

Art Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Art Intent	Children understand the impact of Art on the world around us Children understanding the role of Art in the wider community	Children build a foundational knowledge of key artistic concepts Children can use their artistic knowledge to choose the correct tools for their desired outcomes	Children build on skills and transfer these skills to new techniques taught Children can recognise error and make changes to their designs to improve on the final piece
Implementation	<ul style="list-style-type: none"> Learning Journeys make reference to known artists and designers within that area of learning. Children can discuss the effect of known artist's techniques. Learning Journeys will refer to the historical and social impact of known artists work and explore how art represents different communities around the world. Children will have the opportunity to share and display their work. 	<ul style="list-style-type: none"> Learning Journeys will be based around artistic skills and learning new art techniques which children will then apply Children will develop their techniques, including their control and their use of materials, with creativity, and an increasing awareness of different kinds of art, craft and design. Children will build on their progression of skills throughout the year and year groups and explore different domains and areas of artistic skills. Children are given opportunities to apply key skills independently in each lesson. High expectations for all are evident in sketch-books, which reflect the Learning Journey. 	<ul style="list-style-type: none"> Elements of prior knowledge will be recapped in all lessons Learning Journeys will provide regular opportunities for children to apply their knowledge. Children are given opportunities to form and revise their own work. Children will learn from peer feedback to improve and revise new art tasks.
Impact	<ul style="list-style-type: none"> Children are aware of how Art influences the world around them Children enjoy Art and are aware of opportunities relating to Art in later life. 	<ul style="list-style-type: none"> Children will have key skills which they can apply to a variety of outcomes. Children will be able to have the courage to experiment with newly taught skills. 	<ul style="list-style-type: none"> Children can apply their prior knowledge to new learning. Children will develop their resilience by continuing with tasks and knowing when to change and improve their final pieces.

Art Progression

Year Three		
Painting (some drawing)	Printing	Collage
<ul style="list-style-type: none"> ◆ Can I develop painting from simple drawings, imagination and preliminary sketchbook work? ◆ Can I paint areas and shapes neatly and begin to follow outlines of shapes with increasing control? ◆ Can I experiment creating different textures and patterns, using a variety of given tools? ◆ Can I use different types of brushes for specific purposes guided by teacher? ◆ Can I mix and match colours to create primary and secondary shades and tone? ◆ Can I use colour and marks to express mood? ◆ Can I experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc? 	<ul style="list-style-type: none"> ◆ Can I experiment with printing techniques using different materials to print with using one or two colours of paint or ink? ◆ Can I use a tile print using a simple line drawing, explore repeated pattern, random or organised? ◆ Can I make connections between my own work and patterns in my local environment (e.g. curtains, wallpaper) ◆ Can I talk about the processes used to produce a simple print? ◆ Can I explore pattern and shape, creating designs for printing? ◆ Can I make a more complex printing block from polystyrene printing tiles or similar? ◆ Can I build a printing block by applying card, string, wool etc.? 	<ul style="list-style-type: none"> ◆ Can I experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures? ◆ Can I name the tools and materials I have used? ◆ Can I cut complex shapes from a range of materials with some accuracy? ◆ Can I tear paper to pre-determined strips and shapes? ◆ Can I change the surface of materials by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying? ◆ Can I apply adhesive sparingly and stick shapes down accurately?

