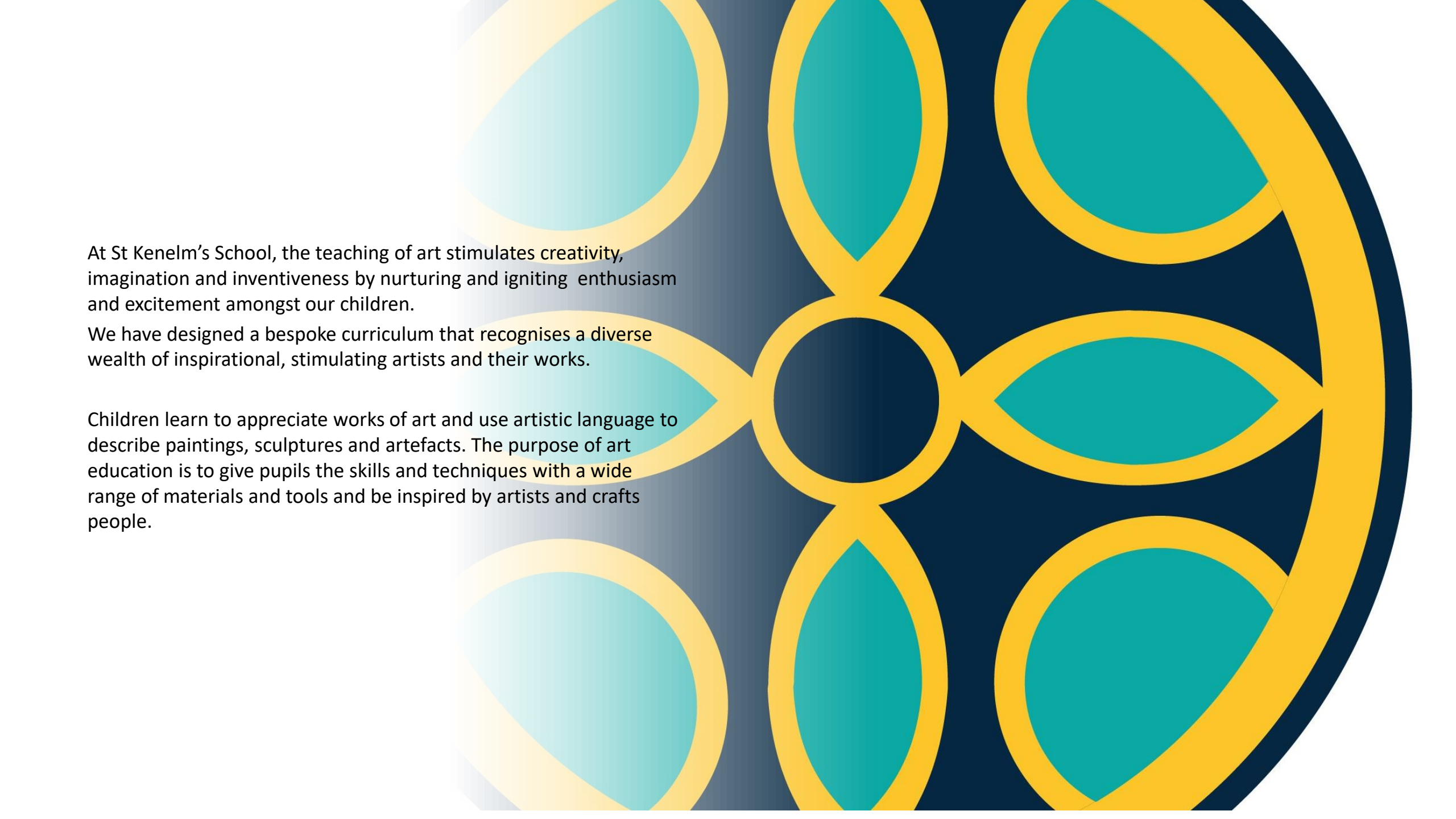




Art

“Every child is an artist. The problem is how to remain an artist once we grow up.”

