



## ART POLICY

### INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Art and design curriculum is designed so that progressive knowledge and skills are taught throughout EYFS up to Year 6. We want all children to see themselves as artists and designers and we aim to equip them with the skills and knowledge in order for them to feel this. We believe that Art and design stimulates creativity and imagination. This policy has been established to address the National Curriculum for Art and Design KS1, KS2 and the Early Years Framework documents. 'Art' should be interpreted as 'art, craft and design' and artists should be interpreted as artists, crafts people and designers throughout all documentation. The Art and Design policy follows whole school guidance on the curriculum and how it is managed, organized, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs, inclusion and equal opportunities.

We believe that Art and design within the trust schools provides a visual, tactile and sensory experience and a special way of understanding and responding to the world and involving our local community. It enables children to communicate what they see, feel and think through immersion, by creatively looking into colour, texture, form, pattern and space. It gives children the opportunity to explore materials and artistic processes, providing a sense of calm, of achievement and success at all levels.

Throughout the Trust, we aim for the children to become involved in shaping their own immersive learning environments through producing refined finished pieces to display in classrooms and corridors. Children learn to make informed judgements with aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the basic skills, roles and functions of art, they can explore the impact it has had on contemporary life and that of modern, historic times and cultures. The children within the settings learn to appreciate and gain enjoyment of the visual arts and the impact that art has to enrich our lives.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Art and design through the progression of skills and knowledge, both of which are planned in a sequential document. This document includes key lines of inquiry to develop links across the curriculum, as well as to the bigger concepts that drive our curriculum intent.

### VISION STATEMENT

A successful Artist at Wickersley Partnership Trust is:

- Enthusiastic about Art

- Enjoys the creativity that Art allows
- Is able to appreciate the work of other artists
- Is able to evaluate their own work and suggest ways to improve
- Is keen to develop and refine their skills
- Is able to demonstrate a range of skills, handle tools and media, with confidence
- Is able to apply their knowledge and understanding of Art to their own work.

### HOW WE INTEND TO REMOVE BARRIERS

In Art and Design we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own artistic literacy and vocabulary. A progressive vocabulary list forms part of the long term planning document. Key artistic vocabulary is displayed in all settings.

#### AIMS

- To follow a skills and knowledge based curriculum that installs confidence, enthusiasm and creativity and boosts the imagination
- To develop and refine their skills and knowledge in how to handle tools and media, with confidence.
- To record from first-hand experience and from imagination, and to select their own ideas to use in their work
- To develop and master increasing confidence in the use of visual and tactile elements and materials
- To improve abilities to control materials, tools and techniques
- To increase their critical awareness and be able to evaluate their own work and make suggestions of ways to improve it
- To appreciate the work of many different artists within the different roles and purposes of art and design from modern and historical times and cultures
- To foster an enjoyment and appreciation of the visual arts throughout the years and gain a knowledge of artists of new and old including craftspeople and designers.

#### TO PROVIDE ALL CHILDREN WITH A BROAD AND BALANCED EDUCATION:

- Encourage the use of ICT and multimedia to communicate and explore ideas
- Ensuring that every child should experience at least one visit to an art gallery during their time at Wickersley Partnership trust.
- Learn about art and the appreciation of the work of other artists and crafts people from different times and cultures.
- Develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media.
- Make increasingly informed and creative choices of media, tools and techniques for a given purpose for example, painting, collage, print making, digital media, textiles, sculpture.
- Develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others such as sculptors, photographers, architects, textile designers, computer animators, typographers.
- Deliver an ambitious, creative curriculum alongside the National Curriculum where children experience a broad range of creative experiences to enhance their enjoyment and engagement.
- Train children in the safe and appropriate use and maintenance of tools and techniques in accordance with health and safety requirements.

#### LITERACY

Art contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas,

methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **NUMERACY**

Art contributes to the teaching of mathematics in our settings by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **ORACY**

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge the use of skills and artist related language and will direct pupils towards the correct terminology when appropriate.

### **VOCABULARY**

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key Art and design vocabulary is highlighted to the pupils and pupils are guided to use this in their work. Key Art vocabulary is displayed in all classrooms.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

Art feeds into the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

The teaching of art offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

How we develop skills for learning

## **NATIONAL CURRICULUM CONTENT**

### **FOUNDATION STAGE**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The children's learning experiences includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Expressive art and design. Exploring and Using Media and Materials.  
EYFS children should be taught:

### **EXPRESSIVE ARTS AND DESIGN**

#### **Creating with Materials ELG**

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

#### **Being Imaginative and Expressive ELG**

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.

### **KEY STAGE 1**

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.

### **KEY STAGE 2**

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.
- 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.