Art Progression

Year Four		
Drawing (with Painting)	3D Form	Painting
<ul style="list-style-type: none"> ◆ Can I use marks and lines to draw images from imagination and experience? ◆ Can I begin to add detail and shade to my drawings including tone, texture and colour? ◆ Can I experiment with different grades of pencil and other implements to draw different forms and shapes? ◆ Can I show awareness of objects having a third dimension by introducing shade to represent a light source? ◆ Can I apply technical skills to improve the quality of my work? ◆ Can I develop different drawing techniques (hatching, cross hatching, stippling, blending, shading, erasing) 	<ul style="list-style-type: none"> ◆ Can I plan, design and make models from observation or imagination? ◆ Can I begin to build layers of sculpture. e.g. Build onto a clay tile using joining techniques ◆ Can I plan a sculpture through drawing and other preparatory work? ◆ Can I show an understanding of shape, space and form? ◆ Can I plan, design, make and adapt models? ◆ Can I use simple techniques for building and joining clay including pinch, slip, slab, coil? ◆ Can I use a wider range of simple tools to cut, shape and impress patterns and textures in clay? 	<ul style="list-style-type: none"> ◆ Can I develop painting from drawings (with some detail), imagination and preliminary sketchbook work? ◆ Can I paint areas and shapes neatly and follow the outlines of shapes with accuracy and control? ◆ Can I create different effects and textures by using a variety of tools and techniques? ◆ Can I identify primary, secondary, complementary and contrasting colours? ◆ Can I select appropriate colour groups to create a specific mood? ◆ Can I use more specific colour language? (e.g. tint, tone, shade, hue) ◆ Can I show increasing independence and creativity with the painting process?

Art Progression

Year Five		
Painting (some drawing)	3D Form	Drawing
<ul style="list-style-type: none"> ◆ Can I develop painting from detailed preliminary sketchbook work to represent things observed, remembered or imagined? ◆ Can I paint pictures with accuracy and control and begin to use tonal shading to create three dimensional effects? ◆ Can I select different tools to create a variety of textures and patterns and can I use these patterns create three dimensional effects? ◆ Can I select different types of brushes and tools considering how suitable they are for intended outcome? ◆ Can I mix colours to achieve desired shades? ◆ Can I use and adapt colours groups to create moods for different purposes? ◆ Can I demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours? 	<ul style="list-style-type: none"> ◆ Can I shape, form, model and construct from observation or imagination, explore different techniques? ◆ Can I use recycled, natural and man-made materials to create sculptures? ◆ Can I plan a sculpture through drawing and other preparatory work? ◆ Can I describe the different qualities involved in modelling, sculpture and construction? ◆ Can I shape and impress patterns and textures in a range of materials including paper? ◆ Can I use and create using papier-mâché and model 3D shapes in a range of scales? 	<ul style="list-style-type: none"> ◆ Can I use line and shade to draw images from imagination, remembered or observed? ◆ Can I start to show an understanding of the effect of light in objects? ◆ Can I add detail to drawings and begin to consider proportion and simple perspective in my work? ◆ Can I use different grades of pencil and other implements to achieve variations in tone? ◆ Can I describe what I have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements?

Art Progression

Year Six		
Drawing	Painting (some ICT)	Textiles (some printing and collage)
<ul style="list-style-type: none"> ◆ Can I use line, tone and shade in detailed sketch work to represent images in the third dimension? ◆ Can I show the way that the direction of a light source can make something look like it is further away? ◆ Can I develop my use of the effect of light on objects from different directions? ◆ Can I show increased accuracy in the use of scale, proportion and perspective? 	<ul style="list-style-type: none"> ◆ Can I create imaginative initial drawings from a variety of sources which demonstrate a good level of detail? ◆ Can I paint detailed areas neatly with accuracy and control and use shade and tones to create three dimensional effects and perspective? ◆ Can I select appropriate tools to create interesting effects and textures ? ◆ Can I mix colours to achieve desired shades with the addition of black and white to create tones for dimensional work? ◆ Can I use an adapt colours groups to create moods for different purposes? ◆ Can I choose appropriate paint, paper and implements to adapt and extend my work? ◆ Carry out preliminary studies, test media and materials and mix appropriate colours? ◆ Can I use hues, shades and tints effectively to create art work using an art software package? ◆ Can I consider choices such as angle, light, focus, closeness and composition when using a digital camera? 	<ul style="list-style-type: none"> ◆ Can I join fabrics in different ways, including stitching? ◆ Can I use different grades and uses of threads and needles? ◆ Can I use a range of media to create collage? ◆ Can I experiment with using batik safely? ◆ Can I dye fabrics and threads to achieve particular effects required by the work? ◆ Can I further experiment with materials to achieve new textures using a range of colour tones?