



Ditchling St Margaret's Primary and Nursery School



Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10

Art and Design Curriculum





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Art and Design Curriculum at Ditchling CE Primary and Nursery School

Planned Curriculum

INTENT

Ditchling believes that art is a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Situated in a very popular Arts and Crafts area of Sussex means our opportunities with our local Museum of Arts and Crafts enables our students to engage in quality, purposeful opportunities that enrich our children's experiences of Art and Design.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum, which will enable children to reach their full potential.

IMPLEMENTATION

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction'. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The sequence of learning is evident in the children's Creative Art books. At the end of the topic, children write a summary of what they know according to the key knowledge statements identified on the school's progression map for Art and Design. Teachers support the children and scaffold as appropriate, according to the children's age group as well as individual needs through quality first teaching. Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome, and justify a choice they have made which is based on their evaluation.

Co-ordinated whole-school project work ensures that Art and Design is given high status in the curriculum. This includes the school's participation in the annual 'Museum of Arts and Crafts activities which enables further focus on children's artistic skills and knowledge of a diverse range of artists.

The school's high-quality art curriculum is supported through the availability of quality resources, which are used to support children's confidence in the use of different media. The school's unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community such as local painters and artists from the Turner Dumbrell Art Studios.

IMPACT

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's creative art books means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations. Displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment.

The Art and Design curriculum at Ditchling contributes to children's personal development in creativity, independence, judgement and self-reflection.



EYFS

Drawing: Marvellous Marks

Painting and Mixed Media: Paint My World

Sculpture and 3D: Creation Station

Year 1

Painting and Mixed Media: Colour Splash

Drawing – Make your Mark

Year 2

Sculpture and 3D Paper Play

Sculpture and 3D: Clay Houses

Year 3

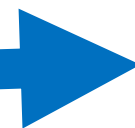
Painting and Mixed Media: Life in Colour

Drawing – Tell A Story

Sculpture – Abstract Shape and Space

Painting – Prehistoric Painting

Drawing – Growing Artists





Year 4

Craft and Design –
Fabric of Nature

Drawing – Power
prints

Sculpture and 3D –
Interactive
Installation

Year 5

Painting and mixed
media: Light and
Dark

Drawing – I Need
Space

Painting and Mixed
Media: Portraits

Painting: Artist Study

Sculpture and Mixed
Media: Making
Memories

Year 6

Drawing: Make My
Voice Heard



Design Technology and Art and Design Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Structures Junk Modelling	Drawing – Marvellous Marks	Painting and Mixed Media: Paint My World	Sculpture and 3D: Creation Station	Textiles: Bookmarks	Structures: Boats
Year 1	Freestanding Structures – chair for baby bear	Drawing – Make your Mark	Food - Preparing Fruit and Vegetables Spring Fruit salad	Painting and Mixed Media: Colour Splash	Mechanisms Sliders and Levers - Dolphin Boy Card	Sculpture and 3D: Paper Play
Year 2	Food - Preparing Fruit and Vegetables. Healthy Rainbow Seasonal Pizza	Drawing – Tell A Story	Painting and Mixed Media: Life in Colour	Sculpture and 3D: Clay Houses	Textiles – Templates and Joining. Build a Bear Swimming costume	Mechanisms Wheels and Axles - Beach Wagon
Year 3	Sculpture – Abstract Shape and Space	Structures Shell Structures using CAD - Christmas Gift Box	Painting – Prehistoric Painting	Drawing – Growing Artists	Textiles 2D and 3D Product - Tool bag	Food: Healthy and Varied Diet - Healthy Stir Fry
Year 4	Healthy and Varied Diet - Sustainable Lunch	Craft and Design – Fabrics of Nature	Painting and mixed media: Light and Dark	Mechanisms Pneumatics - Toy for Year 1	Drawing – Power prints	Electrical Systems Simple Programming and control - Electronic Quiz
Year 5	Textiles: Combining different fabric shapes - Hats	Drawing – I Need Space	Sculpture and 3D – Interactive Installation	Structures: Frame Structures - Trojan Horse	Painting and Mixed Media: Portraits	Mechanisms – Cams -Toy for Tibetan Child
Year 6	Electrical Systems: more complex switches and circuits - Museum alarm for an artefact	Drawing: Make My Voice Heard	Structures: Frame structures using CAD - Battle of Britain Shelter	Painting: Artist Study	Sculpture and Mixed Media: Making Memories	Food – celebrating culture and seasonality Fairtrade food at Community Tea Party

