

# Curriculum Handbook for Art and Design



**St. Martin's**

C. of E. Primary School

*Serve one another in love*

Galatians 5v13

## St. Martin's C of E (VA) Primary School

### Art and Design Curriculum

*'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'* (National Curriculum, 2014)

#### Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

#### Curriculum Intent

At St. Martin's C of E (VA) Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides children with the opportunities to develop and extend skills, alongside the opportunity to express individual interests, thoughts and ideas. Art and Design in our school gives children the opportunity to explore the world around them, to collaborate, be creative and express themselves in a variety of ways in order to be 'the best that they can be.' The intent provides opportunities for children with SEND, ensuring success and enjoyment for all. Direct handling and manipulation of materials build on a child's natural interest in shape, colour, rhythm and movement and can lead naturally into developing skills and confidence.

Knowledge in Art and Design is defined as:

#### **Substantive Knowledge-**

Knowledge of the 7 elements of art is of vital importance. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art. These are:

- Elements of Art- line, shape, colour, form, value, texture, space.
- Principles of Art- balance, unity, variety, balance, emphasis, pattern, contrast.

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements.

Substantive knowledge is also the knowledge of known artists, their style and period of art.



## Disciplinary Knowledge-

This is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

## Curriculum Implementation

The teaching of Art and Design at St. Martin's C of E (VA) Primary School, is based on the expectations of the National Curriculum and is linked to topics and themes to ensure a well-structured and meaningful approach.

Children learn not only the skills to experiment, invent and create their own works of art, craft and design, but also learn about famous and inspiring artists, sculptors and designers. Children are exposed to the use of a range of different mediums such as paint, clay, fabric etc. We encourage the children to look at their own work and the work of others and discuss their thoughts and ideas.

## Curriculum Impact

Throughout the children's journey at St. Martin's, we want all pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists and craftspeople, and be able to consider and discuss the artworks they come across. We want our pupils to be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Most importantly, we want children to have found and enjoyed a creative outlet – a means of self-expression and enjoyment.



**St. Martin's C of E (VA) Primary School**  
**Art and Design Long Term Plan**

**Key Stage 1:**

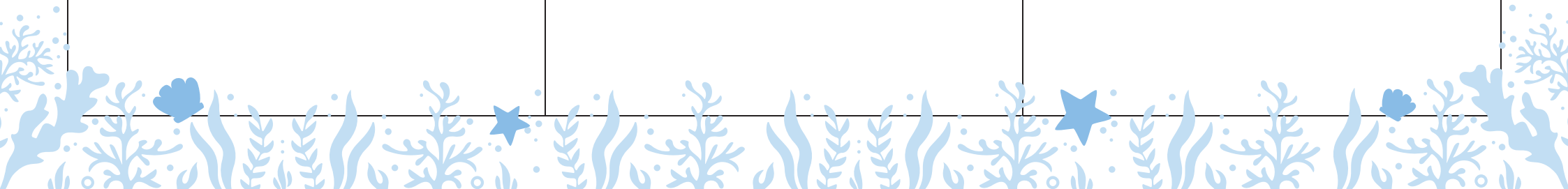
Year A		
<p>Autumn Term</p> <p style="text-align: center;"><b>Marianne North</b></p> <p>To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To take inspiration from the Greats. To analyse and evaluate.</p>	<p>Spring Term</p> <p style="text-align: center;"><b>Seaweed Art</b></p> <p>To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in collage. To become proficient in sculpture. To become proficient in textiles. To analyse and evaluate.</p>	<p>Summer Term</p> <p style="text-align: center;"><b>Andy Goldsworthy</b></p> <p>To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To take inspiration from the Greats. To become proficient in sculpture. To become proficient in collage. To analyse and evaluate.</p>
Year B		
<p>Autumn Term</p> <p style="text-align: center;"><b>Giuseppe Arcimboldo</b></p> <p>To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Sculpture. To take inspiration from the Greats. To analyse and evaluate.</p>	<p>Spring Term</p> <p style="text-align: center;"><b>Freda Kahlo</b></p> <p>To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To proficient in printing. To take inspiration from the Greats. To analyse and evaluate.</p>	<p>Summer Term</p> <p style="text-align: center;"><b>Martin Bulinya</b></p> <p>To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To proficient in printing. To take inspiration from the Greats. To analyse and evaluate.</p>



**St. Martin's C of E (VA) Primary School**  
**Art and Design Long Term Plan**

**Key Stage 2 (Year 3, 4 and 5- Two Year Programme):**

Year A		
<p>Autumn Term</p> <p align="center"><b>Desert Animals</b></p> <p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Textiles.            To become proficient in Printing.            To analyse and evaluate.</p>	<p>Spring Term</p> <p align="center"><b>Alaa Awad Street Art</b></p> <p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Printing.            To take inspiration from the Greats.            To analyse and evaluate.</p>	<p>Summer Term</p> <p align="center"><b>Scarborough Landscapes</b></p> <p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Collage.            To become proficient in Textiles.            To analyse and evaluate.</p>
Year B		
<p>Autumn Term</p> <p align="center"><b>Anglo Saxon Crosses</b></p> <p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Sculpture.            To become proficient in Textiles.            To become proficient in Printing.            To analyse and evaluate.</p>	<p>Spring Term</p> <p align="center"><b>Tam Joseph</b></p> <p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Textiles.            To become proficient in Printing.            To take Inspiration from the Greats.            To analyse and evaluate.</p>	<p>Summer Term</p> <p align="center"><b>Monet, Bridge over a Pond of Lilies</b></p> <p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Collage.            To become proficient in Textiles.            To take Inspiration from the Greats.            To analyse and evaluate.</p>



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Year C		
Autumn Term	Spring Term	Summer Term
<b>William Morris (link to St. Martin's Church)</b>	<b>Henri Rousseau</b>	<b>Seabirds</b>
<p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Textiles.            To become proficient in Printing.            To take inspiration from the Greats.            To analyse and evaluate</p>	<p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Collage.            To become proficient in Textiles.            To take Inspiration from the Greats.            To analyse and evaluate.</p>	<p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Collage.            To become proficient in Sculpture.            To become proficient in Textiles. .            To analyse and evaluate.</p>

