Art and Design Curriculum Making Document

	Art and Design Long-Term Plan			
	Autumn Term 1	**Spring Term 1**	**Summer Term 1**	**Summer Term 1 Art Day**
Nursery	My Friend Bear Let's Celebrate Together	Down on the Farm New Life Is Everywhere	All Around the World Everyday Superheroes.	
Reception	I can see a rainbow Super you, Super me!	Frozen planet Off we go!	Once upon a time Sailing the Seven seas	
Year 1	Drawing Make your mark	Painting Colour Splash	Craft and Design Woven Wonders	Sculpture Day Paper Play
Year 2	Drawing Tell a Story	Painting Life in Colour	Craft and Design Map it Out	Sculpture Day Clay Houses
Year 3	Drawing Growing Artists	Painting Pre-Historic Painting	Craft and Design Ancient Egyptian Scrolls	Sculpture Day Abstract Shape and Space
Year 4	Drawing Power Prints	Painting Light and Dark	Craft and Design Fabric of Nature	Sculpture Day Mega Materials
Year 5	Drawing I Need Space	Painting Portraits	Craft and Design Architecture	Sculpture Day Interactive Installation
Year 6	Drawing Make My Voice Heard	Painting Artist Study	Craft and Design Photo Opportunity	Sculpture Day Making Memories

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing **Practical Knowledge**	**Pupils Know**							
	How to: Make pencil marks Draw lines and shapes Draw lines and closed shapes giving meaning to marks Describe sketches	How to: Sketch a self-portrait with more than one colour with the features appropriately placed and details added Sketch things that they have observed, or images Sketch things that they have observed with increasing detail with consideration to shape , size, colour and detail	• That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing.	• How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood. How to: • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens.	How to: • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively.	How to: • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint.	• What print effects different materials make. How to: • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge.	• Gestural and expressive ways to make marks. • Effects different materials make. • The effects created when drawing into different surfaces How to: • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects
	So that they can:							
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.

	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Painting **Practical Knowledge**	**Pupils know how to:**							
	Explore colour mixing. Explore paint in different forms and on different surfaces. Paint with a brush to create lines and shapes. Paint lines and closed shapes giving meaning to marks. Paint with more than one colour. Describe paintings Experiments with colour mixing – no intention to make a certain colour.	Paint a self-portrait with more than one colour with the features appropriately placed. Paint a self-portrait with more than one colour with the features appropriately placed and detail added. Create new colour by independent mixing. Make choices about the colours that they use Paint things that they have observed, or images. Creates collaboratively, sharing ideas. Paint things that they have observed with increasing detail with consideration to shape , size, colour and detail. Use watercolour paints and more than one thickness of brush.	• Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	• Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.	• Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.	• Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.
	So that they can:							
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture **Practical Knowledge**	**Pupils know how to:**							
	Explore playdough moving through as sequence of skills: - Pressing - Pinching - Cutting - Rolling - Balling Create shapes with dough using cutters. Use a given skill to manipulate playdough to make a given shape. To attach junk modelling items together	Attach junk modelling items together and describe model. Create junk models and explain choices of materials. Use a combination of dough manipulation skills to create own models. Create and describe clay models- talk about the skills used on prompting.	• Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls.	• Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay.	How to: • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.	• How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective.	How to: • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display.	How to: • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.
	So that they can:							
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

