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| Art and Design | | | | | |
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| Knowledge of artists and designers | Exploring and developing ideas | Drawing | Painting | Mixed media & 3D | Evaluating |
| Making skills | | |

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| Key concepts (Big Ideas) in **ART and DESIGN** |
| *Pupils* ***theoretical knowledge*** *will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their* ***practical knowledge*** *through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils’* ***disciplinary knowledge*** *will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.*  **Knowledge of artists and designers (Disciplinary knowledge)**  A picture containing text, clipart  Description automatically generatedPupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.  **Exploring and developing ideas (Practical knowledge)**  A picture containing text, clipart  Description automatically generatedPupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce   * **Fluency**: Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques * **Experimentation**: Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices * **Authenticity**: Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art   **Making skills: Drawing, painting, mixed media and 3D (Practical knowledge)**  Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.  A picture containing text  Description automatically generated  They will develop their knowledge of   * **Methods and techniques**, such as shading, printing or collage * **Media and materials**, including pencil, pen, paper, wire, clay and paint  * **Formal elements** of line, tone, shape, colour, form, pattern and texture   (See table overleaf)  **Evaluating (Disciplinary knowledge)**  Icon  Description automatically generatedPupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, ‘What is art?’ ‘What counts as art?’ ‘What makes an artist?’ by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art eg: looking at how different artists have represented the same theme in different ways. |

**A Summary of the component knowledge for the making skills**

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| **Practical –Domains of Knowledge** | | | |  | **Formal elements of art and design** | |
| **Specialisms** | **Media and materials** | | **Methods and techniques** |  | **Visual tools that the artist uses to create a composition** | |
| **Drawing** | Graphite Pen (2b, 4b, 6b, 2h)  Eraser  Coloured pencils  Brush & Ink  Charcoal, Chalk  Oil Pastel  Soft Pastel  Crayon | | Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing |  | **Line** | A line is the path left by a moving point |
|  | **Shape** | A shape is an area enclosed by a line |
| **Painting**  **A picture containing text  Description automatically generated** | Watercolour (tablet & tube)  Acrylic Gouache  Oils  Natural pigments | Papers Brushes  Palette  Palette knife Rollers Sponges | Blocking in, wet on wet, building up, dry brushing, s’graffito, washes, glazing, stippling, dabbing |  | **Form** | Form is a 3D shape such as a sphere, cube or cone.  Shapes within an object (such as a face) can be used to describe the form. |
|  | **Tone** | Tone means the lightness and darkness of something.  Tints and shades describe the tone.  Tints are colours where a hue (colour such as red, blue, green, etc) is added to white.  Shades are where black is added to a hue (colour such as red, blue, green, etc). |
|  | **Colour** | Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple  Complimentary colours: two colours next to each other on the colour wheel (e.g. red and orange).  Composite or contrasting colours are directly opposite on the colour wheel (e.g. red and green. Red does not have any traces of green in it and vice versa). |
| **Sculpture** | Clay  Card & cardboard  Plaster | | Cutting, sticking, moulding, pinching, pulling, slipping and scoring, rolling, slab building, tearing, layering, bending, imprinting, |  | **Texture** | Texture is the surface quality of something, the way something feels or looks like it feels |
|  | **Pattern** | A pattern is the design that is created by repeating other formal elements eg: line, shape, colours |