Progression of Skills and Knowledge

<u>EYFS</u>	
Expressive A Creating with Materials Being Imaginative and Expressive Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom. Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.	
Autumn 1	
All About Me	Using natural items to create Autumnal wreaths. Salt dough decorations Creating and decorating Christmas tree decorations.
Autumn 2	
Out and About	Using threading skills to create snowflakes with pipe cleaners and beads.
Spring 1	
Back In Time	Collecting flower petals to create card sun catchers.
Spring 2	
Through the Keyhole	Threading coloured wool to create an egg pattern.



Summer 1	
Whatever the Weather	Creating bold paintings in salt and paint
Summer 2	
Ship Ahoy!	

Year 1	Making Skills	Key Knowledge	Evaluating and Analysing	Vocabulary
Autumn				
Drawing – Make your Mark	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.	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. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	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.	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly



			Begin to talk about how they could improve their own work.	
Assessment End Points: 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.				
Spring				
Painting and Mixed Media: Colour Splash	• How to combine primary coloured materials to make secondary colours. • How to mix secondary colours in paint. • How to choose suitable sized paint brushes. • How to print with objects, applying a suitable layer of paint to the printing surface. • How to overlap paint to mix new colours. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. • How to use blowing to create a paint effect.	• Know that the primary colours are red, yellow and blue. • Know a pattern is a design in which shapes, colours or lines are repeated. • Know that there are many different shades (or 'hues') of the same colour. • Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. • Know primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple	An artist is someone who creates. Art is made in different ways. Art is made by all different kinds of people.	Hue Mix Pattern Print Primary colours Secondary colours
Assessment End points: 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.				



Summer				
Sculpture and 3D: Paper Play	- How to roll and fold paper. - How to cut shapes from paper and card. - How to cut and glue paper to make 3D structures - How to decide the best way to glue something. - How to create a variety of shapes in paper, eg spiral, zig-zag. - How to make larger structures using newspaper rolls.	- Know paper can change from 2D to 3D by folding, rolling and scrunching it. - Know paper can be shaped by cutting and folding it. - Know that three dimensional art is called sculpture. - Some artists are influenced by things happening around them. - Artists living in different places at different times can be inspired by similar ideas or stories. - Artists choose materials that suit what they want to make.	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	Cylinder Detail Sculpture 3 Dimensional (3D)
Assessment End Point: 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.				

Year 2	Making Skills	Key Knowledge	Evaluating and Analysing	Vocabulary
Autumn				
<u>Drawing</u> <u>Tell a Story</u>	Further demonstrate increased control with a greater range of media. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern,	How different marks can be used to represent words and sounds. Talk about art they have seen using some appropriate subject vocabulary.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and	Charcoal Cross-hatching Concertina Expression Stippling



	texture, line, shape, form and space) in their work. Make choices about which materials and techniques to use to create an effect.	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood.	showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.	Illustrations Illustrator
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Assessment End Points:

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.

Spring

Painting and Mixed Media: Life in Colour	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	• Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• 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.	Collage Detail Mixing Overlap Primary colour Secondary colour Surface Texture
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Assessment End Points:

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.

Summer

Sculpture and 3D: Clay Houses	• Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Experiment in sketchbooks, using drawing to record ideas. • Use sketchbooks to help make decisions about what to try out next.	• Talk about art they have seen using some appropriate subject vocabulary. • Create and critique both figurative and abstract art, recognising some of the techniques used. • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• 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.	Casting Ceramic Flatten Glaze Impressing Slip 3 Dimensional Sculptor Negative space Thumb pot
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Assessment End Points:

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.