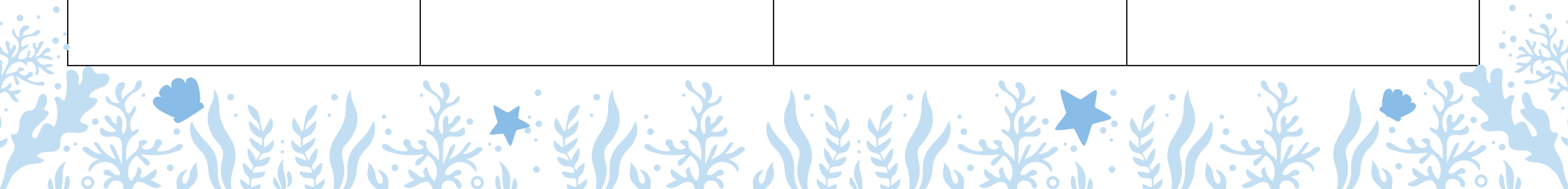
**Key Stage 2 (Year 6):**

Autumn Term	Spring Term	Summer Term
<b>Global Nativity, link to Christmas</b>	<b>Hokusai</b>	<b>PopArt – Andy Warhol</b>
<p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Sculpture.            To become proficient in Textiles.            To analyse and evaluate.</p>	<p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Collage.            To become proficient in Textiles.            To become proficient in Printing.            To take inspiration from the Greats.            To analyse and evaluate.</p>	<p>To explore and develop ideas.            To become proficient in Drawing.            To become proficient in Painting.            To become proficient in Sculpture.            To become proficient in Printing.            To analyse and evaluate.</p>



St. Martin's C of E (VA) Primary School  
SEND Provision – Art and Design

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Interpretation of artists' work.</p> <p>Reading/studying of artists' backgrounds and styles.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. an artist study.</p> <p>Sequencing of physical art task (knowing which steps to complete first).</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which can be used in everyday speech e.g. 'expression.' Create word banks to demonstrate that the same word can have different meanings in different contexts.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc.</p> <p>Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use flash cards supported by visuals to allow the children to choose adjectives to support their reasoning, e.g. children could select the word 'bright' to describe why they like a particular piece of artwork. Children could then match these flash cards to different pieces of artwork to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning.</p> <p>Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.'</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>



St. Martin's C of E (VA) Primary School  
SEND Provision – Art and Design

<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Fine motor skills/physical difficulties.</p> <p>Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to handle a material such as cotton wool due to tactile sensory difficulties.</p> <p>Children with a visual impairment may find it difficult to view text/images.</p>	<p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require cross guard pencil grips/spring assisted scissors. Speak to SENCO if unsure.</p> <p>Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload, e.g. replace cotton wool for polyfill stuffing.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided outside agencies. Enlarge images to appropriate sizes to aid access.</p>	<p>Low self-esteem in art ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>Showcase different artists' work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability.</p> <p>Make use of learning objectives which focus upon the specific art skill and not the resulting artwork, e.g. focus upon the shading of a sunflower rather than the accuracy of the shape of the petals.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary.</p> <p>Ensure children have access to usual aides such as ear defenders to reduce noise.</p>





St. Martin's C of E (VA) Primary School  
SMSC Subject Statement

## Art and Design

### Spiritual

- Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

### Moral

- Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through, understanding how their comments can build up or destroy another's self-belief.

### Social

- Art and Design supports social development because children frequently required to work in pairs, groups or teams collaboratively. Children often work collaboratively requiring cooperation and communication linking to the values of trust and compassion.

### Cultural

- Art supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.



St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To explore and develop ideas						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore different materials freely. Develop their own ideas and then decide which materials to use. Use artistic effects to express their ideas and feelings. Return to and build on previous learning, refining and developing ideas. Create collaboratively, share ideas and explain choices.</p>	<p>Respond to ideas and starting points. Explore ideas and collect visual information as a class and in small groups.</p>	<p>Respond to ideas and starting points individually or in pairs. Explore ideas and collect visual information individually or in pairs. Explore different materials and methods as ideas develop.</p>	<p>Develop ideas from a starting point. Collect ideas through sketching and other resources. Adapt ideas as they progress. Explore ideas in small groups. Comment on artworks.</p>	<p>Develop ideas from a starting point. Collect a wider variety of ideas through sketching and other resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks and give opinions using language, distinct to particular artist's practice.</p>	<p>Develop and extend imaginative ideas from starting points. Collect information, sketches and resources and present ideas in a sketch book. Spot any unexpected results in work in progress. Comment on artworks and give opinions using accurate language, distinct to particular artist's practice.</p>	<p>Develop and imaginatively extend ideas from starting points drawing on their own life experiences. Collect information, sketches and resources and imaginatively present ideas in a sketch book. Use knowledge of a variety of materials to enhance and develop ideas. Spot and comment on any unexpected results in work in progress. Comment on artworks and give opinions using precise language, distinct to particular artist's practice.</p>



St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To become proficient in Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Mark make with control.</p> <p>Create closed shapes with continuous lines.</p> <p>Press down on pencils to make the mark lighter or darker.</p> <p>To use drawings to represent ideas such as movement.</p> <p>Show different emotions within simple drawings, such as sadness.</p>	<p>Draw lines of different sizes and thicknesses.</p> <p>Colour own work neatly following lines.</p> <p>Observe and draw simple shapes.</p> <p>Begin to explore the concept of light and dark by using pressure on pencil.</p>	<p>Use dots and lines to show pattern and lines.</p> <p>Use coloured pencils and crayons to demonstrate tone.</p> <p>Observe and draw more complex shapes including both natural and man-made.</p> <p>Begin to experiment with various pencils (2B-HB) including by smudging.</p>	<p>Experiment with various pencils (2B-HB) with more confidence, showing awareness of tone and texture.</p> <p>Use some complex techniques to add detail, such as circles and spirals.</p> <p>Rub out rough edges to refine them.</p> <p>Experiment with different drawing media, such as pen for fine detail.</p>	<p>Use different pencils (hard to soft) to show line, tone and texture.</p> <p>Use increasingly complex techniques to add detail, such as hatching and cross hatching.</p> <p>Use a variety of drawing media with more accuracy and control.</p>	<p>Begin to understand how perspective may be an important aspect of drawing.</p> <p>Use an increasing variety of techniques to add interesting effects, such as reflections and shadows.</p> <p>Independently select appropriate media for a range of purposes, such as pen for fine detail.</p>	<p>Draw with confidence developing a personal style.</p> <p>Use a variety of techniques to add interesting effects, such as reflections, shadows and direction of sunlight, working towards own personal tastes.</p> <p>Understand the difference between sketching and rendering more deliberate marks.</p>



