



Art & Design

Through art, craft and design, we aim to spark the creativity within our pupils, giving them the knowledge and skills to experiment and invent, designing their own works of art. We aim for all our pupils to develop a love of making and creating, beginning in our village and extending into the nearby cultural centre of Cambridge. This leads our pupils to appreciate how art, craft and design reflects and shapes history and contributes to the cultural creativity of countries across the world.



Reception Year								
Generate ideas, make and evaluate								
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	Key Vocab / Learning Concepts
Uses marks, lines and curves expressively Creates a self portrait	Use a variety of tools to spread paint Colour mixing	Pulls apart and reconstructs basic shapes	Experimental printing with hands, feet, materials etc Block printing	Handles different materials and uses to recreate	Explore textures eg playdough and plasticine	Handles and manipulates materials such as threads, cottons, wool, raffia, grass	Creates images using selection of tools	Colour mixing Pattern Line Print Collage
Knowledge								
Artists: Giuseppe Arcimboldi; Andy Goldsworthy; Wassily Kandinsky								
Young Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Draw a self-portrait with main facial features clearly identifiable ▪ Mix paint to create a range of different colours ▪ Creates junk models that resemble objects in real life ▪ Creates patterns with a variety of printing tools including body parts ▪ Creates a landscape / picture using different materials and appropriate colours ▪ Creates models that are recognisable eg animals ▪ Can reshape materials to create patterns, images etc ▪ Uses IT to create a picture 								



Year 1								
Generate ideas, make and evaluate								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Use different types of line to represent objects seen, remembered or imagined Use shading techniques Show pattern and texture by adding dots and lines	Explore mark making using a range of objects eg thick brushes, foam, sponge brushes, etc Mix and match colours to artefacts and objects	Use recycled materials to sculpt an object	Use a range of objects to print repeating patterns using paints or ink	Sort materials according to specific qualities eg waterproof, warm, shiny, etc	Use techniques such as rolling, cutting, moulding and carving	Sorts, collects, discusses and pulls apart cloths and threads Simple stitching using long needed to make straight stiches	Change size of brushes in response to ideas	Mark making tone texture shape Primary/secondary colours sea/ landscape Coil, score, slip
Knowledge								
Artists: Vincent Van Gogh, Jackson Pollock, Carl Warner, J W Turner, Kurt Jackson Designer: African traditional art & craft								
Year 1 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Can show how people feel in paintings and drawings ▪ Can create moods in artwork ▪ Can use pencils to create lines of different thickness ▪ Can name primary and secondary colours ▪ Can create a repeating pattern in print ▪ Can cut, roll and coil materials ▪ Can describe what they see and give an opinion about the work of an artist ▪ Can ask questions about a piece of art ▪ Can use IT to create a picture with varying line colour and thickness 								



Year 2								
Generate ideas, make and evaluate								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Explore line and colour using different grades of pencil, pastel and chalk to shade dark and light	Experiment with colour Introduce different types of brushes for specific purposes	Experiment with constructing and joining recycled, natural and manmade materials	Uses a range of blocks to create repeating patterns which may be random or organised	Has experience of adhesives and decided on the most effective for a given task Develops skills of overlapping and overlaying Mix materials to create a mixture	Change the surface of a malleable material to build an object	Stitches and cuts threads and fibres	Create pictures and shapes using eraser, shape and fill tools	Bold, fine detail, shade, tone Watercolour wash, Media, charcoal, pastel Contrast Mould, smooth, finish
Knowledge								
Artists: Roy Lichtenstein, Andy Warhol, Christopher Marley, explore local artists								
Architect: Tudor architecture								
Year 2 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Can choose and use 3 different grades of pencil when drawing ▪ Can use charcoal, pencil and pastel to create art ▪ Uses a viewfinder to focus on a specific part of an artefact before drawing it ▪ Knows how to mix paint to create all the secondary colours and knows how to create brown ▪ Knows how to create tints with paint by adding white and tones by adding black ▪ Knows how to create a printed piece of art by pressing, rolling, rubbing and stamping ▪ Knows how to make a clay pot and how to join two clay finger pots together ▪ Can suggest how artists have used colour, pattern and shape ▪ Knows how to create a piece of art in response to the work of another artist ▪ Knows how to use different effects within an IT paint package 								