## **HOW WE FOSTER PERSONAL ATTRIBUTES**

In Art and Design our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with the SCHOOL Way. The Trust schools use a variety of teaching and learning styles in art and design lessons. Our main aim is to develop the children's knowledge of basic skills needed to develop in art and design.

With this, the trust aims for our schools to ensure that we encourage the fluidity of a full curriculum approach to art and design by exploring and developing ideas, critiquing and evaluating, to develop and progress the learning. We do this, through a mixture of whole-class teaching and individual/group activities. Teachers should draw attention to good examples of individual performance as models for the other children. As well as working alongside children to give critique and steps forward towards success. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of high-quality materials and resources, including ICT.

The Art curriculum is conscious of the learning and participation of all students. Teaching is planned with this in mind and any extra support should be provided to pupils if they need it. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. The Internet and our IWB offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

Within the trust we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses; Use a variety of approaches that are matched to the activity and the ability of the children.
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups. Special Educational needs children need to be catered for in the planning of the program to support all children to have their confidence and their self-esteem raised.
- Children must be given the opportunity to examine exhibits, artefacts, historical buildings of interest.
- Clearly identify whether the art activities are exclusively art, or whether they are applying skills through one or more aspects of the wider curriculum, as in topic work. When children are undertaking activities that are directly related to another element of the curriculum, they should be aware that the session is an art investigation and that they are therefore, focusing upon art skills.
- Clear links between art and design technology provide opportunity to develop the children's ICT capabilities.
- Ensure that issues of Health and Safety are always addressed in the planning and delivery of the art curriculum.
- The planned program must encourage the children's development of personal and social skills, be fully inclusive and give equal opportunities for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as a whole class when required.

## HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

The Art curriculum lead and individual school teams are responsible for ensuring that both Art and DT are well planned and link to the topics being covered for each half term. This will ensure equal distribution of Art and DT and progression in the skills of pupils being developed. The art subject leaders are encouraged to keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school. The staff meet regularly to review and celebrate individual evidence of children's work.

The monitoring of the standards of children's work and of the quality of teaching in art is the responsibility of the art leader. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art subject leader gives the Head Teacher and Governors an annual summary report in which together they will evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Teachers analyse pupil's progress against the cross curricular skills ladders at the end of each school year to complete the annual report to parents. Teachers will carry out informal ongoing assessment to ensure continuity, progression and achievement in Art. A summative assessment of children's progress in Art over the year is provided in their end of year report. Along with this, a collection of work and sketchbooks, which is carried through into the next academic year, shows children's achievement in art. Staff will also be encouraged to record photographic evidence of pupils work in sketchbooks.

### SKETCHBOOKS

Sketchbooks are used in EYFS through to Year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and

for what purposes, including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. All year groups use a sketchbook that is similar in format.

The contents of the sketchbook could include:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record a basic skills development
- Photograph and other illustrative material to support ongoing work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit, packaging, advertisements, posters, photographs
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

### DISPLAYS

Wickersley partnership trust aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school towards excellence
- To celebrate achievement
- To increase children's self-esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

Individual teachers are responsible for the learning environment within their own classroom and designated areas.

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's work.

Displays should include:

- Information (pictures, reference materials, word banks, etc to encourage interaction and enquiry)
- A clear title and brief summary about the learning.
- Process evidence (stimulus material, evidence of the work's evolution)
- Outcomes (final results).
- Captions and questions to engage the audience about the learning
- Clear labels and headings to indicate the title of the work and which subject or topics it is related to
- Information about the process involved
- The year group of the children (when outside the individual classrooms).

### ICT

The ICT team ensure that the computers in school have a range of graphic software, including 'paint', Tux paint, clip art facilities, with access of a scanner and a digital camera, ipads and notebooks. Schools have full Internet access that can be used to find images for our artwork, with appropriate supervision and parental consent. ICT is incorporated within the art curriculum wherever relevant. Every classroom has an Interactive White Board and will be used to model and demonstrate art programs. It also has many other uses, such as: showing photographs of school

trips or artefacts, scanning and showing examples of children's work.

### **EXTRA-CURRICULAR ACTIVITIES IN ART AND DESIGN.**

The Trust is fully committed to providing quality enhanced experiences for all pupils aged 6 and over, outside the classroom and directed teaching time. Each term a varied menu of clubs, workshops and activities are offered which include art and design. The whole ability range is catered for within this extra-curricular provision from children with Special Educational Needs to those who are more able.

### **RESOURCES**

Schools are able to purchase best quality Art resources in line with the school's budget. These materials are distributed among the year group leaders for their classes. Budget information and resource needs are reviewed on a yearly basis.