Pablo Picasso

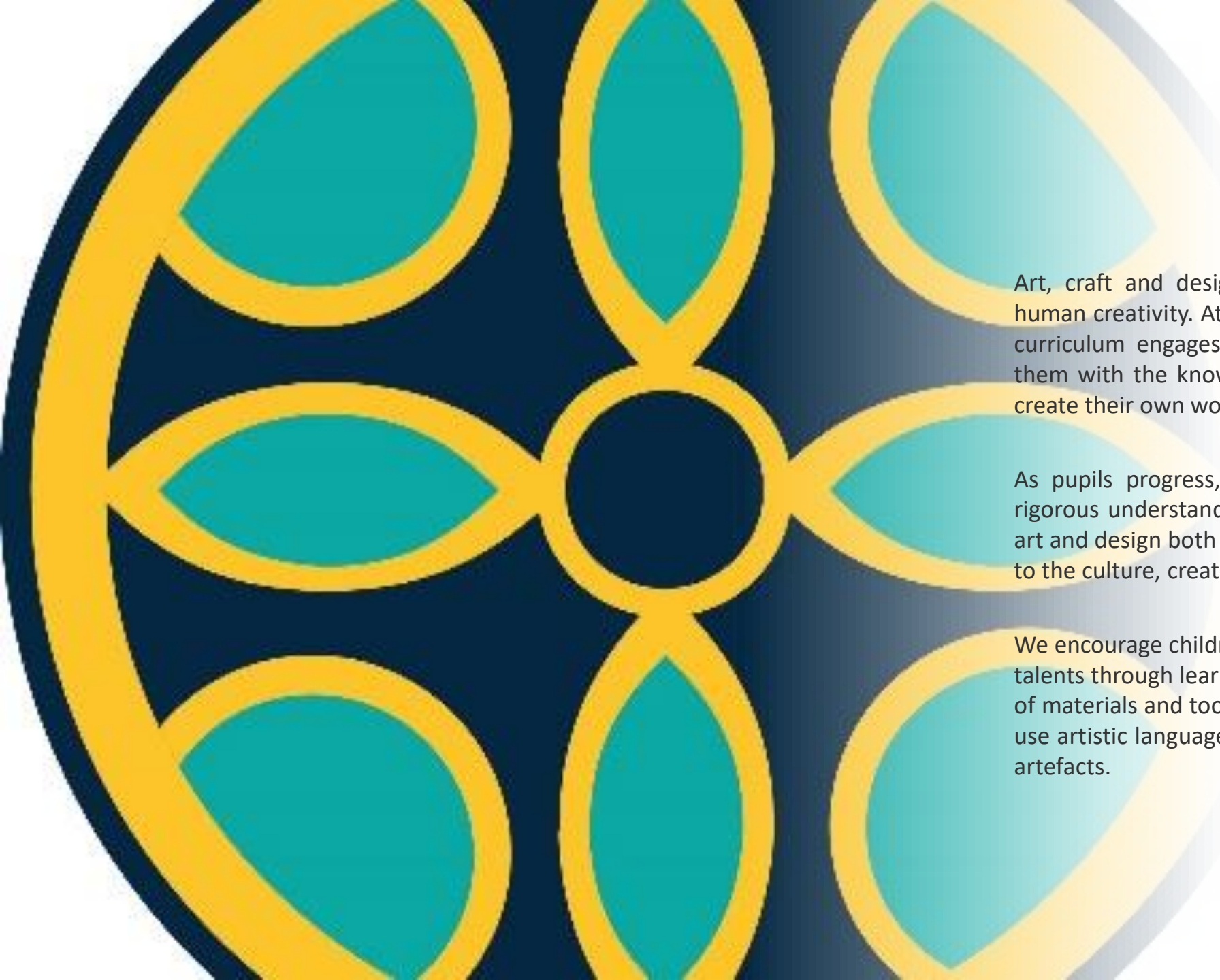


At St Kenelm's School, the teaching of art stimulates creativity, imagination and inventiveness by nurturing and igniting enthusiasm and excitement amongst our children.

We have designed a bespoke curriculum that recognises a diverse wealth of inspirational, stimulating artists and their works.

Children learn to appreciate works of art and use artistic language to describe paintings, sculptures and artefacts. The purpose of art education is to give pupils the skills and techniques with a wide range of materials and tools and be inspired by artists and crafts people.





