know what good learning looks like on a daily basis and over time; and know that it is their understanding of **how** a pupil completes a task or activity enables the pupil to clearly demonstrate **what** they have learned and their **depth** of learning.

Teachers complete ongoing informal assessments on children's learning that help them to identify gaps in learning which can be addressed promptly. These may be in the form of careful questioning, recall quizzes, mind maps or other assessment for learning tasks, or through assessment of the child's sketchbook.

At the end of each year our children 'move up' with a sketchbook that showcases their creative work from across the year and, by the end of Year 6, their art progress through school.