

Intent	<p>At Marfleet Primary Academy:</p> <p>Our curriculum is designed to empower all children, regardless of background or need, to achieve their full potential and to success in life. We aim to provide a rich and balanced curriculum that develops strong foundations in English and maths, while also nurturing creativity, cultural awareness, and personal development. Through our Barriers to Success strategy we are committed to creating an inclusive and supportive learning environment where every child feels valued, challenged, and inspired to succeed. Our curriculum is designed to prepare children not only for academic success but future success in life.</p> <p style="text-align: center;">Our Values underpin all we do:</p> <p style="text-align: center;">Independence</p> <p style="text-align: center;">Love of Learning</p> <p style="text-align: center;">Aspirations</p> <p style="text-align: center;">Resilience</p> <p style="text-align: center;">Equality</p> <p style="text-align: center;">Respect</p> <p>Our Art and Design curriculum will 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. Our curriculum teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones throughout Nursery, Foundation, Key Stage One and Key Stage Two to allow pupils to expand on previous learning. This allows them to evaluate and analyse creative works using the language of art, craft and design.</p>
Substantive Knowledge in Art	<p>In order to make art with increasing proficiency, our Marfleet pupils need to develop practical substantive knowledge in the following areas: Methods and techniques, Media and materials, Formal elements: Line, tone, shape, colour, form, pattern, texture. This largely builds their knowledge of making skills. Through our curriculum our children gain substantive knowledge of the history of art through our Knowledge of artists strand. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.</p>
Disciplinary Knowledge in Art	<p>In Art and Design disciplinary knowledge refers to the knowledge our children acquire to help them understand art and design as a discipline. Marfleet pupils learn how art is studied, discussed and judged, considering our big questions: What is art? Why do people make art? How do people talk about art? In our curriculum, the strand Evaluating and analysing covers this knowledge.</p>

Art

EYFS building the foundations for Art:		
Nursery		
<p>Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art is taught as a host subject through the Big Idea but also plays a huge part in everyday life and provision in Nursery and Reception. Children leave Nursery and enter Reception ready to tackle the new Art and Design challenges ahead. They are developing their drawing and painting skills through using drawing and painting for a purpose. They are aware that different media causes a different effect and they are beginning to learn how to use it. They are exposed to a wide range of music, songs and rhymes and know a variety of these. They know that technology can be fun and are beginning to understand that it can have a purpose. Children are free to use their imaginations and will take part in simple pretend play as well as engaging in small world play.</p> <p>Expressive Arts and Design: Freely explore materials. Develop ideas by deciding which materials to use, how to use them and what to make. Join different materials and explore textures.</p> <p>Physical Development: Use one-handed equipment and tools e.g. scissors to make snips in paper. Use large muscle movements e.g. paint, make marks, wave streamers. Use a comfortable grip, with good control e.g. when holding pens and pencils. Choose appropriate resources to carry out a task.</p> <p>Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.</p>		
Drawing and Painting	Textiles/Collage	Printing
<ul style="list-style-type: none"> Knows how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Knows how to draw using some detail. This may include adding emotions such as a happy face or a sad face in their work. Knows how to use drawing to represent movement or loud noises (squiggle while you wiggle). Spots that mixing colours changes them. Starts to colour in the lines 	<ul style="list-style-type: none"> Knows that different materials can be used for different things and explores them freely through Art/DT areas of provision. Develop their own ideas and then choose which materials to use to express them thinking about texture and shape. Knows some ways of joining materials together. Knows how to use scissors to make snips. 	<ul style="list-style-type: none"> Knows how to use printing equipment such as vegetables or stamps with support.
Role Play	Sculpture (3D Form)	Digital Media/Music
<ul style="list-style-type: none"> Know how to Take part in simple pretend play, using an object to represent something else even when they are not similar Knows how to start to develop complex stories using small world equipment like animal sets, dolls and dolls houses Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> Make small world set ups for play by arranging and selecting some resources. Knows how to explore junk modelling and knows some ways of joining materials together. 	<ul style="list-style-type: none"> Recognises familiar sounds in songs and knows some songs to join in with Knows and sings some entire songs and can create or change their own versions Knows how to use instruments such as bells and tambourines with increasing control

EYFS building the foundations for Art:		
Reception		
<p>Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art is taught as a host subject through the Big Idea but also plays a huge part in everyday life and provision in Nursery and Reception. Children build on the knowledge that they have learnt in Nursery and prepare for Year 1 through</p>		