Art, craft and design embody some of the highest forms of human creativity. At St Kenelm's, our high-quality art and design curriculum engages, inspires and challenges 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 think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Throughout the school, art is developed through discrete and topic-related lessons. Pupils experience working from a range of starting points and explore the use of various media as they move through school.

In Foundation Stage, they explore the use of paints, pencils, chinks, pastels, clay and collage materials.

Within Key Stage One and Two, children develop their ideas through focused lessons and by exploring art linked to other areas of the curriculum. Children work in 2D and 3D and have opportunities to work on individual and group projects, on both small and large scale.

Within the curriculum for art and design, children think about pattern, colour, texture, shape and form using various media. They learn to evaluate their work and consider how they might change (adapt/refine) their work in the future. As pupils progress, we encourage them to think critically and to develop a more rigorous understanding of art and design.

Formative assessments provide teachers with confidence in the progression of skills and knowledge and that outcomes have been met.





At St Kenelm's, we regard art, craft and design as an intrinsic part of our curriculum. It gives children the freedom and choice to create work that is unique to them, whilst being an outlet for self-expression. Artistic creation can provide fulfilment throughout life, artistic observation can heighten perceptions and art can contribute to cultural understanding. In the world of work, creativity and innovation are highly valued.

We will see the impact of the subject in different ways.

Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in lessons and want to participate further. Participation in art, craft and design will develop wellbeing, self-confidence and their sense of achievement. Work will show that a range of units are being covered, cross curricular links are made where possible.

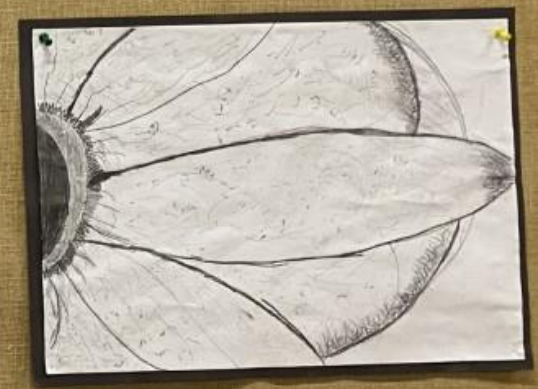
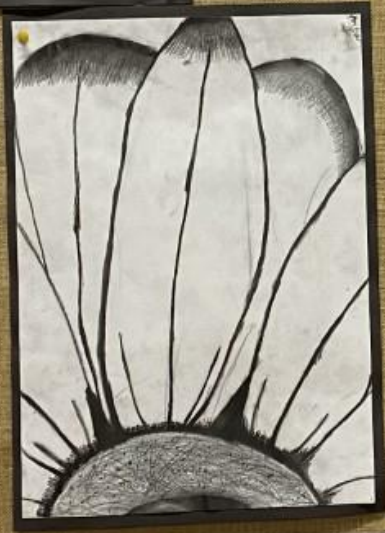
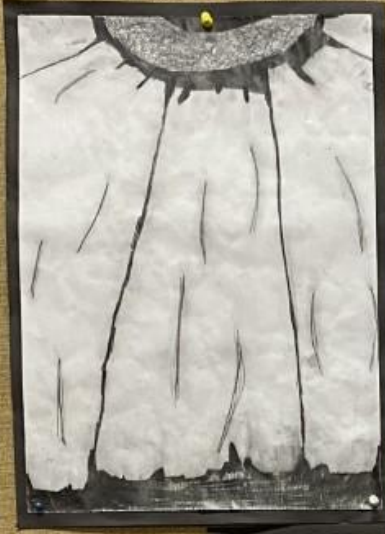
We want to ensure that art, craft and design is enjoyed across the school, encouraging pupils to want to continue building on their knowledge and furthering their skills now and in the future.

ARTIST:
GEORGIA O'KEEFFE

Who is she and what was she famous for?

Georgia was an American artist who painted nature in a way that showed how it made her feel. She was the female pioneer in the development of *Modern Art*.

She painted nature by simplifying its shapes and forms.



