



R eaching the highest possible outcomes for children

A ccepting and embracing our differences

E veryone thriving in a secure, safe and happy environment

B elonging to our community and being a good citizen

U nderstanding that education is a precious gift

R especting ourselves and others by setting high standards

N ever giving up- learning from our mistakes

Art & Design at Raeburn Primary School

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Intent			
High Expectations	Modelling	Vocabulary	Inclusion
We believe that Art is a vital part of children's education and has a significant and valuable role in the curriculum, as well as the enrichment opportunities it offers to pupils. Children have the opportunities to study the work of a range of artists and to critically evaluate their own work and that of others.	Teachers teach the skills needed to succeed in Art & Design by modelling the techniques and skills required with a range of media, for pupils to achieve the end project and to ensure progression of skills across each Year group.	To ensure that children can explain/discuss the skills they can use to create a final piece, it is vital that vocabulary is constantly taught and discussed through the teaching of skills. Each lesson will begin by outlining key vocabulary in 'Sticky time' and new vocabulary will be taught and referred to throughout teaching. Where art is displayed in classrooms and across the school, key vocabulary should be displayed alongside. Knowledge organisers will also list vocabulary and definitions, for pupils to refer to throughout a project.	SEND, EAL and Pupil Premium pupils are all given the same opportunities to take part in Art lessons and teaching and learning is adapted to meet the needs of individuals who need more support.
Knowledge and concepts	Skills	British Values	Cultural Capital
Knowledge is built upon each year enabling clear progression in Art & Design skills. Teachers ensure they are teaching the correct skills for their year group by referring to the Art & Design progression of skills grid. The progression grid is split into skills and key objectives for each year group. The curriculum coverage grid is used to ensure that all skills are being taught sufficiently across year groups.	Projects are designed to fit in with the Art & Design curriculum and to ensure that the correct skills are taught. Children will be taught a curriculum that is focused around five key concepts which are drawing; painting; print making; 3D; texture, pattern, colour, line & tone. Each project will progressively teach these skills, while following a project process. Skills and projects can be found in Sketchbooks across the school.	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children.</p> <p><u>Democracy</u> The children must take the views and opinions into account but still have the right to make their own choices. To take turns both in speech and practically with others. To understand that it is not always possible or right to have their own way and understand the value of compromise.</p> <p><u>The rule of law</u> To understand the importance of safety rules when using different media, equipment and tools. To understand and accept that if these rules are not followed that there are consequences to this.</p> <p><u>Individual liberty</u> To understand that they are able to listen to others and take inspiration from other artists/architects but can use their own ideas and design choices when designing and producing a final piece. To accept that others' ideas may not be the same as their own but are able to accept this.</p> <p><u>Tolerance</u> To tolerate ideas from others that are different to their own. To understand that many great design ideas originate from other cultures.</p> <p><u>Mutual Respect</u> To listen to and consider the ideas and opinions of others even if they differ from your own. To be able to take turns during discussions to resolve difficulties or make decisions. To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.</p>	Art gives pupils the opportunity to experience things beyond what they would normally encounter. The variety of artists/architects that they will be exposed to will allow them to learn and build their awareness of the world and futures. They can use their creativity as a tool to communicate ideas by exploring other cultures and pieces of work.

