

Christian Vision and Values

‘Through God’s love we learn and flourish together’ Corinthians 16:14

Thankfulness Perseverance Compassion Trust Courage Respect

Curriculum Drivers in Art and Design

World Aware Children will be given the opportunity to study Art and Design across a range of cultures and historical eras.

Belonging Through studying Art and Design across a range of cultures and historical eras, our children will learn about inclusivity, diversity and equality. We will encourage our children to participate in local community-based projects, when these present themselves.

Well-being For many pupils Art becomes a therapeutic and relaxing activity that aids mental health, we will aim to develop a lifelong enjoyment of Art and Design in this way. We will appreciate and celebrate the success of all children, to develop self-confidence in free expression.

Spirituality Children will be encouraged to use creativity and imagination to make connections with their world.

Possibilities Children will be encouraged to use imaginative, innovative and inventive ways to develop and express their ideas. They will be given opportunities to use a range of different mediums and materials.

What we teach and why: Intent

At Aylburton and English Bicknor C of E Primary Schools we follow the Kapow scheme of work for our Art and Design lessons. The Art and design scheme of work at Aylburton and English Bicknor C of E Primary Schools aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme of work supports pupils to meet the national curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design’s progression competencies.

The lessons we teach have an intention of providing a high-quality, coherent and progressive experience of the subject, with scope for cross-curricular learning.

How it's taught: Implementation

The Kapow Art scheme of work is designed with four strands that run throughout.

These are:

- Generating ideas
- Using sketchbooks
- Makings skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our progression document shows how skills and knowledge are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.

Each unit fully scaffolds and supports age appropriate sequenced learning, and cross-curricular links have been made where possible. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Lessons can be accessed and enjoyed by all pupils and there are opportunities to stretch learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Each lesson begins with a review as part of our Rosenshine's Principles.

What we see as a result: Impact

Our Art and Design curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

After the implementation of Kapow Primary Art and Design, pupils should leave Aylburton and English Bicknor C of E Primary Schools equipped with a range of skills to enable them to succeed in their secondary education.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

The Art and Design co-ordinator observations monitor outcomes and regular reflection on our planning and children's work help to ensure continuity of progression throughout the school. There will be drop-in observations, book looks and interviews with children to monitor and evaluate the subject.

Pupils regularly engage well with key questions and can reflect on their learning at the end of each lesson with the learning outcome in mind. They learn to be confident in their responses and not afraid to pose more questions as a result of their learning.

By the end of year 6 children at Aylburton and English Bicknor C of E Primary Schools should demonstrate the following essential characteristics of artists:

- The ability to use line, shape, pattern, colour, texture and 3D form to express emotions and ideas, interpret observations and develop their own style.*
- The ability to use a range of materials creatively to design and make products.*
- The ability to draw confidently from observation, memory and imagination in the use of sketch books and in finished products.*
- To have a secure knowledge and understanding of other artists (living and non-living), craft makers, architects and designers.*
- The ability to select and use materials, processes and techniques skilfully and creatively to develop a plan and understand that mistakes are an important part of the learning process.*
- The ability to reflect, analyse and critically evaluate their own work and that of others.*

Year A & C	EYFS	Yr1&2	Yr3&4	Yr5&6
<u>Drawing</u>				
<i>Generating ideas</i>	Holding your pencil with an effective grip. Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<i>Sketch-books</i>	Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing.	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recoding observations and research, testing materials and working towards an outcome more independently. Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<i>Making skills (including formal elements)</i>	Combine materials when drawing. 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 such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. Explore mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Further develop mark-making within a greater range of media, demonstrating increased control. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and	To use a broader range of stimulus to draw form, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay,

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			continuing to develop use of tone and more intricate mark making.	layering media and incorporating digital drawing techniques.
Knowledge of artists		Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use their own experiences of techniques and making processes to explain how art works may have been made. 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. 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.	
Evaluating and analysing		Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. 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. Independently 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.

Craft and Design

Generating ideas	Explore differences when cutting a variety of materials. Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. Follow lines when cutting.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card e.g. stick, clip, tie, tape.	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use sketchbooks for purposes including recoding observations and research, testing materials and working towards an outcome more independently.

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	Apply craft skills e.g. cutting, threading, folding to make their own artworks.		Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<i>Making skills (including formal elements)</i>	Design something on paper ready to make in three dimensions. 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.	Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique to make fibre art. Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process. Develop personal, imaginative responses in a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
<i>Knowledge of artists</i>		Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use their own experiences of techniques and making processes to explain how art works may have been made. 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. 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.	
<i>Evaluating and analysing</i>		Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieve. Independently use their knowledge of tools, materials and processes to try alternative

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		Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention.
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Year B & D	EYFS	Yr1&2	Yr3&4	Yr5&6
<u>Sculpture and 3D</u>				
<i>Generating ideas</i>	Explore the properties of clay. Use modelling tools to cut and shape soft materials e.g. playdough, clay. Select and arrange natural materials to make 3D artworks.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<i>Sketch-books</i>	Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials.	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<i>Making skills (including formal elements)</i>	Develop 3D models by adding colour. 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 their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D. Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used in work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
<i>Knowledge of artists</i>		Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use their own experiences of techniques and making processes to explain how art works may have been made.	

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		Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	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. 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.
<i>Evaluating and analysing</i>		Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. 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. Independently 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.

Painting and mixed media

<i>Generating ideas</i>	Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<i>Sketchbooks</i>	Make natural painting tools. Investigate natural materials e.g paint, water for painting. Explore paint textures, for example mixing in other materials or adding water.	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recoding observations and research, testing materials and working towards an outcome more independently. Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<i>Making skills (including formal elements)</i>	Respond to a range of stimuli when painting.	Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g.

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	Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. shiny, soft. Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Explore the way paint can be used in different ways to create a variety of effects e.g. creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media e.g. photography and digital art effects. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.
<i>Knowledge of artists</i>		Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use their own experiences of techniques and making processes to explain how art works may have been made. 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. 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.	
<i>Evaluating and analysing</i>		Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

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		Evaluate their work more regularly and independently during the planning and making process.	Give reasoned evaluations of their own and others work which takes account of context and intention.
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Year A & B	EYFS	Yr1&2	Yr3&4	Yr5&6
<u>Formal elements</u>				
<i>Pattern</i>	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	Know that pattern is a design in which shapes, colours or lines are repeated. Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns. Know that patterns can be used to add detail to artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that artists create patterns to add expressive detail to art works e.g. Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. To know that pattern can be created in many different ways e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition.
<i>Line</i>	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition e.g. by using diagonal lines to draw your eye into the centre of a drawing. To know how line is used beyond drawing and can be applied to other art forms.
<i>Texture</i>	Simple terms to describe what something feels like (e.g. bumpy).	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks. Know that painting tools can create varied textures in paint.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials. To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

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		Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture.		
<i>Form</i>	Modelling materials can be shaped using hands or tools.	Know that we change paper from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
<i>Tone</i>	There are different shades of the same colour and identify colours as 'light' or 'dark'	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape. Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling and stippling. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help the foreground and background in an artwork. To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
<i>Shape</i>	The names of simple shapes in art.	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it. Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles.	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art. To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object. To know how an understanding of shape and space can support creating effective composition.

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		Know that patterns can be made using shapes.		
<i>Colour</i>	The names of a wide range of colours. Colours can be mixed to make new colours.	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place e.g. the seaside.	To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric people used these paints. To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork e.g. by using warm or cool colours. To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or for celebration.