St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To become proficient in Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including brushes and sponges.</p> <p>Name the primary colours.</p> <p>Match paint colours to objects and artefacts.</p> <p>Explore painting on different surfaces, including different sizes, shapes and textures of paper.</p>	<p>Explore and develop control with a variety of tools.</p> <p>Know the name of primary and secondary colours.</p> <p>Explore darkening and lightening colours by adding water.</p> <p>Ask questions about other artists work.</p> <p>Paint with more confidence on a variety of surfaces.</p> <p>Mix a range of secondary colours and begin to predict resulting colours.</p> <p><b>Start to record simple ideas in a sketch book.</b> (See additional document for more detail.)</p>	<p>Begin to control the types of marks made using smaller brushes.</p> <p>Start to experiment with layering, mixing media and adding texture.</p> <p>Create tints by adding white.</p> <p>Create tone by adding white.</p> <p>Talk about how artists have used colour and shape.</p> <p><b>Use a sketch book to plan and develop simple ideas and to store information.</b> (See additional document for more detail.)</p>	<p>Begin to know and recognise the tertiary colours.</p> <p>Demonstrate with different effects, such as colour washes to create background, blocking in colour.</p> <p>Use light and dark within a painting and begin to explore complimentary and contrasting colours.</p> <p>Talk about the choices that different artists make and how culture can have an influence on this</p> <p><b>Use sketchbook to record explorations and try out ideas, plan colours and collect source material for future works.</b> (See additional document for more detail.)</p>	<p>Mix tertiary colours and know how different colours affect our mood.</p> <p>Start to develop a painting from a drawing.</p> <p>Mix colours to understand complimentary and contrasting colours.</p> <p>Begin to talk about different styles throughout history.</p> <p><b>Use sketchbooks to collect and record using different sources as well as planning colour choices in preparation for looking back at in the future.</b> (See additional document for more detail.)</p>	<p>Use acrylic paint and talk about how this feels to use.</p> <p>Use history as a source of artistic inspiration.</p> <p>Draw on previous knowledge to mix colours, shades and tones confidently.</p> <p>Sketch lightly prior to painting.</p> <p>Use the natural world to create a colour palette.</p> <p>Begin to recognise some historical events through key artists.</p> <p><b>Use sketchbooks with more confidence including as a tool to deepen ideas through questioning.</b> (See additional document for more detail.)</p>	<p>Use oil paint and talk about how this feels to use.</p> <p>Research artwork from different periods of history.</p> <p>Purposely experiment with different effects and textures using washes, blocking and by thickening paint.</p> <p>Make personal choices of media and explain choices.</p> <p>Research artwork from different periods of history.</p> <p><b>Use sketchbooks to collect and record visual information and annotate to further develop their ideas.</b> (See additional document for more detail.)</p>

St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To become proficient in Collage						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Sort and arrange materials.  Mix materials to create texture.	Select and arrange materials for a striking and bold effect.	Use collage more precisely.  Use coiling, overlapping and tessellation for effect.	Develop more accuracy and precision.  Use mosaic and montage.	Mix textures for visual and tactile effect.  Use different materials to create different textures.	Develop embellishment skills using found and constructed materials.



St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To become proficient in Sculpture						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as playdough and salt dough.</p> <p>Chat about and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build and construct using a variety of natural and recycled materials.</p>	<p>Experiment using a variety of malleable media such as clay, papier mache and salt dough.</p> <p>Shape and model materials for a purpose.</p> <p>Manipulate materials by rolling, pinching and kneading.</p> <p>Use tools and equipment safely and correctly.</p>	<p>Shape, form, construct and model from observation and imagination.</p> <p>Use ideas from their sketchbook to increase confidence in shaping and modelling materials for a purpose.</p> <p>Change the surface texture and pattern of media.</p> <p>Begin to explore carving as a form of 3D art.</p>	<p>Join two parts of something successfully.</p> <p>Construct a simple base and extend and model other shapes on top.</p> <p>Use ideas from sketchbooks to try out new ideas.</p> <p>Produce more intricate surface texture and patterns.</p> <p>Continue to explore carving as a form of 3D art.</p>	<p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil and produce marquettes confidently.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Model over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Develop awareness of environmental sculpture.</p> <p>Use sketchbooks to explore how to join parts in sculpture.</p>	<p>Use tools to create texture and pattern.</p> <p>Demonstrate experience in combining different ways to join.</p> <p>Begin to explore different ways to finish work, such as glaze, paint or polish.</p> <p>Gain more experience in modelling over an armature.</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Use sketchbooks to explore how to join parts in sculpture.</p> <p>Confidently carve a simple form.</p>	<p>Model and develop work through a combination of pinch, slab and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in understanding different ways of finishing work: glaze, paint, polish.</p> <p>Recognise sculptural forms in the environment: buildings, furniture.</p> <p>Annotate work in sketchbooks.</p> <p>Confidently carve a simple form.</p>

