

Art		
INTENT		
End of EYFS	End of Key Stage 1	End of Key Stage 2
<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> • Use self-expression as a way of showing what they understand and know, through exploring: <ul style="list-style-type: none"> - materials - painting - sculpting • Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function. • Share their creations, explaining the process they have used. <p>Know how to make use of props and materials when role playing characters in stories or narratives.</p>	<ul style="list-style-type: none"> • Pupils will be given the opportunity to: • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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. 	<ul style="list-style-type: none"> • Pupils will be given the opportunity 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. • 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 Learn more about great artists, architects and designers in history.
IMPLEMENTATION		
End of EYFS	End of Key Stage 1	End of Key Stage 2

<ul style="list-style-type: none"> • Drawing/Sketchbook To have good control of a pencil. • To add more detail to pictures and representations of objects and people. To use simple tools and techniques competently and appropriately. • To talk about their creations, reflecting on how they have achieved their aims with an adult. 	<p>Drawing/Sketchbook</p> <ul style="list-style-type: none"> • Hold drawing tools in a variety of ways. • Be able to experiment with pressure, grip and speed to affect line. • Use drawing exercises to focus an exploration of observational drawing. • Combined with experiment mark making, graphite, soft pencil. • Explore quality of line, texture and shape. 	<p>Drawing/Sketchbook</p> <ul style="list-style-type: none"> • Understand there is a close relationship between drawing and making. • Understand that we can transform 2d drawing into 3d objects. • Understand graphic designers use typography. • Explore using negative and positive space. • Use the grid system to scale up images. • To develop mark making. • Make visual notes to capture, consolidate and reflect. • Explore colour, to make, collect and experiment how colours work together.
<p>Printing</p> <ul style="list-style-type: none"> • To use different materials. • To use simple tools and techniques competently and appropriately <p>To talk about their creations, reflecting on how they have achieved their aims with an adult.</p>	<p>Printing</p> <ul style="list-style-type: none"> • Make mono prints using carbon copy paper. • Making prints by drawing through an inked surface, transferring the marks on to another sheet. 	<p>Printing</p> <ul style="list-style-type: none"> • Use screen printing and/or mono printing over collaged and painted sheets. • Create a zine.
<p>Painting</p> <ul style="list-style-type: none"> • To explore and use media and materials. • To explore what happens when they mix colours. • To being imaginative when using paints. • To choose particular colours to use for a purpose. • To use simple tools and techniques competently and appropriately. • To talk about their creations, reflecting on how they have achieved their aims with an adult. 	<p>Painting</p> <ul style="list-style-type: none"> • Be able to understand we can combine collage with other disciplines. • Use observational drawings to cut up and create new artwork. • Think carefully about composition. 	<p>Painting</p> <ul style="list-style-type: none"> • Work in respond to a brief. • Use a variety of materials, including light and sound. • Think about structure of space. • Use colour in a brave and bold way, reflecting upon your choices. • Bring personality and character to artwork. • Combine with drawing skills.

<p>Sculpture</p> <ul style="list-style-type: none"> • To select tools and techniques needed to create shape, assemble and join materials they are using to create artwork. • To use simple tools and techniques competently and appropriately. • To talk about their creations, reflecting on how they have achieved their aims with an adult. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Understand why we make sculptures. • Use a variety of materials to make a model. • Consider shape, form, colour and perspective. • Transform found objects into sculpture using imagination and construction techniques, including cutting, tying and sticking. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Think about structure of space. • Use variety of materials. • Use the device of scaled model to image what the sculpture may look like. • Combine drawing skills. • Use colour in a bold and brave way. • To be able to reflect on finish art work. • To be able to work towards a brief.
IMPACT		
Pupil Voice		
Subject Monitoring		