



**Thurlaston CE (Aided) Primary School**  
Teaching and Living the Christian Way of Life  
Building Our Lives on Jesus

# Art and Design Policy

Approved

Date            May2022  
Review date    April 2025

This policy is written to set out the principles and approaches to teaching art at Thurlaston C.E. (Aided) Primary School. Details of what is being taught are in the curriculum overview documents and schemes of work.

### **Introduction-**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

### **Intent**

Early Years Expressive Arts and Design is one of the 4 key areas of the EYFS framework. It involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Teachers offer a structure and sequence of lessons to help pupils ensure they have covered the skills required to meet the aims of the National Curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

### **Implementation**

The Art curriculum across our school ensures progression of skills and knowledge. Each key

stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons are planned to develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children are also taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation by studying the impact a range of popular artists have had in the above areas.

### **Impact**

Art and design learning is loved by pupils across school. Teachers have high expectations and expect quality work. Children use technical vocabulary accurately and are expected to know, apply and understand the skills and processes specified in planning and progression documents. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving opinions on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children in school can speak confidently about their art and design work and their skills.

### **Development of policy-**

This policy was revised by the art coordinator and adopted by the Governing body in 2022.

It was written for-

- Teaching staff
- Non-teaching staff
- Headteacher
- Governors
- Parents
- 

### **Equal opportunities**

Every child in the school has a full entitlement to develop their skills in art and when planning, teachers should respond to any pupil's diverse needs by:

- Creating effective learning environments.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.

- Adapting activities to overcome difficulties with manipulating tools, equipment or materials

### Appendix 1 Art Subject overview

Class	Unit	Key Skills and Knowledge	Key Vocabulary
1	General Art Skills	<p><i>Children can:</i></p> <ul style="list-style-type: none"> <li><i>a respond positively to ideas and starting points;</i></li> <li><i>b explore ideas and collect information;</i></li> <li><i>c describe differences and similarities and make links to their own work;</i></li> <li><i>d try different materials and methods to improve;</i></li> </ul> <p><i>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</i></p>	
1	Our School	<p><b>Drawing:</b></p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p><i>Children can:</i></p> <ul style="list-style-type: none"> <li><i>a draw lines of varying thickness;</i></li> <li><i>b use dots and lines to demonstrate pattern and texture;</i></li> <li><i>c use different materials to draw, for example pastels, chalk, felt tips;</i></li> </ul> <p><b>Painting:</b></p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p><i>Children can:</i></p> <ul style="list-style-type: none"> <li>• <i>name the primary and secondary colours;</i></li> <li>• <i>experiment with different brushes (including brushstrokes) and other painting tools;</i></li> </ul> <p><b>Collage:</b></p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p><i>Children can:</i></p> <ul style="list-style-type: none"> <li><i>a use a combination of materials that have been cut, torn and glued;</i></li> <li><i>b sort and arrange materials;</i></li> <li><i>c add texture by mixing materials;</i></li> </ul> <p><b>Work of Other Artists: Picasso</b></p> <p>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.</p> <p><i>Children can:</i></p> <ul style="list-style-type: none"> <li><i>a describe the work of famous, notable artists and designers;</i></li> <li><i>b express an opinion on the work of famous, notable artists;</i></li> <li><i>c use inspiration from famous, notable artists to create their own work and compare;</i></li> </ul>	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>Picasso, portrait, colour, emotion, abstract</p>

	<b>British Seaside</b>	<p><b>Textiles:</b></p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a show pattern by weaving;</li> <li>b use a dyeing technique to alter a textile's colour and pattern;</li> <li>c decorate textiles with glue or stitching, to add colour and detail;</li> </ul>	<p>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
	<b>Seasonal Changes Spring/Summer</b>	<p><b>Drawing</b></p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>d draw lines of varying thickness;</li> <li>e use dots and lines to demonstrate pattern and texture;</li> <li>f use different materials to draw, for example pastels, chalk, felt tips;</li> </ul>	<p>line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p>
	<b>The Great Fire of London</b>	<p><b>Drawing</b></p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>g draw lines of varying thickness;</li> <li>h use dots and lines to demonstrate pattern and texture;</li> <li>i use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p><b>Work of Other Artists: L S Lowry</b></p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>d describe the work of famous, notable artists and designers;</li> <li>e express an opinion on the work of famous, notable artists;</li> <li>f use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<p>portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>Cityscape, figures, bright/dull colours, line. shading</p>
	<b>Marvellous materials</b>	<p><b>Painting:</b></p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• mix primary colours to make secondary colours;</li> <li>• add white and black to alter tints and shades;</li> </ul> <p><b>Printing:</b></p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul> <p><b>Work of Other Artists: Kandinsky</b></p>	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>