St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To become proficient in Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings such as bricks, leaves, coins.</p> <p>Create simple pictures by printing from familiar objects.</p> <p>Use stencils and shapes to create a picture.</p>	<p>Explore printing simple pictures with a range of hard and soft materials, e.g. cork, cubes, vegetables, pen barrels and sponges.</p> <p>Start to explore impressed printing.</p> <p>Start to explore printing in relief: string and card.</p> <p>Identify different forms of printing, books, posters, pictures and fabrics.</p>	<p>Explore printing simple pictures with a range of hard and soft materials, e.g. cork, cubes, vegetables, pen barrels and sponges.</p> <p>Overlap shapes using two contrasting colours.</p> <p>Start to produce a clean printed imagine.</p> <p>Make simple marks on rollers and printing palettes, mono printing.</p> <p>Use sketchbooks to plan and develop ideas.</p>	<p>Print using different printing techniques.</p> <p>Continue to explore both mono printing and relief printing.</p> <p>Use a sketchbook to record explorations and experimentations, trying out new ideas.</p> <p>Experience using three colour printing.</p> <p>Combine prints taken from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Experience fabric printing.</p> <p>Use sketchbooks to collect and record to try out ideas, plan colours and collect source materials.</p> <p>Expand experience in three colour printing.</p> <p>Combine prints taken from different objects to produce an end piece.</p>	<p>Use carving tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media, such as foils and tissue paper.</p> <p>To use print as a starting point to embroidery.</p> <p>Use an increased range of mono print techniques.</p> <p>Use sketchbooks to collect ideas, plan colours and collect source materials for future works.</p>	<p>Develop ideas from a variety of sources.</p> <p>Describe techniques and processes including reasons for choices.</p> <p>Use sketchbooks to collect ideas, plan colours and collect source materials for future works.</p> <p>Develop their own style. Screen print</p> <p>Explore printing techniques used by various artists.</p>



St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To become proficient in Textiles						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy playing with and using a variety of textiles and fabrics.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in fabric collage, layering fabric.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Use some appropriate language to describe techniques, media, colours and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch.</p> <p>Have a go at threading a needle.</p> <p>Have some experience of weaving and understand the process.</p> <p>Begin to be able to talk about different types and textures of fabric and materials for collage.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric.</p> <p>Thread a needle.</p> <p>To gain experience in weaving both 3D and flat, i.e. grass through twigs, carrier bags through a bike wheel.</p> <p>Use a sketchbook to plan, gather and develop ideas.</p> <p>Change and modify threads</p>	<p>Show awareness of and name a range of different fabrics.</p> <p>Use a variety of techniques to create different textual effects.</p> <p>Embellish using beads, buttons, feathers etc.</p> <p>Change the colour of fabric.</p> <p>Explore using resist paste.</p> <p>Show a greater knowledge of changing and modifying threads.</p> <p>Use a sketchbook to record textile explorations.</p>	<p>Plan a design in sketchbooks and execute.</p> <p>Apply embellishment using needle and thread: buttons and sequins.</p> <p>Apply colour confidently, dyes, resist.</p> <p>Use a sketchbook to record textile explorations.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting.</p>	<p>Choose and use a variety of techniques to create different textural effects.</p> <p>Experience 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Apply colour using batik.</p> <p>Embroider over tie dye.</p> <p>Show awareness of the skills involved in textiles such as knitting lace, needle felting.</p> <p>Use language appropriate to skill and technique.</p>	<p>Have a confident set of planned out ideas in sketchbooks to use.</p> <p>Use a range of stitches creatively to produce patterns and textures.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Express opinions on different forms of textiles.</p> <p>Apply more than one colour using batik.</p> <p>Annotate ideas in a sketchbook.</p>





St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

	<p>Use appropriate language to describe techniques, media, colours and textures.</p> <p>Look at fabrics from other countries.</p>	<p>and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>Use fabrics from other countries as inspiration</p>	<p>Gain experience in applying colour to fabric by dipping and dying.</p> <p>Select fabrics from other countries to enhance their own work.</p>	<p>Select fabrics from other countries to enhance work and explain choices.</p>		
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St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To analyse and evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share creations with others explaining how they were made.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Describe what they think and feel about their own and others work.</p> <p>Comment and ask questions about pieces of art.</p>	<p>Evaluate peers work and suggest ways of improvement.</p> <p>Discuss differences in artists, their own and others work.</p> <p>Talk about and describe a range of artists.</p> <p>Talk about how they are inspired by the work of another.</p>	<p>Compare and evaluate peers work and suggest ways of improvement and refinement.</p> <p>Discuss similarities and differences in artists work and the mediums used.</p> <p>Talk about and describe the work of an increasing range of artists.</p>	<p>Adapt their own work according to their opinions and views.</p> <p>Talk about a widening range of great artists, architects and designers throughout history.</p> <p>Make links with artists work and their own.</p>	<p>Adapt their own work according to their own and others views.</p> <p>Research the work of an artists and use their work to replicate a particular style.</p> <p>Make links with artists work and their own, annotating their work with comments and thoughts.</p>	<p>Modify and improve ideas and designs.</p> <p>Explain why they have used particular methods.</p> <p>Make links with artists work and their own, annotating their work with comments and thoughts.</p>



St. Martin's C of E (VA) Primary School  
Art and Design Progression of Skills

To take inspiration from the greats						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe the work of notable artists, architects and designers and record findings in sketchbooks.	Describe the work of notable artists, architects and designers and record findings in sketchbooks.  Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, architects and designers.  Create original pieces influenced by a study of a famous artist.	Replicate some of the techniques used by notable artists, architects and designers.  Create original pieces that are influenced by studies of others and explain how they were inspired.	Use sketchbooks to give details about the style of some notable artists, architects and designers.  Create original pieces that show a range of influences and styles.	Use sketchbooks to give details about the style of some notable artists, architects and designers.  Show how the work of others was influenced in both society and to other artists.  Create original pieces that show a range of influences and styles.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