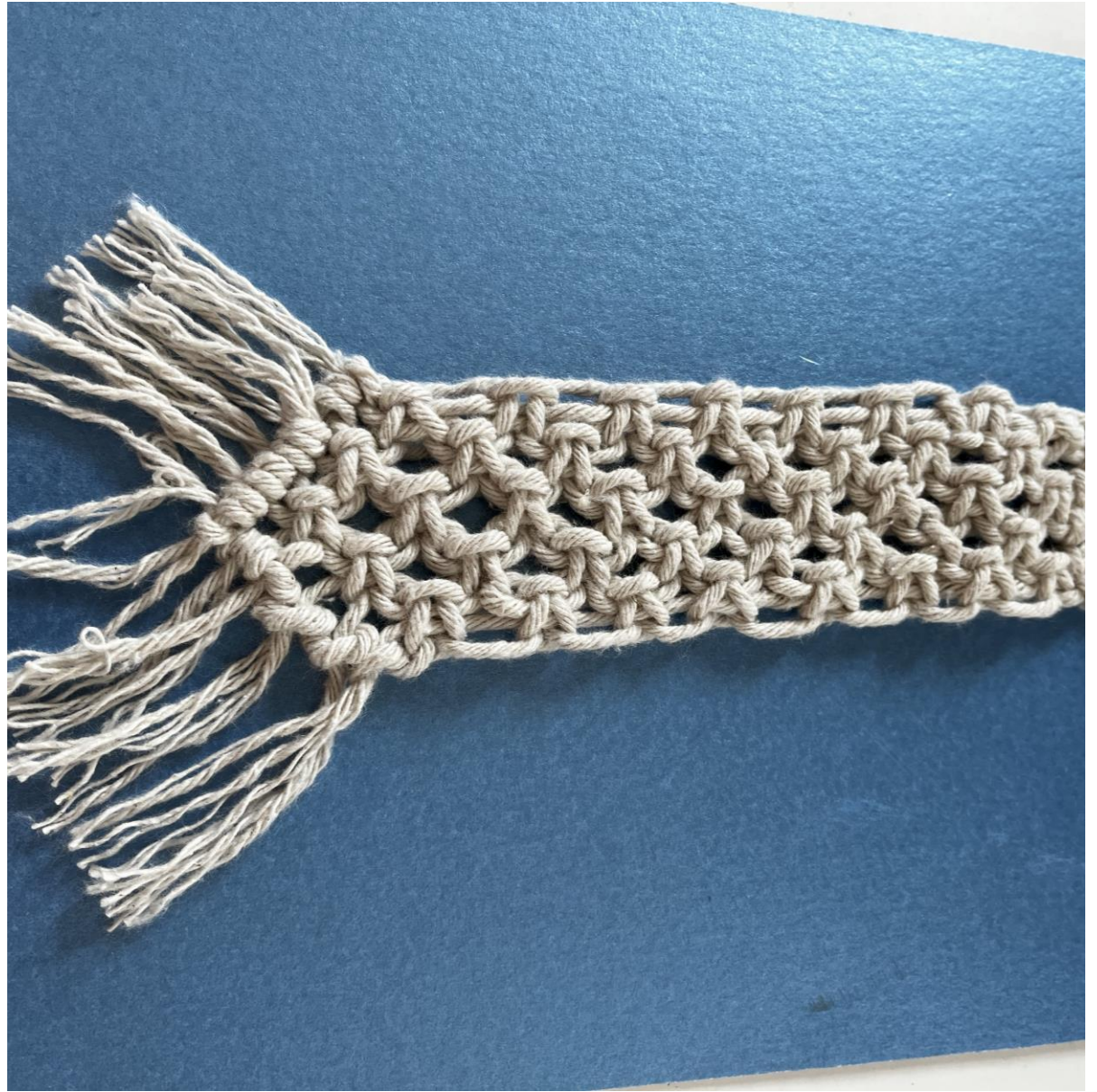
Art Overview

2024-2025

'Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.'
Quentin Blake



2024-2025	Autumn	Spring	Summer
YEAR 1	Painting Drawing Verbal response	Collage Drawing/mark making Verbal response	Sculpture Drawing Printing Verbal response
YEAR 2	Printing Collage Verbal response	Drawing Sculpture Verbal response	Painting Textiles Drawing Verbal response
YEAR 3/4	Sculpture Painting Verbal response	Printing Painting Verbal response	Textiles Drawing Verbal response
YEAR 4/5	Drawing Painting Verbal response	Drawing Collage Verbal response	Sculpture Printing Textiles Verbal response
YEAR 5/6	Painting Drawing Textiles Verbal response	Printing Collage Verbal response	Drawing Sculpture Verbal response