		<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>g</b> describe the work of famous, notable artists and designers;</li> <li><b>h</b> express an opinion on the work of famous, notable artists;</li> <li><b>i</b> use inspiration from famous, notable artists to create their own work and compare;</li> <li><b>j</b></li> </ul>	<p>Pattern, mixing, primary colours, dark, light, straight/curved line, random, colourways</p>
	<p><b>Poles Apart</b></p>	<p><b>Sculpture:</b></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>● use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>● use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>● use a variety of shapes, including lines and texture;</li> </ul>	<p>statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
	<p><b>Continuous Provision</b></p> <p>Children will cover all skills outlined throughout the year through planned out weekly activities set up on the art table. Children will explore these skills independently during their own choosing time.</p>	<p><b>Drawing</b></p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>j</b> draw lines of varying thickness;</li> <li><b>k</b> use dots and lines to demonstrate pattern and texture;</li> <li><b>l</b> use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p><b>Painting:</b></p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>● name the primary and secondary colours;</li> <li>● experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>● mix primary colours to make secondary colours;</li> <li>● add white and black to alter tints and shades;</li> </ul> <p><b>Sculpture:</b></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>● use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>● use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>● use a variety of shapes, including lines and texture;</li> </ul> <p><b>Collage:</b></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><b>d</b> use a combination of materials that have been cut, torn and glued;</li> <li><b>e</b> sort and arrange materials;</li> <li><b>f</b> add texture by mixing materials;</li> </ul> <p><b>Textiles:</b> To develop a wide range of art and</p>	

		<p>design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>d show pattern by weaving;</li> <li>e use a dyeing technique to alter a textile's colour and pattern;</li> <li>f decorate textiles with glue or stitching, to add colour and detail;</li> </ul> <p><b>Printing:</b> To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul>	
2	General Art Skills	<p><i>To produce creative work, exploring their ideas and recording experiences.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> <li><i>e respond positively to ideas and starting points;</i></li> <li><i>f explore ideas and collect information;</i></li> <li><i>g describe differences and similarities and make links to their own work;</i></li> <li><i>h try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</i></li> </ul>	
	Habitat Homes	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> </ul>	<p>line drawing, detail, , pastels, drawings, line, bold, size, space</p> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>
	Roots, Shoots and Fruits	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> </ul> <p><b>Work of Famous Artists: Van Gogh</b></p> <ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers;</li> <li>• express an opinion on the work of famous, notable artists;</li> <li>• use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<p>pastels, drawings, line, bold, size, space</p> <p>sweep, dab, bold brushstroke,</p>
	4 Nations	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• copy an original print;</li> </ul>	<p>colour, shape, printing, printmaking, woodcut, relief</p>

		<ul style="list-style-type: none"> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> </ul>	printing, objects.
	Terrific Thurlaston	<b>Drawing</b> <ul style="list-style-type: none"> <li>use a variety of shapes, including lines and texture;</li> </ul>	landscape, cityscape, building, shading, lines, sketching
	Marvellous Materials	<b>Collage</b> <ul style="list-style-type: none"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials;</li> <li>add texture by mixing materials;</li> </ul> <b>Sculpture</b> <ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>use a variety of shapes, including lines and texture;</li> </ul> <b>Work of Famous Artists: Andy Goldsworthy</b> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	collage, squares, gaps, mosaic, features, cut, place, arrange  sculpture, work of art, 3D, land art, sculptor, sculpture, installation, shapes, materials, pyramid, abstract, geometric.  drawings, line, bold, size, space  Andy Goldsworthy, natural and found materials,
	Wonderful Weather	<b>Painting</b> <ul style="list-style-type: none"> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> </ul> <b>Work of Famous Artists</b> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke,  Hokusai, Great Wave, print block, colour, overlapping
	Christmas Craft	<b>Textiles</b> <ul style="list-style-type: none"> <li>decorate textiles with glue or stitching, to add colour and detail;</li> </ul>	textiles, fabric, decoration, running stitch, oversew
	Mothering Sunday gift	<b>Sculpture</b> <ul style="list-style-type: none"> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> </ul>	pastels, drawings, line, bold, size, space sculpture, work of art, 3D, colour, shape, printing, printmaking, woodcut, relief printing, objects.
		<b>Textiles</b> <ul style="list-style-type: none"> <li>show pattern by weaving;</li> </ul>	textiles, fabric, weaving, woven, loom, alternate, over, under,



3	General Art Skills	<p><i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>Children can:</i></p> <ul style="list-style-type: none"> <li><i>a use sketchbooks to record ideas;</i></li> <li><i>b explore ideas from first-hand observations;</i></li> <li><i>c question and make observations about starting points, and respond positively to suggestions;</i></li> <li><i>d adapt and refine ideas;</i></li> </ul> <p><i>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</i></p>	
	Ancient Egyptians (Canopic jar heads)	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>• use clay and other malleable materials and practise joining techniques;</li> <li>• add materials to the sculpture to create detail; (tenuous - papier mache, gold paint and whiteboard pen markings)</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> </ul>	<p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>
	Rainforests (Amazing Artists - Seurat/Pointillism)	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of work;</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul> <p><u>Collage</u></p> <ul style="list-style-type: none"> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• create different textures and effects with paint.</li> </ul>	<p>Seurat, artist, media</p> <p>texture, shape, form, pattern, mosaic</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, pointillism, pointillist</p>
	Saxons (Clay pots)	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>• cut, make and combine shapes to create recognisable forms;</li> </ul>	<p>light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light,</p>
	Land Use (Famous Buildings)	<p><u>Drawing</u></p>	