**Key Stage 1 – Years 1 and 2 - Two Year Programme**

Year A	Overarching Curriculum Theme: Explorers	
AUTUMN	Marianne North	
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To take inspiration from the Greats. To analyse and evaluate.	
	Year 1	Year 2
Lesson 1	I can respond to ideas and starting points, from the work of Marianne North. I can describe the work of Marianne North.	I can respond to ideas and starting points individually and in pairs, looking at Marianne North's work. I can describe the work of Marianne North.
Lesson 2	I can ask questions about other artists work. I can draw lines of different sizes and thicknesses using Marianne's work as a starting point.	I can talk about how artists have used colour and shape. I can use dots and lines to show pattern and lines using Marianne's work as a starting point.
Lesson 3	I can observe and draw simple shapes of flowers and fruit.	I can observe and draw more complex, natural shapes.
Lesson 4	I know the names of primary and secondary colours.	I can start to experiment with layering, mixing and adding texture using paint.
Lesson 5	I can lighten colours by adding water.	I can create tone by adding white.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Year A	Overarching Curriculum Theme: Our World	
SPRING	Seaweed Art	
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in collage. To become proficient in sculpture. To become proficient in textiles. To analyse and evaluate.	
	Year 1	Year 2
<b>Lesson 1</b>	I can respond to ideas and starting points by looking at seaweed on the beach. (trip)	I can respond to ideas and starting points by looking at seaweed on the beach. (trip)
<b>Lesson 2</b>	I can observe and draw simple shapes of seaweed.	I can observe and draw more complex, natural shapes of a variety of seaweed.
<b>Lesson 3</b>	I can mix 'seaweed' colours and talk about the range of colours.	I can start to experiment with layering, mixing and adding texture paying particular attention to the correct choice of colour.
<b>Lesson 4</b>	I can manipulate salt dough by rolling, pinching and kneading into a seaweed shape.	I can change the surface texture and pattern of salt dough to create a seaweed shape.
<b>Lesson 5</b>	I can identify different forms of textiles. I can combine materials to create texture.	I can identify different forms of textiles and their uses. I can select and arrange materials for a striking and bold effect.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Year A	Overarching Curriculum Theme: Seaside	
SUMMER	Andy Goldsworthy	
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To take inspiration from the Greats. To become proficient in sculpture. To become proficient in collage. To analyse and evaluate.	
	Year 1	Year 2
Lesson 1	I can collect visual information as class, choose my favourite and use them as a starting point.	I can collect visual information as class, choose my favourite and use them as a starting point. I can explore through discussion different materials and methods.
Lesson 2	I can begin to explore the concept of light and dark by using pressure to sketch flat sculptures, in the style of Goldsworthy.	I can explore and draw simple shapes using smudging techniques, using pictures of flat sculptures in the style of Goldsworthy.
Lesson 3	I can sort and arrange sticks of different sizes, (individually) to create a temporary collage in the school grounds. I can comment and ask questions about my friend's art.	I can sort and arrange sticks (in small groups) to create a hanging sculpture. I can discuss differences and similarities between my own and Goldsworthy's work.
Lesson 4	I can sort and arrange leaves of different sizes, (individually) to create a collage. I can comment and ask questions about my friend's art.	I can sort and arrange a collage of leaves of different sizes, (individually) for a striking and bold effect. I can suggest ways to improve my work.
Lesson 5	I can explore and draw simple shapes of stones and pebbles on the beach. (trip)	I can explore and draw simple shapes of stones and pebbles on the beach, smudging for effect. (trip)



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Year B	Overarching Curriculum Theme: On the Farm	
AUTUMN	Giuseppe Arcimboldo	
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Sculpture. To take inspiration from the Greats. To analyse and evaluate.		
	Year 1	Year 2
<b>Lesson 1</b>	I can respond to ideas and starting points. I can observe and draw simple shapes of fruit. I can describe the work of Arcimboldo.	I can respond to ideas and starting points. I can observe and draw more complex shapes of fruit. I can describe the work of Arcimboldo.
<b>Lesson 2</b>	I can shape and model materials for a purpose.	I can use my ideas from my sketchbook to increase my confidence in shaping and modelling materials for a purpose.
<b>Lesson 3</b>	I can observe and draw the cross section of fruits and vegetables, using lines of different sizes and thicknesses.	I can observe and draw the cross section of fruits and vegetables, using dots and lines to show pattern and lines.
<b>Lesson 4</b>	I can draw simple fruit and vegetables in different orientations to create a portrait.	I can draw more complex fruit and vegetables in different orientations to create a portrait.
<b>Lesson 5</b>	I can mix a range of secondary colours and begin to predict resulting colours. I can describe what I think and how I feel about my own and others work.	I can create tints by adding white paint. I can evaluate peers work and suggest ways of improvement.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Year B	Overarching Curriculum Theme: Historical Heroes	
SPRING	Freda Kahlo	
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To proficient in printing. To take inspiration from the Greats. To analyse and evaluate.	
	Year 1	Year 2
<b>Lesson 1</b>	I can respond to ideas and starting points. I can use pencils and coloured pencils to draw (copy) existing portraits of Frida Kahlo. I can colour own work neatly and following lines.	I can respond to ideas and starting points. I can use sketching pencils to draw (copy) an existing picture of Frida Kahlo using dots and lines. I can use coloured pencils and crayons to demonstrate tone.
<b>Lesson 2</b>	I can describe the work of Freda Kahlo and record findings in my sketchbook. I can observe and draw the shapes of simple flowers. I can explore and develop control with small sponges and medium sized paint brushes.	I can describe the work of Freda Kahlo and record findings in my sketchbook. I can observe and draw more complex flowers. I can begin to control the types of marks made using smaller brushes.
<b>Lesson 3</b>	I know that a portrait is a picture of one person or a small group of people. I can use more than one material to draw a self-portrait.	I know that a portrait is a picture of one person or a small group of people. I can use more than one material to draw a self-portrait and explain my choices.
<b>Lesson 4</b>	I can experiment with different brushes with increased confidence.	To experiment with different brushes and other painting tools.
<b>Lesson 5</b>	I can decorate my portrait using textiles.	I can add colour and detail by layering up textiles on my portrait.