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| Knowledge and skills sequencing | | | ART and DESIGN | | | |  | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Knowledge of artists and designers**  (Disciplinary knowledge)  A picture containing text, clipart  Description automatically generated | To be able to give simple opinions about the work of an artist or designer, saying what I like or dislike about the work or elements of the work (e.g. the colour, subject matter, etc) | To be able to give my opinion about the work of other artists, saying what I like or dislike about the work or elements of the work, with a reason why | | To be able to recognise some of the styles of artists and designers and use these ideas to inform my own work (e.g. the use of block colour in work from the Pop Art movement) | To be able to appraise work of artists and designers  To be able to show how artists’ and designers’ work has influenced my own practice (e.g. the subject matter, application of technique or style of artwork) | To show that I am familiar with the work of significant artists throughout history and am able to link my work to them  To be able to explain the historical or cultural significance of the work of a chosen artist or art form | | To be able to identify the influences and inspiration of great artists and designers through research presented in sketchbooks.  To be able to identify techniques used by great artists and designers and apply this in their own work.  To be able to critically analyse the work of artists throughout history  To be able to explain how an idea or theme has been communicated through different forms and styles (for example, how climate change has been addressed through sculptural pieces and through photography) | |
| **Exploring and developing ideas**  (Practical knowledge)  A picture containing text, clipart  Description automatically generated | To be able to safely use a variety of materials and tools to create my own artwork (e.g. sitting when cutting and holding scissors safely).  To be able to explore a variety of materials, tools and techniques to create my own artwork (such as pencils, paints and clay, etc.) | To be able to create a piece of art from either imagination or as a response to an experience  To be able to select appropriate tools and materials to create artwork (including making decisions about suitable sized paint brushes, etc.)  To be able to explain my reasons for my choice of tools and materials to create artwork (e.g. “I have used a small brush because… | | To be able to develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences  To take inspiration from an artist to develop my own artwork (e.g. use of technique, material, subject matter or style of artwork)  To take risks to discover what happens when I work creatively (e.g. “What would happen if I use the pencil on the side?” | To be able to talk about my artistic intention for the creative decisions that I make (e.g. I wanted the drawing to look three dimensional so I used light and dark tones to help create depth)  To be able to identify how I want my audience to feel or think about the work and the ideas that I develop throughout my creative journey (e.g. I wanted my audience to think that the shape was coming out of the page so I used tone to show 3D)  To be able to take risks with different materials to discover what happens when I work creatively  To show an understanding of geometry and proportion in my drawing.  To use sketchbooks to document observations, record my thought about my work and refine my ideas. | | | To be able to investigate different starting points for my work and choose which ideas to develop further  To select different tools and media to develop my ideas  To explain how I am developing and refining ideas using language appropriate to the chosen style of art  To record thoughts and ideas in a sketchbook through visual experiments and observations from primary and secondary sources, with some annotations.  To be able to develop and refine techniques in a sketchbook, including some annotations  To be able to use a sketchbook to record experiments with media and to try out new techniques and processes that can be transferred to larger scale pieces | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Making skills:**  **Drawing**  (Practical knowledge) | To be able to explore mark making through effective use and hold of drawing tools such as pencils, chalk and crayons. | To explore mark making through experimentation with drawing lines (such as thick, thin, scribbled and controlled) | | To be able to identify and demonstrate drawing techniques.  To develop control with different drawing materials (eg: pressure/speed) | To be able to develop drawing techniques using different media, including graded pencils, charcoal and chalk.  To be able to draw from direct observation, using primary sources. | | | To identify and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing (eg: previously taught shading, compositional and observational techniques)  I can draw using precision, perspective and detail to create work in a range of scales (including 1:1, A5 and A3+). | |
| **Making skills:**  **Painting**  (Practical knowledge)  A picture containing text  Description automatically generated | To identify and select colours to use in a painting.  To experiment with mixing colours for a painting.  To explore patterns, shapes and pictures using paints | To be able to identify primary and secondary colours.  To be able to mix secondary colours by mixing 2 primary colours.  To be able to develop skill and control when using paint (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job) | | | To be able to use some different media and materials, such as natural pigments to create colour, to paint with  To be able to control brush strokes when painting (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job)  To create tints and shades with paint. | | | I can use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint  I can apply tonal techniques and more complex colour theory to my own work (for example, making decisions about complimentary and contrasting colours in my work). | |
| **Making skills:**  **Mixed media and sculpture**  (Practical knowledge) | I can explore using different materials to create texture  To be able to explore different materials to create shape. | I can use a range of materials and appropriate tools (such as printing, clay and collage) to create form / pattern and/or texture | | | To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe form / create pattern / describe texture or communicate ideas | | | To be able to apply my knowledge of a range of skills and techniques to communicate my ideas in 2D and 3D forms. | |