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
<p>At Raeburn we encourage pupils to explore their creativity, independence and experimentation by building on skills, technique, knowledge and vocabulary year on year. We encourage pupils to adopt a growth mind-set when approaching any piece of work or learning a new skill which links into the Raeburn Citizenship value of 'Positivity' as we aim for children to take on a positive attitude and believe in their own ability. Here at Raeburn, we take part in whole school Art projects to show progression across the school and give pupils further opportunity to express their creativity. We encourage pupils to take pride in their work and we like to celebrate achievements by ensure that there are pieces of art work displayed around the school.</p> <p>Here at Raeburn we teach the Art & Design curriculum by focusing on five key areas</p> <ul style="list-style-type: none"> • Skills such as drawing, painting, print making and 3D • Formal elements (line, shape, tone, texture, pattern and colour) • Knowledge of Artists/architects and local links • Vocabulary • Self and peer evaluation <p>Each project will progressively teach these skills, while following a project process. This process follows the steps of having a starting point (this could be a statement or a key question), investigation, development of ideas (focus tasks), a final piece and evaluation. Pupils will demonstrate a variety of skills using a range of materials that are available at Raeburn. The media, tools, equipment and resources available allow staff to teach the curriculum effectively and learners to experiment with a range of techniques. Knowledge organisers are used to allow learners to identify which skills they will be focusing on, experiences, knowledge and key vocabulary. The knowledge organisers are displayed at the front of sketchbooks to refer to and give learners an insight as to what they will be learning, as well as encouraging enthusiasm and inspiration for artwork. Each Year group is introduced to the work of several named artists throughout the year which will inspire pieces of work.</p> <p>In Early Years Foundation stage, Artwork is recorded through observation, on Tapestry and in pupil files. Each day, children are exposed to a variety of Art activities which allow them to explore creatively and express their ideas and feelings, through continuous provision activities. Through the use of the 'In the moment' planning, staff enhance the provision, to meet the individual needs of each child through a range of media.</p>	<p>Stories and information books are used to unlock the knowledge, skills and concepts of our curriculum. Books provide an exciting and engaging stimulus for the children. Reading is used effectively in Art & Design though adaptive teaching during the investigative stage of the project process. Children will read when researching facts about skills and techniques and through the research of linked artists/architects.</p>	<p>Oracy is expected in all lessons, including strategies such as:</p> <ul style="list-style-type: none"> • My Turn Your Turn • Think Pair Share • Show Me Boards • High Quality Questioning <p>Art & Design vocabulary is used effectively in all lessons and pupils are encouraged to use a range of vocabulary and recap prior learning during sticky time. When learning a new skill and through discussion, pupils will use key vocabulary that relates to the skills and allows them to create a final piece.</p>
Inclusion	Assessment	CPD
<p>Sketchbooks allow children to express themselves and are personal to their own strengths, allowing all learners to have the freedom to be creative. Through adaptive teaching, support and modelling of skills, as well as access to a wide range of resources/media, SEND pupils are allowed the same opportunities as others within art and design.</p>	<p>AFL strategies and principles underpin everything we do. Sonar is used at the end of each term to make a judgement of pupil attainment using formative and summative assessment to state whether children are at the expected standard for their Year group, based on the National curriculum objectives.</p>	<ul style="list-style-type: none"> • National College • Gayle Forshaw cps for Art subject leads • Feedback from SL deep dive
Monitoring	Whole School/Parental involvement	Cultural Capital

<p>Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD.</p> <p>Subject leaders have an opportunity to regularly meet with SLT regarding their subject.</p>	<p>Whole school Art projects each year.</p> <p>Parents informed about projects when necessary via the school weekly newsletter</p> <p>Parents are kept up to date progress and achievements of pupils through posts on school social media (twitter)</p> <p>At least one half termly sharing of books and classwork through open classrooms or parent/teacher meetings</p>	<ul style="list-style-type: none"> ● Trips to Art galleries ● Visitors ● Inspirational figures ● Key Artist celebrations from a range of cultures/backgrounds
Whole school displays	<p>All classrooms have British Values displays.</p> <p>Books, websites and resources related to Art skills and artists/architects will be accessible for all children.</p> <p>Art is on display in the school corridor to demonstrate and celebrate the skills taught across the school and how they progress, as well as linking to the whole school art project. This is updated yearly. Art is celebrated across the school and displayed outside classrooms at several times during the year. A school Art exhibition is arranged once a year.</p>	