St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Year B	Overarching Curriculum Theme: Safari	
SUMMER	Martin Bulinya	
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To proficient in printing. To take inspiration from the Greats. To analyse and evaluate.		
	Year 1	Year 2
<b>Lesson 1</b>	I can respond to ideas and starting points. I can use a variety of paintbrushes to paint a sunrise or sunset using given paint colours. (without adding black or white)	I can respond to ideas and starting points. I can colour mix adding black and white paint to make colours darker or lighter.
<b>Lesson 2</b>	I can experiment making marks with a variety of media.	I can begin to control marks made with a variety of media
<b>Lesson 3</b>	I can explore and develop paint control with medium brushes. I can draw lines of different sizes and thicknesses. I can look at fabrics from Africa.	I can begin to control the types of marks made using smaller brushes. I can show pattern and texture by adding dots and lines. I can use fabrics from Africa as inspiration.
<b>Lesson 4</b>	I can use a range of hard and soft materials, such as corks, cubes, vegetables and pen barrels to print.	I can use repeating and over lapping hard and soft materials to print.
<b>Lesson 5</b>	I can experiment with colour, design and pattern. I can use a range of hard and soft materials, such as corks, cubes, vegetables and pen barrels to print. I can comment and ask questions about pieces of art.	I can select and arrange materials for a striking effect. I can use repeating and over lapping hard and soft materials to print. I can talk about how I am inspired by the work of another.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Key Stage 2 – Years 3, 4 and 5 - Three Year Programme

YEAR A AUTUMN	Overarching Curriculum Theme: The Desert Biome		
	Desert Animals		
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Textiles. To become proficient in Printing. To analyse and evaluate.		
	Year 3	Year 4	Year 5
Lesson 1	I can develop ideas from a starting point. I can use circles and spirals to add detail.	I can develop ideas from a starting point. I can use hatching and cross hatching to add detail	I can develop and extend imaginative ideas from starting points, drawing on my own life experiences. I can use reflections and shadows when drawing.
Lesson 2	I am beginning to recognise the tertiary colours.	I can mix tertiary colours and know how different colours can affect my mood. (water based paints)	I can draw upon previous learning to mix colours, shades and tones confidently. (water based paints)
Lesson 3	I can use a colour wash to create a background, blocking in colour for effect.	I can mix colours to understand complimentary and contrasting colours.	I can use the natural world to create a colour palette.
Lesson 4	I can explore relief printing.	I can print on fabric.	I can overlay colours and tissue paper.
Lesson 5	I can change the colour of fabric.	I can apply colour to fabric using dye.	I can apply colour using batik.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR A	Overarching Curriculum Theme: Ancient Egypt		
SPRING	Alaa Awad Street Art		
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Printing. To take inspiration from the Greats. To analyse and evaluate.		
	Year 3	Year 4	Year 5
Lesson 1	I can develop ideas from a starting point. I know that a mural is a piece of art, directly on a wall.	I can develop ideas from a starting point. I know that graffiti ranges from simple marks on walls to elaborate murals	I can develop and extend imaginative ideas from starting points, drawing on my own life experiences.
Lesson 2	I can experiment with pens whilst planning a design (single colour). I can use acrylic pens on rocks.	I can use pens such as sharpie pens on a ceramic tile.	I can select media for a purpose and create a mini mural on a roof tile or slate.
Lesson 3	I can use my sketchbook to record explorations and plan colours for future work.	I can use my sketchbook to collect and records ideas from different sources.	I can use my sketchbook with more confidence and deepen my ideas through questioning.
Lesson 4	I can make and use a relief block to print a mural in the repeated style of Alaa.	I can make and use a relief block to print a mural in the repeated style of Alaa on cotton fabric.	I can use carving tools safely to create a tile to print.
Lesson 5	I am beginning to recognise the tertiary colours, using acrylic paints.	I can mix tertiary colours (acrylic paints) and know how different colours can affect my mood.	I can draw upon previous learning to mix colours (acrylic paints), shades and tones confidently.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR A	Overarching Curriculum Theme: Stone Age to Iron Age		
SUMMER	Scarborough Landscapes		
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Collage. To become proficient in Textiles. To analyse and evaluate.			
	Year 3	Year 4	Year 5
Lesson 1	I can comment on artworks.	I can comment on artworks and give opinions using language distinct to particular local artists.	I can comment on artworks and give opinions using language distinct to particular local artists.
Lesson 2	I can experiment with various pencils with more confidence, showing awareness of tone and texture.	I can use different pencils (hard and soft) to show, line, tone and texture.	I can begin to understand and comment on how perspective may be an important aspect of drawing.
Lesson 3	I can use light and dark within a painting and begin to explore complimentary and contrasting colours.	I can begin to talk about the different styles throughout history.	I can use the natural world to create a colour palette.
Lesson 4	I can use coiling and overlapping for effect when creating a landscape picture.	I can develop more accuracy and precision when creating a landscape picture.	I can use history as a source of artistic inspiration.
Lesson 5	I can embellish my work using beads, buttons, feathers etc.	I can apply embellishments such as buttons and/or sequins using a needle and thread.	I can show awareness of how the skills involved in textiles such as knitting, lace, crochet etc. and embellish my own work with existing examples of these.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR B	Overarching Curriculum Theme: Anglo Saxons		
AUTUMN	Anglo Saxon Crosses		
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Sculpture. To become proficient in Textiles. To become proficient in Printing. To analyse and evaluate.			
	Year 3	Year 4	Year 5
Lesson 1	I can develop ideas from a starting point. I can use circles and spirals to add detail.	I can develop ideas from a starting point. I can use hatching and cross hatching to add detail.	I can develop and extend imaginative ideas from starting points, drawing on my own life experiences. I can use reflections and shadows when drawing.
Lesson 2	I can create a relief printing block using string.	I can experiment in my sketchbook using a variety of natural objects to create an Anglo Saxon cross.	I can use carving tools safely.
Lesson 3	I can print using my relief printing block.	I can print onto fabric using natural objects to create the shape of a cross.	I can block print using my carved out tile.
Lesson 4	I can explore carving a clay slab as a form of 3D art.	I can carve a clay slab as a form of 3D art with more confidence and explain my choice of tools.	I can use a variety of tools to create texture and pattern on a clay slab.
Lesson 5	I can construct a simple base and extend and model other shapes on top.	I can model over a wire armature.	I can gain more experience in modelling over a more complex armature.



