CURRICULUM SUBJECT	Art and Design			SUBJECT LEAD		Sophie Cook

What are the end points in the subject you lead?	- To produce creative work, exploring their ideas and recording their experiences. - To become proficient in drawing, painting, sculpture and other art, craft and design techniques. - To evaluate and analyse creative works using the language of art, craft and design. - To know about artists, architects and designers, and understand the historical and cultural development of their art forms. - To understand: colour, pattern, texture, line, shape, form and space in examples of artwork and evidence in own work.

How is the curriculum at Woodley Primary School sequenced towards those end points?

Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing		**Focus: Moschino** Explore marks made with a range of materials (pencil, chalk, charcoal etc.). Explore different lines (dark lines & light lines) Record simple evaluations of focus artwork. Introduce artistic language. Explore basic shapes (2D) and simple patterns. Explore colour through shading	**Focus: Biophilic Architecture** Begin to control the types of marks made with a range of materials (pencil, chalk, charcoal etc.). Begin to explore how line can alter an image (dark and light lines) Begin to evaluate focus artwork using artistic language. Explore shape (2D) and pattern. Introduce space and how it can	**Focus: Vivienne Westwood** Demonstrate control in the types of marks made with a range of materials (pencil, chalk, charcoal etc.). Demonstrate understanding of using different forms of line in work (dark and light lines) Demonstrate an understanding of how to evaluate focus artwork. Children to start to use artistic	**Focus: Baroque** Develop control in the types of marks made with a range of materials (pencil, chalk, charcoal etc.). Show understanding in why marks are chosen and begin to use this in own work. Develop understanding of using different forms of line in work (dark/light lines and creative lines) Evaluate and analyse focus artwork. Children to independently	**Focus: Katie Jones** Work independently on the types of marks made with a range of materials (pencil, chalk, charcoal etc.). Understand how to use different forms of line in work (dark/light lines and creative lines). Work independently on evaluating and analysing focus artwork. Use artistic language in sketchbooks and in class to show thoughts and feelings on artist/architect/designer. Begin to independently use complex shape,	**Focus: Banksy** Draw independently for a sustained period of time. Use sketchbooks to independently evaluate and analyse a range of media. Independently recognise and use shape, pattern, line and space in own work. Have opportunities to use a variety of materials to demonstrate understanding of shape, pattern, line and space Independently recognise and use colour in own work. Have

		and blending with a range of different materials. Explore textures by describing, naming, rubbing and copying.	impact shape and patterns. Continue to explore colour through shading and blending with a range of different materials. Continue to explore textures using a variety of materials.	language independently. Demonstrate an understanding of basic 2D shapes and patterns and how space can impact. Begin to show an awareness of objects having a third dimension and perspective. Demonstrate an understanding of how to blend and shade to create contrast in colour. Begin to create texture using a variety of materials.	use artistic language in sketchbooks and in class. Develop understanding of shapes (2D and 3D) and begin to explore complex shapes. Develop understanding of more complex patterns. Develop understanding of space. Continue to develop blending and shading in colour and have opportunities to use different forms in artwork. Develop understanding of texture using a variety of materials.	pattern and space in work. Work independently on blending and shading in colour and have opportunities to use different forms in artwork. Continue to develop understanding of texture using a variety of materials. Begin to work independently on how to recognise texture and where best to use different textures in work.	opportunities to use a variety of materials to demonstrate understanding of colour. Independently recognise and use texture in own work using a variety of materials.
Painting		**Focus: David Hockney** Explore different brush sizes and tools and what they can create. Explore primary colours and experiment with lightning and darkening the colours.	**Focus: Jan Griffier** Begin to control and decide on the types of marks made using brushes and other tools. Continue to explore lightning and darkening colours. Begin to	**Focus: Egyptian Architecture** Demonstrate control and decisions making on types of marks made using brushes and other tools. Demonstrate an understanding on	**Focus: Yannis Tseklenis** Confidently control types of marks made using brushes and other tools. Develop use of lightening/darkening colours. Develop use of tones and shades with colour.	**Focus: Tang Yau Hoong** Confidently control types of marks made using brushes and other tools. Experiment with different effects in own work. Use light, shade and tone to add detail and atmosphere to work.	**Focus: Greg Klassen** Confidently work in a sustained and independent way to develop their own style of painting. Confidently use painting skills and techniques in their own work and show understanding of