<p>re-visiting and furthering their Art and Design skills and knowledge. They can paint and draw with increasing accuracy and they know how to hold a pencil and handle tools with care. They know that some colours can be changed by mixing. They set goals and discuss what they want to achieve and confidently choose means to create/make what they want to. They can use technology with increasing control to achieve a desired effect. Children play freely; expressing their imagination and re-creating life events through role-play scenarios and small world play.</p> <p>Expressive Arts and Design: Return to and build on previous learning by refining ideas and developing the ability to represent ideas Explore, use and refine a variety of artistic effects to express ideas and feelings Create collaboratively by sharing ideas, resources and skills</p> <p>Physical Development: Develop small motor skills to enable tools to be used competently, safely and confidently Use core muscle strength to achieve a good posture when sitting at a table or on the floor Develop overall body strength, balance, coordination and agility</p> <p>Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.</p>		
Drawing and Painting	Textiles/Collage	Printing
<ul style="list-style-type: none"> Draws pictures to represent their own lives or feelings and emotions and be able to talk about them Knows how to add increasing detail to drawings and paintings such as petals on a flower or fingers on hands Knows that colours can be mixed to change them to a desired effect and can make a/some colours Holds pencils with the correct tripod grip to colour/paint accurately. 	<ul style="list-style-type: none"> Knows how to safely use and select a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Knows many ways to achieve a desired effect such as using tape or glue to attach or scrunching and twisting Knows how to use scissors with increasing precision. 	<ul style="list-style-type: none"> Knows how to print safely and independently Selects print methods to achieve a desired effect.
Role Play	Sculpture (3D Form)	Digital Media/Music
<ul style="list-style-type: none"> Knows how to develop storylines in their pretend play and participates with others in these Knows how to make use of props and materials when role playing characters in narratives and stories and is creative with their choices Knows how to Invent, adapt and recount narratives and stories with peers and their teacher 	<ul style="list-style-type: none"> Knows how to return to and build on their previous learning, refining ideas and developing their ability to represent them Uses a range of building materials including smaller pieces such as Lego to create a desired effect Sets a goal to make something and chooses resources appropriate to do so Uses books to inspire what they would like to build/make. 	<ul style="list-style-type: none"> Knows how to listen attentively, move to and talk about music, expressing their feelings and responses Watches and talk about dance and performance art, expressing their feelings and responses as well as taking part in these Knows how to sing in a group or on their own, increasingly matching the pitch and following the melody Knows how to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Drawing					
	Year 1	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <ul style="list-style-type: none"> Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> 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 	<p>How to:</p> <ul style="list-style-type: none"> Use shapes identified within 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. Make careful observations to accurately draw an object. 	<p>How to:</p> <ul style="list-style-type: none"> 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 	<p>What print effects different materials make.</p> <p>How to:</p> <ul style="list-style-type: none"> 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 	<p>Gestural and expressive ways to make marks.</p> <ul style="list-style-type: none"> Effects different materials make. The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro.

	<p>texture.</p> <ul style="list-style-type: none"> Look carefully to make an observational drawing. Complete a continuous line drawing. 	<ul style="list-style-type: none"> Create abstract compositions to draw more expressively. 	<p>composition.</p> <ul style="list-style-type: none"> 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. 	<p>final composition.</p> <ul style="list-style-type: none"> Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.
So that they can:	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. Develop observational skills to look closely and reflect surface texture	Confidently use 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. 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.

Painting and Mixed Media				
	Year 1	Year 2	Year 4	Year 5
Methods, techniques, media and materials	<p>Combine primary coloured materials to make secondary colours.</p> <ul style="list-style-type: none"> 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. 	<p>Mix a variety of shades of a secondary colour.</p> <ul style="list-style-type: none"> 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. 	<p>Mix a tint and a shade by adding black or white.</p> <ul style="list-style-type: none"> 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. 	<p>Develop a drawing into a painting.</p> <ul style="list-style-type: none"> 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.
So that they can:	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.	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.	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. 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.

Sculpture and 3D					
	Year 1	Year 2	Year 3	Year 5	Year 6
Methods, techniques, media and materials	Roll and fold paper. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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. 	How to: <ul style="list-style-type: none"> ● 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. 	How to: <ul style="list-style-type: none"> ● 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. 	How to: <ul style="list-style-type: none"> ● 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.
So that they can:	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	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	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	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	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

		closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	understanding of shape to communicate form and proportion.	time and applying their understanding of tone, texture, line, colour and form.	collaboratively on a larger scale and incorporating the formal elements of art.
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Craft and Design				
	Year 2	Year 3	Year 4	Year 6
Methods, techniques, media and materials	<p>How to:</p> <ul style="list-style-type: none"> • 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. 	<p>That layering materials in opposite directions make the handmade paper stronger.</p> <p>How to:</p> <ul style="list-style-type: none"> • 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. 	<p>That a mood board is a visual collection which aims to convey a general feeling or idea.</p> <ul style="list-style-type: none"> • That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> • 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. • Use 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 	<p>How different materials can be used to produce photorealistic artwork.</p> <ul style="list-style-type: none"> • That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> • 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.
So that they can:	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.	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.	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.	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.