Year 3	Making Skills	Key Knowledge	Evaluating and Analysing	Vocabulary
Autumn				
Sculpture – Abstract Shape and Space	How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing. How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping. How to add surface detail to a sculpture using colour or texture. Display sculpture.	- Artists make decisions about how their work will be displayed. Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract 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. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.	abstract found objects negative space positive space sculptor sculpture structure 3 Dimensional
Assessment End Points: 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.				
Spring				
Painting – Prehistoric Painting	How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface. How to paint on a rough surface. How to make a negative and positive image.	Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Shape: Negative shapes show the space around and between objects.	Artists make art in more than one way. People use art to tell stories and communicate.	Charcoal Composition Negative Image

	How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials. How to create different textures using different parts of a brush. How to use colour mixing to make natural colours.	• Line: Using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Art from the past can give us clues about what it was like to live at that time. • 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 make decisions about how their work will be displayed.	People use art to help explain or teach things. One artwork can have several meanings.	Prehistoric Pigment Proportion Scaled up Sketch Smudging Texture tone
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Assessment End Points:

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.

Summer

Drawing – Growing Artists	How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object.	• Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Using different tools or using the same tool in different ways can create different types of lines. • Pattern: Surface rubbings can be used to add or make patterns. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That ‘tone’ in art means ‘light and dark’. • Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.	People use art to help explain or teach things. People make art to explore big ideas, like death or nature.	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage
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	How to create abstract compositions to draw more expressively.	• Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium.		geometric
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Assessment End Points:

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.

Year 4	Making Skills	Key Knowledge	Evaluating and Analysing	Vocabulary
Autumn				
Craft and Design – Fabrics of Nature	• To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project. • How to make a mood board. • How to recognise a theme and develop colour palettes using selected imagery and drawings. • How to draw small sections of one image to focus on colours and texture.	• Shape: How to use basic shapes to form more complex shapes and patterns. • Pattern: Patterns can be irregular and change in ways you would not expect. • Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or	batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic

	- How to develop observational drawings into shapes and patterns for design. - How to transfer a design using a tracing method. - How to make a repeating pattern tile using cut and torn paper shapes. - How to use glue as an alternative batik technique to create patterns on fabric. - How to use materials, like glue, in different ways depending on the desired effect. - How to paint on fabric. - How to wash fabric to remove glue to finish a decorative fabric piece.	Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. - Designers can make beautiful things to try and improve people's everyday lives. - 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.	use something that has been created Artists evaluate what they make, and talking about art is one way to do this.	pattern repeat
Assessment End Points: 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.				
Spring				
Painting and mixed media: Light and Dark	- How to mix a tint and a shade by adding black or white. - How to use tints and shades of a colour to create a 3D effect when painting. - How to apply paint using different techniques e.g. stippling, dabbing, washing. - How to choose suitable painting tools. - How to arrange objects to create a still-life composition.	Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect.	Artists make choices about what, how and where they create art. Artworks can fit more than one genre.	abstract composition contrasting dabbing paint figurative formal grid



	- How to plan a painting by drawing first. - How to organise painting equipment independently, making choices about tools and materials.	Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork.	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.	landscape mark-making muted paint wash patterned pointillism
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Assessment End Points:

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.

Summer

Drawing – Power Prints	Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Making skills: 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 How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks.	Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect.	Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art.	abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media
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	How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint.			.
Assessment End Points: 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.				

Year 5	Making Skills	Key Knowledge	Evaluating and Analysing	Vocabulary
Autumn				
Drawing – I Need Space	- 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, e.g. 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.	- 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	- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. - People make art to fit in with popular ideas or fashions.	cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate

	Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.	create an impact on the viewer. - Consider what choices can be made in their own work to impact their viewer. - 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. - 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.	- People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. - Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	printmaking process propaganda
Assessment End Points: 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.				
Spring				

Sculpture and 3D – Interactive Installation	Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display.	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. Form: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. Form: The size and scale of three-dimensional artwork change the effect of the piece.	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. Sometimes people disagree about whether something can be called ‘art’. Art doesn’t always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, 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.	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive
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Assessment End Points:

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.