	<p>Other skills possibly used:</p> <ul style="list-style-type: none"> <li>• show an awareness of space when drawing;</li> <li>• add materials to the sculpture to create detail;</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• use shading to show light and shadow effects;</li> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• create different textures and effects with paint.</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>• use varied brush techniques to create shapes, textures, patterns and lines;</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>• use clay and other malleable materials and practise joining techniques;</li> <li>• cut, make and combine shapes to create recognisable forms;</li> </ul> <p><u>Collage</u></p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices;</li> <li>• refine work as they go to ensure precision;</li> </ul> <p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of work; (<b>architects</b>)</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills; (<b>architects</b>)</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect; (<b>architects</b>)</li> </ul>	<p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light,</p> <p>texture, shape, form, pattern, mosaic</p>
	<p>Pop Art (Amazing Artists - Warhol/Pop Art)</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of work;</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>• replicate patterns from observations;</li> <li>• make printing blocks;</li> <li>• make repeated patterns with precision;</li> </ul>	<p>L</p> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>
	<p>Christmas Craft</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> <li>• select appropriate materials, giving reasons;</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>• develop skills in stitching, cutting and joining;</li> </ul>	<p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>

4	General Art Skills	<p><i>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p><i>To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>Children can:</i></p> <ul style="list-style-type: none"> <li><i>a review and revisit ideas in their sketchbooks;</i></li> <li><i>b offer feedback using technical vocabulary;</i></li> <li><i>c think critically about their art and design work;</i></li> <li><i>d use digital technology as sources for developing ideas;</i></li> </ul> <p><i>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</i></p>	
	Ancient Greeks	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• use black paint to create visually interesting pieces;</li> </ul>	<p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>blend, mix, line, tone, shape, abstract, absorb, colour, monochrome, contrast, silhouette</p>
	Christmas gift	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• use a range of paint acrylic to create visually interesting pieces;</li> </ul>	<p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
	Christmas crafts	<p><u>Printing</u></p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> </ul> <p>develop techniques in mono, block and relief printing; create and arrange accurate patterns;</p> <p><u>Collage</u></p> <ul style="list-style-type: none"> <li>• add collage to a painted or printed background;</li> <li>• create and arrange accurate patterns;</li> <li>• use a range of mixed media;</li> <li>• plan and design a collage;</li> </ul>	<p>hammering, pattern, shape, tile, colour, arrange, collograph;</p> <p>shape, form, arrange, fix.</p>
	Mothers' Day craft	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• use water colours to create visually interesting pieces;</li> <li>•</li> </ul>	<p>blend, mix, line, tone, shape, abstract, absorb, colour,</p>
	Water, Rivers and Coasts	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• create a colour palette, demonstrating mixing techniques;</li> </ul>	<p>blend, mix, line, tone, shape, abstract, absorb, colour,</p>
	Classification	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> </ul>	<p>blend, mix, line, tone, shape, abstract, absorb, colour,</p>
	Vikings	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>• use materials other than clay to create a 3D sculpture;</li> </ul>	<p>form, structure, texture, shape, mark, soft, join, tram, cast.</p>

	<b>Tudors</b>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>• add decoration to create effect;</li> </ul>	colour, fabric, weave, pattern.
	<b>South America</b>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• use water colours to create visually interesting pieces;</li> </ul>	blend, mix, line, tone, shape, abstract, absorb, colour,
		<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>• add decoration to create effect;</li> </ul>	colour, fabric, weave, pattern.
	<b>Mayan Civilisation</b>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• use tools and materials to carve, add shape, add texture and pattern;</li> <li>• develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>• add decoration to create effect;</li> </ul>	<p>form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>colour, fabric, weave, pattern.</p>

## **Organisation**

- The progression in skills, knowledge and vocabulary for Key Stage 1 and 2 is set out in the subject overview for Art
- Art is taught as cross-curricular lessons within other topics.
- Knowledge-based curriculum may be taught outside the Foundation subject curriculum e.g. the life of artists and designers may be taught when writing biographies in English.

## **Assessment, Recording and Record Keeping**

- Children are assessed at the end of a block of work. Comments are made by teachers on the children's performance with regards to descriptors in the National Curriculum.
- A child's progress is reported to parents annually through a written report to parents and may be reported as needed in parents meetings termly.
- Key Stage 2 children use a sketch book that moves with the child from Year 3 to Year 6.

## **Monitoring and Evaluation**

Monitoring by the Curriculum co-ordinator happens throughout the year and includes conducting pupil interviews, book trawls and scrutinising planning.