Art Skills Progression





Art Areas of learning	EYFS	
	3-4 Year olds	Reception
Communication and Language	<p>Learn new vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>
Personal, social and emotional Dev	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	
Physical Development	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>
Literacy		
Mathematics	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>	<p>Continue, copy and create repeating patterns.</p>
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p>	
Expressive Arts and Design	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>

Year 1



<p>Explore and Develop Ideas</p>	<p>Ongoing Begin to understand that ideas are developed through processes and develop resilience to get things wrong and try again. Children will practise and share their learning and skills and receive and offer feedback to improve</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences</p>	<ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>work, work of art, idea, starting point, observe, focus, design.</i>
<p>Drawing</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</i>
<p>Painting</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours.
<p>Sculpture</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</i>

Collage	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>	<ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>collage, squares, gaps, mosaic, features, cut, place, arrange.</i>
Textiles	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture.</p>	<ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile’s colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</i>
Printing	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques - printing. To develop a wide range of art and design techniques in using colour and texture.</p>	<ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>colour, shape, printing, printmaking, woodcut, relief printing, objects.</i>
Work of other artists	<p>Ongoing</p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</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>	<ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand: • paint and colour - Rothko, Kandinsky, Sculpture and ceramics Paul Cummins, Edvard Munch, Spenser Byles – natural sculpture, Eileen Downs – collage/illustration • Antony Gormley – casts, imprints and sculpture • other possible artists: LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Year 2



	<h2>Year 2</h2>		
<p>Explore and Develop Ideas</p>	<p>Ongoing Begin to understand that ideas are developed through processes and develop resilience to get things wrong and try again. Children will practise and share their learning and skills and receive and offer feedback to improve</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences</p>	<ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>work, work of art, idea, starting point, observe, focus, design, improve.</i> 	
<p>Drawing</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</i> 	
<p>Painting</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</i> 	
<p>Sculpture</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture. 	

<p>Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>	<ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>collage, squares, gaps, mosaic, features, cut, place, arrange.</i>
<p>Textiles</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture.</p>	<ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile’s colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</i>
<p>Printing</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques-printing. To develop a wide range of art and design techniques in using colour and texture.</p>	<ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>colour, shape, printing, printmaking, woodcut, relief printing, objects.</i>
<p>Work of other artists</p>	<p>Ongoing</p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p style="text-align: center;">KS1 Art and Design National Curriculum</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>	<ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare; • use key vocabulary to demonstrate knowledge and understanding in this strand: (See plans for specific artists) Andy Goldsworthy, Spencer Byles, Bob Patterson, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Year 3 and 4



<p>Explore and Develop Ideas</p>	<p>Ongoing Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>line, pattern, texture, form, record, detail, question, observe, refine.</i> 	
<p>Drawing</p>	<p>Ongoing Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</i> 	
<p>Painting</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</i> 	
<p>Sculpture</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</i> 	

<p>Collage</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p>	<ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.
<p>Textiles</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</i>
<p>Printing</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block and explore what effect making their own blocks has on shape and texture.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials -printing.</p>	<ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</i>
<p>Work of other artists</p>	<p>Ongoing</p> <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner.

Year 5 and 6



<p>Explore and develop ideas</p>	<p>Ongoing</p> <p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>sketchbook, develop, refine, texture, shape, form, pattern, structure..</i>
<p>Drawing</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</i>
<p>Painting</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</i>
<p>Sculpture</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>form, structure, texture, shape, mark, soft, join, tram, cast.</i>

Collage	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p>	<ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>shape, form, arrange, fix.</i>
Textiles	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<ul style="list-style-type: none"> • and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>colour, fabric, weave, pattern.</i>
Printing	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing</p>	<ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: <i>Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</i>
Work of other artists	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p style="text-align: center;">KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history</p>	<ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding in this strand: • see plans for specific artists. Suggested further references: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