Resources include: -

- We provide a list of equipment needs to ensure all schools have access to quality resources.
- We have a bank of resources to go alongside our cross-curricular History and Geography art projects and have access to borrowing artefacts for projects from the community of schools.
- We use the local environment for visual stimulus and for observational drawing work, for example the school grounds (buildings, trees, plants, flowers, insects) the surrounding houses, shops and local landmarks.
- We use visitors and visits, trips outside the local area as an opportunity to use as starting points for children's work.
- The school library has a wide range of books for both teachers and pupils to refer to and use in the classroom to support their work.



**SUBJECT INTENT:** Every child is genuinely born an artist. We believe children should be provided with the best quality art materials from the earliest age in order to explore the characteristics of a range of media and develop and extend skills when creating art in both 2 and 3 dimensions. Our Art, craft and design curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and invent, drawing on past experiences and the wonder of nature to explore the possibilities of human creativity. Children will find out about the work of other artists and designers and learn how they have shaped and reflected our history, and impacted on the culture and creativity of the world in which we live. Every child has the right to feel successful as an artist and have their unique ideas and thoughts valued. Our Art and Design Curriculum enables pupils to be risk takers, critical thinkers and reflectors - skills which will have a positive life-long impact. Our role in teaching and developing the skills in Art is vital in order for children to keep seeing themselves as artists as they grow up.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
ART AND DESIGN - MASTERING TECHNIQUES - SKILLS AND KNOWLEDGE	<b>Drawing</b>	I can use pencils, crayons and pastels to create simple representations of events, people and objects.	I can draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.	I can draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.	I can use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	I can use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	I can use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/ impressionistic. Use lines to represent movement.	I can use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/ impressionistic. Use lines to represent movement.
	<b>Equipment/ Vocabulary</b>	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, Chalk pastel <b>Line, pattern, texture, shape, form, space</b>	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, chalk pastel <b>Line, pattern, texture, shape, form, space, tone, hatch, cross hatch</b>	Artist's Dictionary, Black pen, 4B pencil, charcoal, oil pastel, chalk pastel <b>Line, pattern, texture, shape, form, space, tone, hatch, cross hatch</b>	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel <b>Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, angle, scale</b>	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel <b>Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, angle, scale</b>	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel, Pen and ink <b>Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, perspective, scale, angle, proportion</b>	Artist's Dictionary and Sketchbook, Black pen, 4B, 8B pencils, charcoal, oil pastel, chalk pastel, Pen and ink <b>Line, pattern, texture, shape, form, space, tone, hatch, cross hatch, light, shade, perspective, scale, angle, proportion</b>
	<b>Painting</b>	I can explore what happens when they mix colours. Experiment with paint to create different textures. Choose colours for a purpose. Explore how colours can be changed.	I can use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.	I can use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones. Create colour wheels.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	I can lightly sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world according to topic. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistency to create texture.	I can lightly sketch before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world according to topic. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to create mood. Use brush techniques and paint consistency to create texture. Start to develop a personal style.
	<b>Equipment/ Vocabulary</b>	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush, Try out paper <b>Colour, line, pattern, texture, shape, form, space</b>	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, mummy, daddy, baby brush, Try out paper <b>Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tints, tones</b>	Powder paints (brilliant red, blue, yellow, black and white), 6 well pallet, clear water pot, thick, medium, and fine brush, Try out paper <b>Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tints, tones</b>	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints <b>Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, cold, warm</b>	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints <b>Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, cold, warm</b>	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints, Acrylic paints <b>Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, opaque, transparent, hue</b>	Powder paints (brilliant red, blue, yellow, black and white), artists pallet and water pot, thick, medium and fine brush, try out paper, Water colour paints, Acrylic paints <b>Colour, line, pattern, texture, shape, form, space, primary colours, secondary colours, tertiary colours, tints, tones, mood, opaque, transparent, hue</b>
	<b>Sculpture</b>	I can construct with a purpose in mind using a variety of resources e.g. box modelling equipment. Manipulate material such as clay to achieve a planned effect. Join construction pieces together to build and balance.	I can use a combination of shapes and materials including rolled up paper, straws, card, boxes and clay. Use them to create lines and textures. Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	I can use a combination of shapes and materials including rolled up paper, straws, card, boxes and clay. Use them to create lines and textures. Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include textures. Mould, shape and carve clay, adding materials to provide interesting detail.	I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include textures. Mould, shape and carve clay, adding materials to provide interesting detail.	I can show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form.	I can show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form.