Painting and Mixed Media						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	That the primary colours are red,	Different amounts of paint and	Using light and dark colours next	Adding black to a colour creates	Artists use colour to create an	A 'monochromatic' artwork uses

	yellow and blue. Primary colours can be mixed to make secondary colours.	water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.	to each other creates contrast.	a shade. Adding white to a colour creates a tint.	atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	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	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.	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.	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 artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	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. Patterns can be made using shapes.	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.		How an understanding of shape and space can support creating effective composition.
Line	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.		Using different tools or using the same tool in different ways 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.		How line is used beyond drawing and can be applied to other art forms.
Pattern	That a pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	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, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	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.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	
Tone	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create	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.

			different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling			
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Knowledge of Artists						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Meanings	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.	Art from the past can give us clues about what it was like to live at that time.		Artists are influenced by what is going on around them; for example culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. How an artwork is interpreted will depend on the life experiences of the person looking at it.	Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
Interpretation	Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories.	Art can be figurative or abstract.	The meanings we take from art made in the past are influenced by our own ideas.	Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it.	Artists use self-portraits to represent important things about themselves. Artists create works that make us question our beliefs.	Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. 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. Art sometimes creates difficult feelings when we look at it.
Materials and Processes Pupils know:	Artists choose materials that suit what they want to make.	Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Artist make decisions about how their work will be displayed.	Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. 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. Artists use drawing to plan ideas for work in different media.	Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example digital imagery with paint or print. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. 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. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Artforms are always evolving as materials and techniques change over time.
Materials and Processes	Understand how artists choose	Talk about art they have seen	Discuss how artists produced art	Use subject vocabulary	Research and discuss the ideas	Describe, interpret and evaluate the

So they can:	materials based on their properties in order to achieve certain effects.	using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries
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Evaluating and Analysing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is art?	Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.		Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose.	Artists make choices about what, how and where they create art. Artworks can fit more than one genre.	Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary.	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. Art can be a digital art form, like photography
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. People make art for fun. People make art to decorate a space. People make art to help others understand something.	People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature.	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.	People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions.	Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People use art as a means to reflect on their unique characteristics.
How do people talk about art? Pupils know:		.	People can have their own opinions about art, and sometimes disagree. One artwork can have several meanings.	Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work. Artists evaluate what they	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. Some artists become well-known or famous and people tend to	Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. Art can be analysed and

				make and talking about art is one way to do this.	talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.	interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.
How do people talk about art? So they can:	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. 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. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. 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. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Evaluating and Analysing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is art?	Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.		Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose.	Artists make choices about what, how and where they create art. Artworks can fit more than one genre.	Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary.	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. Art can be a digital art form, like photography
Why do people make art?		People use art to tell stories. People make art about things that are important to	People use art to tell stories and communicate. People can make art to express	Art can be created to make money; being an artist is a job for some people.	People make art to express emotion. People make art to	Sometimes people make art to express their views and opinions, which can be

		<p>them.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p> <p>People make art for fun.</p> <p>People make art to decorate a space.</p> <p>People make art to help others understand something.</p>	<p>their views or beliefs.</p> <p>People make art for fun, and to make the world a nicer place to be.</p> <p>People use art to help explain or teach things.</p> <p>People make art to explore big ideas, like death or nature.</p>	<p>Art, craft and design affects the lives of people who see or use something that has been created.</p>	<p>encourage others to question their ideas or beliefs.</p> <p>People make art to portray ideas about identity.</p> <p>People make art to fit in with popular ideas or fashions.</p>	<p>political or topical.</p> <p>Sometime people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>
<p>How do people talk about art? Pupils know:</p>		.	<p>People can have their own opinions about art, and sometimes disagree.</p> <p>One artwork can have several meanings.</p>	<p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p> <p>Artists evaluate what they make and talking about art is one way to do this.</p>	<p>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.</p> <p>Some artists become well-known or famous and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	<p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>People can have varying ideas about the value of art.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>
<p>How do people talk about art? So they can:</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>