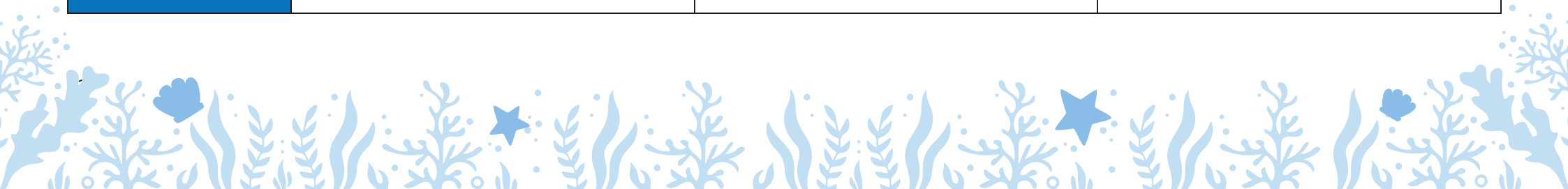
St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR B	Overarching Curriculum Theme: UK and Europe Comparison		
SPRING	Tam Joseph		
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Textiles. To become proficient in Printing. To take Inspiration from the Greats. To analyse and evaluate.			
	Year 3	Year 4	Year 5
Lesson 1	I can respond to ideas and starting points, challenging stereotypes, using Tam Joseph's painting 'UK School Report'.	I can develop ideas and starting point, challenging stereotypes, using Tam Joseph's painting 'UK School Report'.	I can develop ideas and starting point, challenging stereotypes, using Tam Joseph's painting 'UK School Report'.
Lesson 2	I can use coloured pencils to show tone.	I can use crayons to show tone.	I can use hard and soft pencil with confidence to show tone.
Lesson 3	I can draw using different media such as soil pastels.	I can draw using a variety of media with more accuracy and control.	I can independently select appropriate media for my purpose and explain my choices.
Lesson 4	I can block paint in colour for effect.	I can mix colours to show contrast.	I can mix colours to show contrast.
Lesson 5	I can use polystyrene tiles to print a portrait on paper using a different colour each time.	I can use soft lino to print a portrait on paper using a different colour each time.	I can use soft lino to print a portrait on paper using a different colour each time.



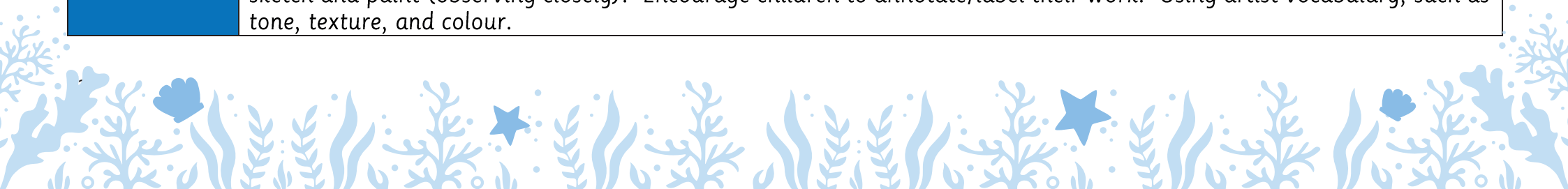
St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR B	Overarching Curriculum Theme: Rivers and the Water Cycle		
SUMMER	Monet, Bridge over a Pond of Lilies		
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Collage. To become proficient in Textiles. To take Inspiration from the Greats. To analyse and evaluate.			
	Year 3	Year 4	Year 5
Lesson 1	I can develop ideas from a starting point. I can comment on Monet's painting, Bridge over a Pond of Lilies.	I can collect a wider variety of ideas through sketching. I can comment on Monet's painting, Bridge over a Pond of Lilies, giving my opinions and thoughts.	I can collect ideas and present them independently in my sketchbook. I can comment on Monet's painting, Bridge over a Pond of Lilies, giving my opinions and thoughts.
Lesson 2	I can experiment with pens for fine detail when sketching.	I can use hatching and cross hatching to add detail.	I am beginning to understand how perspective may be an important aspect of drawing.
Lesson 3	I can use light and dark within a painting and explain how I can achieve this.	I can mix colours confidently to create light and dark.	I can use the natural world to create a colour palette of light and dark.
Lesson 4	I can use collage more precisely (overlapping), to create a lily on a pond.	I can develop more accuracy and precision (overlapping), to create a lily on a pond.	I can mix textures for visual and tactile effect when collaging.
Lesson 5	I can replicate some of the techniques used by Monet. I can use light and dark within a painting of my own version of Bridge over a Pond of Lilies.	I can replicate some of the techniques used by Monet. I can mix colours confidently to create my own version of Bridge over a Pond of Lilies.	I can replicate some of the techniques used by Monet. I can use oil paints to create my own version of Bridge over a pond of Lilies.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Overarching Curriculum Theme: Mountains and Volcanoes			
William Morris (link to St. Martin's Church)			
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Textiles. To become proficient in Printing. To take inspiration from the Greats. To analyse and evaluate			
Year C	Year 3	Year 4	Year 5
AUTUMN	Year 3	Year 4	Year 5
Lesson 1	<p>I can respond to and explore ideas as a starting point.</p> <p>I can use a sketchbook to record explorations.</p> <p>I can experiment with various pencils.</p>	<p>I can collect ideas and develop them from a starting point.</p> <p>I can use a sketchbook to plan colour choice, in preparation for looking back at in the future.</p> <p>I can use different pencils to show line, tone and texture.</p>	<p>I can collect, develop and extend ideas from a starting point.</p> <p>I can use sketch books with more confidence.</p> <p>I can use different pencils to show line, tone and texture.</p>
<p>Show William Morris PowerPoint and examples of work or allow children time to research on Chromebook. Discuss that he was part of the Arts and Crafts movement. Make links to fact that St. Martins Church exhibit Morris designs. Use sketchbooks to explore shape and form. Use sketchbooks to gather ideas, remembering that sketchbooks can have rubbings, sketches, paintings in etc.</p>			
Lesson 2	<p>I can respond to and explore ideas as a starting point.</p> <p>I can use a sketchbook to record explorations.</p> <p>I can experiment with various pencils.</p>	<p>I can collect ideas and develop them from a starting point.</p> <p>I can use a sketchbook to plan colour choice, in preparation for looking back at in the future.</p> <p>I can use different pencils to show line, tone and texture.</p>	<p>I can collect, develop and extend ideas from a starting point.</p> <p>I can use sketch books with more confidence.</p> <p>I can use different pencils to show line, tone and texture.</p>
<p>Explain that William Morris was inspired by the natural world. Ask the children to bring in things they have found to sketch, leaves, pine cones, feathers, sticks etc. Use visualizer to show children things they have brought in. Children to sketch and paint (observing closely). Encourage children to annotate/label their work. Using artist vocabulary, such as tone, texture, and colour.</p>			





