

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

### Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key Stage 2 National Curriculum Expectations

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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

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

## Intent

Everyone at Cookridge Primary school will become confident, enthusiastic and capable artists of the future based on a “hands on” and interactive approach to learning. Art and Design at Cookridge will spark an innate curiosity about the wider world in the children and allow them to capture, design, create and experiment with different media from the world around us. The specialist art environment and curriculum will create learning that is fun, active and personalised, inspiring all to achieve their very best.



## Implementation

- Clearly document the skills progression throughout every Key Stage of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term Plans outlining the intended teaching of the Art knowledge and skills progression (these should be regularly reviewed).
- Train staff to use the knowledge and skills progression document to plan and teach effectively, in order for children to develop drawing, painting, sculpting, Textiles, Collage and Printing processes.
- Monitor the impact of teaching of Art and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning through regular fluency activities - this should be done within the two week timetable.
- Give subject leaders time to monitor the impact of the Art curriculum taught on children’s learning and reporting back to staff on areas for development.



## Impact

- Use Art data to measure the impact of the geography implementation – performance of different groups e.g. PPG, Year groups, gender.
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Work from observation and known objects</li> <li>b Use imagination to form simple images from given starting points or a description</li> <li>c Collect ideas in an art folder</li> <li>d Work with different materials</li> </ul>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Keep all artwork in their folder to be created into a sketch book at the end of each topic.</li> <li>b Develop artistic/visual vocabulary to discuss work</li> <li>c Experiment with a wider range of materials.</li> <li>d Begin to suggest improvements to own work.</li> </ul>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Select and develop ideas confidently, using suitable materials confidently.</li> <li>b Improve quality of sketchbook with mixed media, ICT and annotations.</li> <li>c Develop artistic/visual vocabulary when talking about own work and that of others.</li> </ul>
Drawing & Painting	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Begin to control lines to create simple drawings from observations.</li> <li>b Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel.</li> <li>c Learn to hold drawing and painting tools correctly.</li> <li>d Mix primary colours to make secondary colours.</li> <li>e Recognise warm and cool colours.</li> <li>f Explore the relationship between mood and mark making/colour</li> </ul>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Experiment with different tones using graded pencils.</li> <li>b Draw and paint on a range of scales. Lighten and darken tones using black and white.</li> <li>c Use of tracing.</li> <li>d Explore complementary /contrasting colour in creating pattern.</li> <li>e Explore using watercolour, developing intensity and making colour washes.</li> </ul>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Introduce perspective and proportion in their drawing.</li> <li>b Use a range of mediums on a range of backgrounds.</li> <li>c Work indoors and outdoors.</li> <li>d Develop watercolour techniques.</li> <li>e Explore restricting colour palette (example, only use tertiary colours)</li> <li>f Develop brushwork control.</li> </ul>

Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>b use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>c use a variety of shapes, including lines and texture;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a cut, make and combine shapes to create recognisable forms;</li> <li>b use clay and other malleable materials and practise joining techniques;</li> <li>c add materials to the sculpture to create detail;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a plan and design a sculpture;</li> <li>b use tools and materials to carve, add shape, add texture and pattern;</li> <li>c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>d use materials other than clay to create a 3D sculpture;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>
Textiles, Collage & Printing	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Investigate a range of textures using rubbings</li> <li>b Develop collages, based on simple shapes in different papers and materials.</li> <li>c Weave using recycled materials</li> <li>d Simple batik work.</li> <li>e Simple printmaking techniques</li> </ul>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Develop individual and group collages, working on a range of scales.</li> <li>b Sew simple stitches using a variety of threads and wool.</li> <li>c Create a collage using fabric as a base</li> <li>d Develop printmaking techniques</li> </ul>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a Weave using fabric /mixed media to create a collage.</li> <li>b Create a group embroidery using collage and sewing techniques.</li> <li>c Introduce fabric block printing</li> </ul>

Work of Other Artists

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

**KS1 Art and Design National Curriculum**

To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Children can:

- A. Describe the artwork of artists such as Paul Klee, Georgia O'Keefe and Picasso, Van Gogh, Matisse.
- B. Use work of artists such as Niki de Saint Phalle (sculpture) to create own pieces
- C. Key artists-Andy Warhol and Clare Youngs. printmaking, exploring texture and pattern in nature
- D. Consider specific works such as Andy Goldsworthy's 'Stone circles'
- E. Explore work from different cultures e.g. Chinese origami, Aboriginal Art

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

**KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

Children can:

- a Look at the work of David Hockney and use specific piece 'Big Splash' as inspiration for own pictures.
- b Look at and explore the work of ancient civilisations such as Aztec and Benin.
- c Look at abstract art such as Bridget Riley (optical) and Kandinsky (inspired by music) to inform and enrich their own artwork.
- d Explore the work of Gaudi (architecture).

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

**KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

Children can:

- a Explore the artwork from ancient cultures e.g. Greek and compare with artists working today e.g. Grayson Perry.
- b Look at and replicate work of artist/textile designer William Morris and compare/contrast with modern textile designers e.g. Clare Youngs.
- c Explore propaganda/political art- WW2 posters, Banksy, Graffiti art e.g. Keith Haring.
- d Explore colour in the work of impressionists, Casset