Year 3								
Generate ideas, make and evaluate								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Uses line and colour thinking about the direction of shading Uses hatching & cross-hatching	Introduces primary and secondary colours with the use of white and black to create tints/tones and other hues Creates pattern using different tools and colours	Uses 2D forms to create 3D shapes	Extends repeating patterns: overlapping, using two contrasting colours etc String relief	Experiments with creating mood, feeling, movement and areas of interest	Change the surface of a malleable material to build an object and know how to make secure joins	Simple weaving with wool through a card loom Embroidery and embossed patterns	Use simple filters to manipulate and create images Combine digital images with manually produced images	Cross-hatch Tints and tones Repeating patterns Back/foreground Abstract, realistic 2&3D, viewpoint, proportion
Knowledge								
Artists: Neolithic art, Katsushika Hokusai								
Designer: Jewellery makers								
Year 3 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Knows how to show facial expressions in art ▪ Knows how to uses sketches to produce a final piece of art ▪ Knows how to use different grades of pencil to shade and to show different tones and textures ▪ Knows how to create a background using a wash ▪ Knows to use a range of brushes to create different effects in painting ▪ Knows how to identify the techniques used by different artists ▪ Knows how to compare work of different artists using appropriate vocabulary ▪ Recognises when art is from different cultures and different historical periods ▪ Knows to use digital images and combine with other media in own art and with others' work 								



Year 4								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Explore shading using different media Develops use of hatching and cross-hatching	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes	Recreates 2D images in a 3D piece using different construction techniques and materials	Explores images through mono-printing on a variety of papers	Collects, sorts, names and colour matches materials to create an image Use coiling, overlapping, tessellation, mosaic and montage	Uses a malleable material to create an object with fine detail	Experiments with soft sculpture Cuts and joins patterns embellishing the components	Create images, video and sound recordings and explain why they were created	Sketch, observational Sculpt, tessellate, mosaic, montage, Shape, form, proportion, armature
Knowledge								
Artists: Anthony Gormley, representations of water including Claude Monet, Georges Seurat								
Designers: Heather Galler, Roman mosaics, Greek sculpture, Easter Island carvings								
Year 4 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Knows how to show facial expressions and body language in sketches and paintings ▪ Knows how to use marks and lines to show texture in own art ▪ Knows how to use line, tone, shape and colour to present figures and forms in movement ▪ Knows how to show reflections in own art ▪ Knows how to print onto different materials using at least four colours ▪ Knows how to sculpt clay and other mouldable materials ▪ Can experiment with the styles used by other artists ▪ Can explain some of the features of art from historical periods ▪ Can integrate digital images into own art 								



Year 5								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Uses a range of materials to produce line and colour Thinks about contrast and mid-tones Use lines to represent movement	Investigates shade adding black tones, adding grey and tints and adding white tones	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation eg clay, modroc	Recreates a scene remembered, observed or imagined through collage printing	Embellishes, using a variety of techniques, including drawing, painting and printing	Uses a malleable material to create an object to scale eg clay maquette	Dye fabrics using tie-dye, batik etc Uses contrasting colours in stitching and weaving	Creates a digital animation	Resist, decoupage, geometric Still life, composition, symbolism, rendering, architecture Maquette, parchment, calligraphy Botanical, motif
Knowledge								
<p>Artists: Bob McCall, Giuseppe Arcimboldi, Henry Moore, William Morris, Georgia O’Keefe</p> <p>Designers: Clarice Cliff, Anglo Saxons</p> <p>Architect: locating sculpture</p>								
Year 5 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Can identify and raw objects and use marks and lines to create texture ▪ Can successfully use shading to create mood and feeling ▪ Knows how to organise line, tone, shape and colour to represent figures and forms in movement ▪ Knows how to use shading to create mood and feeling ▪ Knows how to express emotion in their own art ▪ Knows how to create an accurate print design following criteria ▪ Can research the work of an artist and use their work to replicate a style ▪ Knows how to use images which they have created, scanned and found; can alter them where necessary to create art 								