St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

Lesson 3	I am beginning to know and recognise the tertiary colours.	I can mix tertiary colours.	I can draw on previous knowledge to mix colours and shades, confidently.
	Explain to the children that today's lesson is again, preparing us to deepen our understanding of William Morris's work and that we will each create a whole page piece in our sketchbooks. Children may choose to repeat images, for example pine cone, leaf, pine cone leaf. Or use a variety of natural objects. Draw on previous explorations. Model this to class and explain that this is also helping us for the next lesson when you will design your printing block.		
Lesson 4	I can experiment with various pencils.	I can use different pencils to show line.	I can use different pencils to show line.
	Use a section of page in sketchbooks (it is easier if it's similar to size of tile), to make a choice on their final design. Allow children to talk about the ideas they have collected over previous weeks, ensuring they have time to reflect on changes in ideas and annotate their work.		
Lesson 5	I can use polystyrene tiles to print on paper using a repeating pattern.	I can use soft lino to print on paper using a repeating pattern.	I can use carving tools in a safe way. I can overlay colours for effect, printing on fabric.
	Talk about how children would transfer ideas to the tile. They could copy design onto tile using pencil, felt tip or use tracing paper and rub over design to transfer. Using rollers, printing trays and printing paints to create final piece.		



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR C	Overarching Curriculum Theme: UK and South America comparison – The Amazon Rainforest		
SPRING	Henri Rousseau		
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Collage. To become proficient in Textiles. To take Inspiration from the Greats. To analyse and evaluate.			
	Year 3	Year 4	Year 5
Lesson 1	I can collect and adapt ideas as I progress.	I can collect a wider variety of ideas through sketching and other resources.	I can spot any unexpected results in my work as it progresses.
Lesson 2	I can rub out rough edges to refine my sketches.	I can continue to use hatching and cross hatching, comparing it to techniques used by Henri.	I can use light and dark to show the direction of the sun in my sketches
Lesson 3	I can weave, knot and fray threads to create a piece of art representing the rainforest colours.	I can weave, knot, fray, plait and twist threads combining colours for effect.	I can select and explore colours carefully to create a flat felting rainforest.
Lesson 4	I can talk about the choices made by Henri Rousseau to create movement in pictures. I am beginning to recognise the tertiary colours.	I can mix tertiary colours and know how different colours can affect my mood. (water based paints)	I can draw upon previous learning to mix colours, shades and tones confidently. (water based paints)
Lesson 5	I can select and arrange collage materials more precisely.	I have more accuracy and precision when collaging.	I can use different materials to create different textures.



St. Martin's C of E (VA) Primary School  
Art and Design Sequence of Learning

YEAR C	Overarching Curriculum Theme: Coast and Environment Study		
SUMMER	Seabirds		
To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Collage. To become proficient in Sculpture. To become proficient in Textiles. . To analyse and evaluate.			
	Year 3	Year 4	Year 5
Lesson 1	I can develop ideas from a starting point.	I can collect a wider variety of ideas through sketching and through online resources.	I can spot any unexpected results when presenting ideas in my sketchbook.
Lesson 2	I can rub out rough edges to refine them when sketching local seabirds.	I can use a combination of hatching and cross hatching,	I can add reflection when drawing a seabird in the shallow sea.
Lesson 3	I can use light and dark ready mixed paints to explore complimentary and contrasting colours.	I can mix colours to understand and explain contrasting and complementary colours.	I can sketch lightly prior to painting.
Lesson 4	I can use a colour wash to create a back ground. I can use collage more accurately.	I can use either a colour wash or a blocking colour technique for effect. I can use tessellation collage for effect.	I can draw on previous knowledge to mix colour shape and tone for a background. I can mix textures for visual and tactile effect.
Lesson 5	I can construct a simple base and extend and model other shapes on top.	I can model over a wire armature.	I can gain more experience in modelling over a more complex armature.



St. Martin's C of E (VA) Primary School  
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Overarching Curriculum Theme: UK and America	
AUTUMN	Global Nativity (link to Christmas)
	To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Sculpture. To become proficient in Textiles. To analyse and evaluate.
	Year 6
Lesson 1	I collect information and present ideas imaginatively in my sketch book, selecting media carefully and with reason.
Lesson 2	I can comment on art and give my opinions using precise language. I can use oil paints and talk about how these feel to use.
Lesson 3	I can model and develop work through combinations of pinch, slab and coil. I can carve a simple form in clay.
Lesson 4	I can finish work by painting, glazing and polishing.
Lesson 5	I can design, plan and decorate a piece of fabric to embellish my nativity character.



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SPRING	Overarching Curriculum Theme: Extreme Earth  Hokusai  To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Collage. To become proficient in Textiles. To become proficient in Printing. To take inspiration from the Greats. To analyse and evaluate.
	Year 6
Lesson 1	I can comment on artworks and give opinions, using precise language, distinct to Hokusai Great Wave picture. I can draw with confidence developing a personal style.
Lesson 2	I understand the difference between sketching and rendering more deliberate marks.
Lesson 3	I can purposely experiment with different effects and textures using washes, blocking and by thickening paint.
Lesson 4	I can develop embellishment skills using found and constructed materials.
Lesson 5	I can apply more than one colour using batik.



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SUMMER	Overarching Curriculum Theme: Britain since 1948  PopArt – Andy Warhol  To explore and develop ideas. To become proficient in Drawing. To become proficient in Painting. To become proficient in Sculpture. To become proficient in Printing. . To analyse and evaluate.
	Year 6
Lesson 1	I can use my sketchbook to collect ideas, plan colours and collect source materials. I know how the work of others was influenced by society.
Lesson 2	I understand the difference between sketching and rendering more deliberate marks.
Lesson 3	I can make personal choices of media and explain colour choices.
Lesson 4	I can describe techniques and processes including reasons for choices. I can use carving tools in a safe way and create a repeated print on dark card. I can explain why I have used particular methods.
Lesson 5	I can screen print. I can make links between my work and Andy Warhol's.