	<b>Equipment/ Vocabulary</b>	Box modelling equipment Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources <b>Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked</b>	Box modelling equipment, Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources <b>Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked</b>	Box modelling equipment, Range of joining materials, Clay, Clay tools, Natural materials, Atelier resources <b>Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked</b>	Clay, Clay tools, Natural materials, Atelier resources <b>Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked</b>	Clay, Clay tools, Natural materials, Atelier resources <b>Mould, roll, shape, assemble, build, balance, join, attach, potters glue, fold, 3D, overlapping, solid, stacked</b>	Clay (terracotta and grey), Clay tools, Clay slip <b>Glass beads, embellishing materials Form, space, 2D, 3D, Solid, regular, irregular, rounded, curved</b>	Clay (terracotta and grey), Clay tools, Clay slip <b>Glass beads, embellishing materials Form, space, 2D, 3D, Solid, regular, irregular, rounded, curved</b>
	<b>Printmaking</b>	I can use printmaking techniques such as sponge printing/ block printing to create and recreate patterns on paper and fabric. Create simple relief prints using polyblock, handling rollers correctly.	I can use repeating or overlapping shapes. Mimic print from the environment e.g. wallpapers. Use objects to create prints such as fruit and vegetables. Press, roll, rub and stamp to make prints on paper and fabric.	I can use repeating or overlapping shapes. Mimic print from the environment e.g. wallpapers. Use objects to create prints such as fruit and vegetables. Press, roll, rub and stamp to make prints on paper and fabric.	I can print layers of two or more colours. Replicate patterns observed in natural or built environments. Make own printing blocks (e.g. coiled string on card). Make precise repeating patterns.	I can print layers of two or more colours. Replicate patterns observed in natural or built environments. Make own printing blocks (e.g. coiled string on card). Make precise repeating patterns.	I can build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	I can build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
	<b>Equipment/ Vocabulary</b>	Range of materials to print with including man-made and natural materials, Polyblock, rollers, printing ink, ink trays <b>Print, pattern, repeat, shape, colour</b>	Range of materials to print with including fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays, polyblock <b>Print, relief, repeat, opposite, line, colour, pattern, shape</b>	Range of materials to print with including fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays, polyblock <b>Print, relief, repeat, opposite, line, colour, pattern, shape</b>	<b>Child Made Printing blocks, natural materials, printing inks for children to mix and create own tints and tones</b> <b>Repeat pattern, print relief, tones, tints, shades, effect, symmetrical, uniform</b>	Child Made Printing blocks, natural materials, printing inks for children to mix and create own tints and tones <b>Repeat pattern, print relief, tones, tints, shades, effect, symmetrical, uniform</b>	Range of materials to print from including polyblock (layer with shaped paper to change the effect) Printing inks to mix own tints and tones, revisit prints, add other visual elements <b>Positive, negative, overlap, overlay, motif, effect, impression</b>	Range of materials to print from including polyblock (layer with shaped paper to change the effect) Printing inks to mix own tints and tones, revisit prints, add other visual elements <b>Positive, negative, overlap, overlay, motif, effect, impression</b>
	<b>Develop ideas</b>	I can explore a range of 2D and 3D materials finding out about their qualities and possibilities.	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can respond to ideas and starting points via topic. Explore different methods and materials as ideas develop	I can develop ideas from starting points throughout the curriculum. Collect information in sketchbooks. Adapt and refine ideas as they progress. Comment on artworks using visual language.	I can develop ideas from starting points throughout the curriculum. Collect information in sketchbooks. Adapt and refine ideas as they progress. Comment on artworks using visual language.	I can develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Comment on artworks with a more fluent grasp of visual language.
	<b>Key Knowledge</b>	I know about artists who use colour and shape. I know how to represent my ideas using colour and shape.	I know that some artists use colour and pattern to express themselves. I know how to create a landscape using a range of techniques. I know how to flood fill.	I know that landscapes can be represented differently depending on the period they were created. I know that art forms can express important global messages. I know how to create a portrait.	I know how to create a figure. I know that artists represent figures in different ways. I know that artists and designers to the wealth of a nation.	I know how to create an accurate and proportionate portrait. I know about traditional and abstract art forms. I know that artists can contribute to the wealth of a nation and explain why. I know that art includes everyone.	I know that art can represent the culture of a nation. I know that colour can be used to convey mood. I know how to create a cityscape. I know that art includes everyone and can explain why.	I know how to use one-point perspective to create an accurate scene. I know how to create an accurate and proportionate figure and portrait. I know that colour can be used to convey mood and as an expression of how the artist views the world. I know how to express myself.
<b>Artist Knowledge</b>	I know that artists create painting and sculptures using different materials.	I know that Monet was part of the Impressionist movement. I know that Romero Britto is a pop artist	I know the difference between the style of contemporary (modern) artists such as Lizette Chirime and traditional artists such as Thomas Gainsborough	I know that Degas was part of the impressionist movement. I know that Doug Hyde is a contemporary artist	I know that Leonardo Di Vinci was a Renaissance artist which is when artists produced accurate and life like representations.	I know that LS Lowry was a 20th Century Naive artist who created Industrial paintings. I know that architecture is a form of art and design	I know that Picasso was part of the Cubist movement. I know that Frida Khalo was part of the Naive/ Surrealist movement.	