Year 6								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Selects appropriate media and techniques to achieve a specific outcome using marks, lines and curves	Investigates symbols, forms, shapes and space	Recreates images in 2D & 3D looking at one area of experience eg recreate a landscape painting, focusing on textures	Experiments with approaches used by other artists Carries out screen printing	Develops experience in embellishing, using more advanced stitching and applique techniques	Uses a malleable material to create an object in the style of a past era	Dye fabrics using tie-dye, batik etc Uses contrasting colours in stitching and weaving	Enhance digital media by editing including sounds, video, animation, still images and installation	negative space Lintel, interior Plaster of Paris, modroc figurine Batik, resist, Brusho, bleed Wedge, kiln
Knowledge								
Artists: Henri Matisse, Damien Hirst, Tracey Emin, Chris Ofili Designers: Architect: Mayan architecture, Frank Lloyd Wright								
Year 6 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Can explain why they have chosen different tools to create own art ▪ Can explain why they have chosen specific techniques to create own art ▪ Can explain their style of work and how it has been influenced by a famous artist ▪ Knows how to overprint to create different patterns ▪ Knows how to use feedback to make amendments and improvement in their own art ▪ Knows how to use a range of e-resources to create art 								



Use of Sketch Books and Artist Studies

	Sketch Books	Artist Studies
Y1	To record ideas and observations using different medium	During research stages view artist works describing moods and feelings. Investigate different practises and disciplines
Y2	To record ideas and observations using different medium	During research stages view artist works describing moods and feelings. Investigate different practises and disciplines and start to link to own work
Y3	To record ideas and observations using different medium with pupils reviewing ideas as they go	During research stages view artist works describing moods and feelings. Investigate different practises and disciplines and start to link to own work
Y4	To record ideas and observations using different medium with pupils reviewing and revisiting ideas as they go. Replicate some of the techniques used by notable artists, artisans and designers	During research stages view artist works describing moods and feelings. Investigate different practises and disciplines and start to link to own work. Pupils to express opinions of artists' work
Y5	Experiment with ideas, observations and medium which will ultimately help pupils to decide on their final piece. Pupils should be encouraged to annotate their sketch books	Pupils to research great artists in history identify differences between artist's practises and disciplines. Discuss how art and design has shaped our history. Give details about the style of some notable artists, artisans and designers
Y6	Experiment with ideas, observations and medium which will ultimately help pupils to decide on their final piece. Pupils should annotate their sketch books.	Pupils to research great artists in history identify differences between artist's practises and disciplines. Discuss how art and design has shaped our history and contributed to the culture and creativity of our Nation. Show how the work of those studies was both influential to both society and other artists.

Each year group must cover all of the media by the end of the year

When planning, teachers should think of the focus for that activity:

line, colour, pattern, tone, texture, shape, form and space.

Remember these areas can be covered during the exploration of materials in the experimentation stage before creating the finished piece.



Year	Generate ideas, Make and Evaluate						
	Draw	Paint	Sculpt	Print	Collage	Mould	Other
R	Self portrait line and pattern Spring flowers	Colour mixing Autumn trees Winter trees Colour circles	Junk modelling Natural	Flowers Egg pictures Transport	Fireworks Winter trees Animals	Animals	Post boxes Decorations Wool winding Window art
1	Shells Animals Flowers	Starry night Splatter Feet Colour mixing Shield	Natural Tower	Bubble Marbling Leaf	Aliens Food Sea	Christmas tile Pots	
2	Pop art portraits Insects	Pop art words Watercolour wash Insects	Papier Mache Dinosaur eggs	Insect	Carnival masks	Building tile	
3	Predator Embossed pattern Buildings	Cave Under the sea Watercolour Wax resist	Town models	Wave	Splintered predators	Finger pots	
4	Water Roman artefacts Teeth	Wax resist Water	3D heads		Paper mosaics	Coil pot and Coins People	
5	Fish, Flowers Cylinders and spheres Space Illuminated letters Fruit/veg (pastels)	Illuminated letters Flowers	Wire fish Plastic bottle fish Papier Mache bowls	Fish – string Flowers -press	Henry Moore	Maquette	
6	Plants and flowers Big cats Portraits	Plants and flowers Victorian figures	Modroc Victorian figures Frank Lloyd Wright buildings		Cut paper Egyptian artefacts	Cat tiles	Batik What is art?