| **Evaluating**  (Disciplinary knowledge)  Icon  Description automatically generated | I can say what I like or don’t like about my artwork | I can describe some of the art and design techniques I have used in my work  I can talk about the features in a piece of artwork, including my own and what I might change in my own work | | I can talk in more detail about the techniques and materials used in my own work and the work of others  I can describe how I changed or adapted my work for a specific purpose | I can compare ideas, methods and approaches used in my own artwork and the work of others  I can use appropriate vocabulary to talk about details of the work | | | I can explain how an idea or theme has been represented in different ways through art  I can use language specific to a range of techniques to evaluate my own work and the work of other artists | |
| Knowledge and skills sequencing | | | **ART and DESIGN** – The Formal Elements (Taught through the units above) | | | | | | |
|  | EYFS | Y1 | | Y2 | Y3 | Y4 | | Y5 | Y6 |
| **Line** | I can hold and use a pencil, pen, etc effectively | I can hold and use a drawing tool in experimental ways to draw a range of lines.  I can use appropriate language to describe lines | | I can draw lines with increased skill and confidence  I can use line for expression when drawing portraits | I can express and describe organic and geometric forms through different types of line | I can demonstrate scale and proportion when drawing  e.g. use the basic body proportion technique  I can analyse and describe how artists use line in their work | | I can create a detailed observational drawing demonstrating scale and proportion  I apply expression with line using techniques I have learned | I can demonstrate a range of sketching techniques  I demonstrate greater control when using lines  I study and apply the line techniques of other artists |
| **Shape** | I can identify, describe and use simple shapes including those from the natural world for a purpose | I can identify, describe and use shape to inform composition in my work. | | I can identify shapes made by light and dark areas within the subject and show these in my work. | I can identify, draw and label shapes within images and objects, from direct observation.  I can create and form shapes from 3D materials | I can create geometric compositions using mathematical shapes  I can analyse the use of shape in artists’ work | | I can compose original designs by adapting and synthesising the work of others  I can analyse and evaluate artists’ use of shape | I can fluently sketch key shapes and objects when drawing  I can create abstract compositions using knowledge of other artists’ work |
| **Form** | I can explore materials and joining techniques | I can create a simple form through making sculpture  I can use simple language to describe form and space | | I can identify form in a subject and represent this in a range of materials, including drawing, painting and sculpture. | I can further develop my ability to describe a 3D form in a range of materials, including drawing | I can analyse and describe how artists use and apply form in their work | | I can extend my ability to describe and model form in 3D using a range of materials | I can express and articulate an idea through sculpture  I can analyse how artists use form to communicate ideas |
| **Tone** | I can identify light and dark colours.  I can compare light and dark colours. | I can identify light, mid and dark tones in my own and others’ work. | | I can create light, mid and dark tones in drawing and painting.  I am starting to apply light, mid and dark tones in my work. | I can use simple shading rules to develop light, mid and dark tones.  I can create tone in the style of significant artists in a range of media, including drawing and painting. | I can use a variety of tones to create different effects  I can understand tone in more depth to create 3D effects  I can analyse and describe the use of tone in artists’ work | | I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists’ use of tone | I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques |
| **Colour** | I can name and choose colours for a specific purpose | I can mix the primary colours and know how to mix them to create secondary colours | | I can mix, apply and refine and describe colour mixing for purpose using wet and dry media  I can create shades of a colour and choose and justify colours for purpose (for example, I need to add more black to make this shade darker) | I can create tints and shades of a colour and justify colour for purpose (eg, I need to add white to this colour to make a lighter tint).  I can use aspects of colour such as tints and shades for different purposes (eg, to show where the light source is coming from) | I can analyse and describe colour and painting techniques in artists work  I can manipulate colour for print | | I can select and mix colours to depict thoughts and feelings | I can mix and apply colours to represent still life objects from observations  I can use my detailed knowledge of colour to communicate ideas and emotions in my artwork |
| **Texture** | I can investigate materials including those in the natural world | I can use experiment with materials to create textures | | I can describe different textures  I can select appropriate materials to create textures | I can analyse and describe texture with artists’ work  I can experiment with materials to create textures to describe the subject. | I can use a range of materials to express different texture for effect | | I can develop an understanding of texture through practical making activities | I understand how artists manipulate materials to create texture |
| **Pattern** | I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc) | I can understand patterns in nature and design and make patterns in a range of materials | | I can demonstrate a range of techniques to make repeating and non-repeating patterns  I can identify natural and man-made patterns and create patterns of my own | I can construct a variety of patterns through craft materials to further develop my understanding of pattern | I can create original designs for patterns using geometric repeating shapes  I can analyse and describe how other artists’ use pattern | | I can construct patterns through various methods | I can represent feelings and emotions through patterns  I can create sophisticated artwork using my knowledge of pattern |

**LONG TERM PLAN**