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Craft & Design **Practical Knowledge**	**Pupils know:**							
	How to: Explore printmaking with wider variety of objects (e.g sponge shapes, vegetables). Print with deliberate placement. Create a collage with prepared paper collage materials by gluing	How to: Print with deliberate placement to create an image and patterns. Print with deliberate placement to create a pattern or image and describe the skills used using vocabulary (press, paint, paper, pattern) Assemble prepared collage materials within a templated shape Assemble self-cut collage materials on templated shape Assemble transient art objects to create an image. Assemble mixed collage materials including fabric to make own creations and describe	• What materials can be cut, knotted, threaded or plaited. How to: • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials.	How to: • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.	• That layering materials in opposite directions make the handmade paper stronger. How to: • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. Use a zine to present information.	• That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax. How to: • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Ue glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece.	• The steps to make a monoprint. • When a roller is sufficiently inked. How to: • Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features. • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure.	• How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. • Create a photomontage. Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. • Take a portrait photograph. Use a grid method to copy a photograph into a drawing.
	So that they can:							
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of Artists **Theoretical Knowledge**	**Pupils Know:**							
	Meanings This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. **Interpretations** This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. **Materials and Processes** ● Artists use modelling materials like clay to recreate things from real life. ● Artists choose colours to draw or paint with. ● Artists draw many different things and use different tools to draw with. ● Sometimes artists are inspired by the seasons. ● Some art doesn't last long- it is temporary. ● Sometimes artists cut and stick photos to make new images.	**Meanings** This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. **Interpretations** This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. **Materials and Processes** ● Artists use modelling materials like clay to recreate things from real life. ● Artists choose colours to draw or paint with. ● Artists draw many different things and use different tools to draw with. ● Sometimes artists are inspired by the seasons. ● Some art doesn't last long- it is temporary. ● Sometimes artists cut and stick photos to make new images.	**Meanings** Some artists are influenced by things happening around them. **Interpretations** ● Sometimes artists concentrate on how they are making something rather than what they make. ● Artists living in different places at different times can be inspired by similar ideas or stories. **Materials and Processes** ● Artists can use everyday materials that have been thrown away to make art. ● Artists choose materials that suit what they want to make.	**Meanings** ● Some artists create art to make people aware of good and bad things happening in the world around them. **Interpretations** ● Art can be figurative or abstract. **Materials and Processes** ● Illustrators use drawn lines to show how characters feel. ● Artists try out different combinations of collage materials to create the effect they want. ● Artists can use the same material (felt) to make 2D or 3D artworks. ● Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	**Meanings** Art from the past can give us clues about what it was like to live at that time. **Interpretations** The meanings we take from art made in the past are influenced by our own ideas. **Materials and Processes** ● Artists have different materials available to them depending on when they live in history. ● Artists can make their own tools. ● Artists experiment with different tools and materials to create texture. ● Artists can work in more than one medium. ● Artist make decisions about how their work will be displayed.	**Meanings** Art can communicate powerful statements about right and wrong **Interpretations** Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it. **Materials and Processes** ● Artists can choose particular materials to communicate a message. ● Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. ● Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. ● Artists and designers sometimes choose techniques based on the time and money available to them. ● Artists use drawing to plan ideas for work in different media.	**Meanings** ● Artists are influenced by what is going on around them; for example culture, politics and technology. ● Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. ● How an artwork is interpreted will depend on the life experiences of the person looking at it. **Interpretations** ● Artists use self-portraits to represent important things about themselves. ● Artists create works that make us question our beliefs. ● Visual designs can represent big ideas like harmony with nature or peace. **Materials and Processes** ● Artists can choose their medium to create a particular effect on the viewer. ● Artists can combine materials; for example digital imagery with paint or print. ● Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	**Meanings** ● Artists can use symbols in their artwork to convey meaning. ● Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. **Interpretations** ● Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. ● Art can be a form of protest. ● Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. ● Art sometimes creates difficult feelings when we look at it. **Materials and Processes** ● Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. ● Artists can use materials to respond to a feeling or idea in an abstract way. ● Artists take risks to try out ideas; this can lead to new techniques being developed. ● Artists can make work by collecting and combining ready-made objects to create 'assemblage'. ● Artforms are always evolving as materials and techniques change over time.
	So that they can:							

	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider w Primary 2022their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as www.kapowprimary.com artists seek to break new boundaries.
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Evaluating and Analysing **Disciplinary Knowledge**	What is art: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring…	What is art: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring…	What is art: ● Art is made in different ways. ● Art is made by all different kinds of people. ● An artist is someone who creates. ● Craft is making something creative and useful.	Why do people make art? ● People use art to tell stories. ● People make art about things that are important to them. ● People make art to share their feelings. ● People make art to explore an idea in different ways. ● People make art for fun. ● People make art to decorate a space. ● People make art to help others understand something.	What is art: ● Artists make art in more than one way. ● There are no rules about what art must be. ● Art can be purely decorative or it can have a purpose. Why do people make art? ● People use art to tell stories and communicate. ● People can make art to express their views or beliefs. ● People make art for fun, and to make the world a nicer place to be. ● People use art to help explain or teach things. ● People make art to explore big ideas, like death or nature. How do people talk about art? ● People can have their own	What is art: Why do people make art? ● Art is influenced by the time and place it was made, and this affects how people interpret it. ● Artists may hide messages or meaning in their work. Artists evaluate what they make and talking about art is one way to do this How do people talk about art? ● Art is influenced by the time and place it was made, and this affects how people interpret it. ● Artists may hide messages or meaning in their work. ● Artists evaluate what they make and talking about art is one way to do this.	What is art: Why do people make art? ● People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. ● Some artists become well-known or famous and people tend to talk more about their work because it is familiar. ● Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ● Comparing artworks can help people understand them better How do people talk about art? ● People can explore and discuss	What is art: Why do people make art? ● Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. ● People can have varying ideas about the value of art. ● Everyone has a unique way of experiencing art ● Art can be analysed and interpreted in lots of ways and can be different for everyone. How do people talk about art? ● Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.

					opinions about art, and sometimes disagree. • One artwork can have several meanings.		art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.
	So that they can:							
	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Taken collated directly from the Kapow progression guidance.