

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Intent:

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

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Exploring and Developing Ideas		
To produce creative work, exploring their ideas and recording experiences. Children can: - a respond positively to ideas and starting points; - b explore ideas and collect information; - c describe differences and similarities and make links to their own work; - d try different materials and methods to improve; - e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas, Children can: - a use sketchbooks to record ideas; - b explore ideas from first-hand observations; - c question and make observations about starting points, and respond positively to suggestions; - d adapt and refine ideas; - e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - a review and revisit ideas in their sketchbooks; - b offer feedback using technical vocabulary; - c think critically about their art and design work; - d use digital technology as sources for developing ideas; - e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing		
To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: - a draw lines of varying thickness; - b use dots and lines to demonstrate pattern and texture; - c use different materials to draw, for example pastels, chalk, felt tips; - d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - a experiment with showing line, tone and texture with different hardness of pencils; - b use shading to show light and shadow effects; - c use different materials to draw, e.g. pastels, chalk, felt tips; - d show an awareness of space when drawing; - e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; - b depict movement and perspective in drawings; - c use a variety of tools and select the most appropriate; - d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Painting		
To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: - a name the primary and secondary colours; - b experiment with different brushes (including brushstrokes) and other painting tools; - c mix primary colours to make secondary colours; - d add white and black to alter tints and shades; - e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colour wash, sweep, dab, bold brushstroke, acrylic paint.	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - a use varied brush techniques to create shapes, textures, patterns and lines; - b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; - c create different textures and effects with paint; - d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - a create a colour palette, demonstrating mixing techniques; - b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; - c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture		
To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: - a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - b use a variety of techniques, e.g. rolling, cutting, pinching; - c use a variety of shapes, including lines and texture; - d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - a cut, make and combine shapes to create recognisable forms; - b use clay and other malleable materials and practise joining techniques; - c add materials to the sculpture to create detail; - d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - a plan and design a sculpture; - b use tools and materials to carve, add shape, add texture and pattern; - c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - d use materials other than clay to create a 3D sculpture; - e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

Collage		
To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Printing		
To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	To improve their mastery of art and design techniques with a range of materials – printing. Children can: a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	To improve their mastery of art and design techniques with a range of materials – printing. Children can: a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

Work of Other Artists		
To understand 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. Children can: a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	To learn about great artists, architects and designers in history. Children can: a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennan-Wood.	To learn about great artists, architects and designers in history. Children can: a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.