		Explore how mixing primary colours can create secondary colours. Explore mixing colours to create new colours. Explore painting on different surfaces and how it can affect the image. Explore different forms of paint e.g. watercolour Record simple evaluations of focus artwork. Introduce artistic language.	create tones and shades of a colour. Continue to explore mixing colours to create new colours. Continue to explore painting on different surfaces and how it can alter the colour and appearance. Explore painting techniques e.g. layering, mixing and texture. Continue to explore different forms of painting and recognise the difference. Begin to evaluate focus artwork using artistic language.	how to lighten/darken colours. Continue to explore tones and shades of colour. Demonstrate and show an understanding of mixing colours to create new colours. Demonstrate an understanding of how to adapt painting on different surfaces. Continue to explore painting techniques e.g. layering, mixing and texture. Demonstrate an understanding of different forms of paints and show decision making in choosing different forms of painting on own work. Demonstrate an understanding of how to evaluate focus artwork. Children to start to use artistic	Develop skills in mixing colours in own work and where to use them. Develop skills on how to adapt painting on different surfaces. Develop skills in painting techniques e.g. layering, mixing and texture. Recognise and choose which form of paint is suited to artwork and show skills in using that form of paint. Evaluate and analyse focus artwork. Children to independently use artistic language in sketchbooks and in class.	Confidently mix and use colour to add detail to work. Confidently adapt skills when working with different paints and surfaces in own work. Confidently use painting techniques in own work e.g. layering, mixing and texture. Work independently on evaluating and analysing focus artwork. Use artistic language in sketchbooks and in class to show thoughts and feelings on artist/architect/designer.	which works well in their work and why. Use sketchbooks to independently evaluate and analyse a range of media.

				language independently.			
Sculpture		**Focus:** **Googie** Explore different materials and how they can create shapes. Explore how to manipulate and model materials to create sculptures. Explore rolling, pinching, cutting and kneading with malleable materials. Use tools and equipment safely and in the correct way. Record simple evaluations of focus artwork. Introduce artistic language.	**Focus:** **Phillip Tracey** Continue to explore different materials and how they can create shape. Explore how materials can create form and space. Continue to explore how to manipulate and model materials to create sculptures. Explore joining material parts to create sculpture. Continue to explore different techniques to create sculpture e.g. rolling, pinching, cutting, kneading, bending, layering. Explore how different materials can create texture.	**Focus:** **Cave drawings** Develop understanding of using tools and equipment to create sculptures through different materials. Continue to explore how materials can create form, space and shape. Develop understanding of how to manipulate and model materials to create sculpture. Continue to work on combining small parts to create larger model. Develop an understanding of when it is best to use sculpturing techniques in their work. Continue to explore how to	**Focus:** **Antoni Gaudi** Use tools and equipment correctly on own work. Independently use materials to create form, space and shape. Begin to add intricate detail and design to work. Understand how to manipulate and model materials to create sculpture. Understand how to combine materials to create larger models and layers. Understand when to use sculpturing techniques and show independent work on these skills. Create texture in work and develop understanding of how it can change a sculpture's appearance.	**Focus:** **Mayan Architecture** Confidently and independently use tools and equipment on own work. Show care and understanding of sculpture to allow for work to be added to over a time period. Show experience in using materials to create form, space and shape. Show confidence in using tools to add detail and design to work. Show confidence in manipulating, modelling and forming materials to create final work. Show confidence in independently using various sculpturing techniques and show understanding on how it can alter a final piece. Confidently use techniques and materials to create different forms of texture on a piece of work. Show	**Focus:** **Oscar Niemeyer** Confidently work independently in a safe and organised way over a period of time. Show understanding on how to secure work so it can be added to. Confidently use various materials to plan and create own work. Confidently decide and explain why techniques have been used and how it has impacted their work. Confidently show evidence of texture, shape, form and size in own work. Independently add complex design to work to show understanding of artist/designer/architect's style. Confidently solve problems independently when they arise. Use sketchbooks to independently evaluate

			Begin to evaluate focus artwork using artistic language.	create texture in work. Demonstrate an understanding of how to evaluate focus artwork. Children to start to use artistic language independently.	Begin to recognise problems in work and begin to understand how to fix them. Evaluate and analyse focus artwork. Children to independently use artistic language in sketchbooks and in class.	understanding in explaining why a texture has been used. Begin to independently solve problems when they arise. Work independently on evaluating and analysing focus artwork. Use artistic language in sketchbooks and in class to show thoughts and feelings on artist/architect/designer.	and analyse a range of media.