Summer

Painting and Mixed Media: Portraits	Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.	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. Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait
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		Tone: Tone can help show the foreground and background in an artwork.		
Assessment End Points: 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.				

Year 6	Making Skills	Key Knowledge	Evaluating and Analysing	Vocabulary
Autumn				
Drawing: Make My Voice Heard	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 appropriate 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. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe	- 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. - 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 appropriate 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.	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. Give reasoned evaluations of their own and others' work which takes account of context and intention.	aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya



	how the cultural and historical context may have influenced their creative work.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	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.	
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Assessment End Points:

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.

Spring

Painting: Artist Study	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 appropriate 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. Knowledge of artists:	Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	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. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative
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	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 . - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. Artists can use symbols in their artwork to convey meaning. 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. Artists can use materials to respond to a feeling or idea in an abstract way.	Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. 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.	
Assessment End Points: 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.				
Summer				

Sculpture and Mixed Media: Making Memories	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • v 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 appropriate 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. • 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	• Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms.	• Give reasoned evaluations of their own and others' work which takes account of context and intention. • 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. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • Art can represent abstract concepts, like memories and experiences.	assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation
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	develop over time as artists seek to break new boundaries.		• Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics.	
Assessment End Points: 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.				

Transition into year 7 KS3

After liaising with our local secondary colleagues who deliver KS3 Art and Design curriculum, these are the skills they believe children need to come into year 7 having experienced:

- Technical skills: Students should know how to handle and apply a variety of materials, techniques, and processes.
- Observation: Students understand how to sketch and shade from direct observation.
- Idea generation: Students start to know how to generate, review, and refine their ideas.
- Critical understanding: Students have started to develop a critical understanding of artists, architects, and designers.
- Cross-curricular: Students know how to combine art with other subjects, such as math.
- Perspective: Students know about perspective, including how things disappear into the distance, fade in colour, and get smaller.



Quality First Teaching

To deliver quality first teaching at Ditchling Primary it is essential to integrate a comprehensive curriculum that balances theoretical understanding with practical application. This includes fostering a passion for art and design through engaging activities, incorporating diverse media and cultural perspectives, and providing ample opportunities for active participation.

Furthermore, fostering a supportive and inclusive environment, including Pupil Premium, SEND and high attaining pupils, where every child feels empowered to explore their artistic abilities is paramount. By prioritising the development of foundational artistic skills, encouraging creativity, and nurturing a love for art and design, teachers at Ditchling can ensure that all students receive a high-quality art education that enriches their learning experience and cultivates lifelong appreciation for art and design.

It is crucial to implement strategies that challenge pupils and promote continuous growth. This is achieved at Ditchling by offering differentiated learning experiences tailored to individual abilities, encouraging students to explore more complex artistic concepts and techniques as they progress. Additionally, incorporating opportunities for collaborative art and design, such as the Ditchling Museum projects, encourages teamwork and creativity while pushing students to refine their skills. By setting high expectations and providing scaffolded support, we inspire our pupils to push their boundaries, develop resilience, and achieve their full artistic potential.

Assessment in Art and Design

Each enquiry which forms our programme of learning and teaching in Art and Design sets out clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. Our assessment suggest a range of formative and ongoing ways in which a teacher can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, observations, practical activities such as model making and project work, the gathering, presentation and communication of data collected during visits and creations via various media. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use continuous formative assessments to build an emerging picture of what the pupil knows, understands and can do in relation to the end points of learning. Consequently, at the end of each enquiry a teacher is able to make an informed and confident 'best fit' judgment as to whether the pupil is making good progress or working at greater depth or has yet to achieve the expected level of development.

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit. Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to which recognises successful aspects of the children's work, as well as informing subsequent dialogue to address errors and misconceptions.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

There is a strong focus on developing the quality, presentation and content of children's sketchbook work across all subjects through our 'Beautiful books' standards.



Enrichment in Art and Design

Arts and Craft Museum

Art and Design with our local care home.



Creative Arts Week

Designing and making alter cloths with local residents



Decorations day with FPTA

Meeting local artists

Raymond Briggs Exhibition