with

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
<p>Evidence collected from pupil voice-</p> <p>Children are enthusiastic about Art; they are able to talk about the skills they have learnt and linked artists/architects.</p> <p>Children are confident to talk me through the stages of a project and how they learnt the skills, as well as what they should do if they need help.</p> <p>Children are confident to talk about their previous learning and learning across their current and previous year groups.</p>	<p>Each child in KS2 has their own sketchbook which they take with them throughout the school. Sketchbooks are now in the process of being incorporated into KS1 too. This will show their learning journey in Art & Design from term to term and year to year. Each term, the pupils will take part in one or two projects, following the project process. The children will be encouraged to look back at their final pieces and the skill-specific vocabulary they have learnt will be evident in their discussions and evaluations</p>	<p>Pupils will be able to demonstrate a variety of skills using a range of materials. The media, tools, equipment and resources allow learners to experiment with a range of techniques and demonstrate the skills needed to achieve a final piece in a project. The children will be able to understand and correctly utilise subject specific vocabulary. They can use their oracy skills to describe the features of existing inspirational art pieces and to evaluate their own work and work of others. They will be able to understand and interpret a range of Art specific skills applied in their work in drawing; painting; print making; 3D; texture, pattern, colour line and tone.</p>	<p>By the time pupils leave Raeburn, they will have been given opportunities to express themselves creatively. We aim for the pupils to have developed their creativity and have increased confidence in Art and design by exploring a range of skills/techniques and experimenting with different materials and tools. We hope that the Art skills taught at Raeburn will be implemented in later life and influence and enhance creativity in career paths that pupils follow. We aim for children to retain learning about focus artists and architects and apply these skills and knowledge after they leave Raeburn. We aim for children to have been inspired to become a unique artist and have developed a love and passion for Art.</p>

Art Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<p style="text-align: center;">In provision:</p> <ul style="list-style-type: none"> -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore colour and colour-mixing. 					
F2	<p style="text-align: center;">In provision:</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. 					

Year 1	Print making		Texture, pattern, colour, line and tone	Drawing	Painting	
Year 2	Drawing	Painting	Texture, pattern, colour, line and tone	Print making	Painting	3D
Year 3	Drawing	Print making		Painting		Texture, pattern, colour, line and tone
Year 4	3D	Texture, pattern, colour, line and tone		Drawing		3D
Year 5	Painting	Drawing		Texture, pattern, colour, line and tone	Print making	
Year 6	Drawing	Texture, pattern, colour, line and tone,	Painting		3D	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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F2	<p>In provision:</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. 					
Year 1	Skill: Print making		Skill: Texture, pattern, colour, line and tone	Skill: Drawing	Skill: Painting	

	Lessons: Printing with a variety of objects, printing in a pattern, creating a picture using shapes.		Lessons: Investigating textures, using art for mood, make a collage out of pictures.	Lessons: Drawing techniques	Lessons: Colour mixing, painting a picture of the beach colour mixing. Painting on different surfaces using a variety of materials.	
	Focus artists/Architects Paul Klee, Andy Warhol		Focus artists/Architects	Focus artists/Architects Van Gough	Focus artists/Architects LS Lowry	
Year 2	Skill: Drawing	Skill: Painting	Skill: Texture, pattern, colour, line and tone	Skill: Print making	Skill: Painting	Skill: 3D
	Lessons: <ul style="list-style-type: none"> Observational drawings of fruit Halloween pumpkin drawings Florence Nightingale artefacts drawings 	Lessons: <ul style="list-style-type: none"> Abstract paintings inspired by Jackson Pollock 	Lessons: <ul style="list-style-type: none"> Monochrome lesson Super swinging 60s fashion art 	Lessons: <ul style="list-style-type: none"> Tinga Tinga Artwork 	Lessons: <ul style="list-style-type: none"> Sweetie World, Charlie and the chocolate factory Painting of Port Sunlight 	Lessons: <ul style="list-style-type: none"> Clay Bog baby designs
	Focus artists/Architects: Caravaggio, Durer	Focus artists/Architects: Jackson Pollock	Focus artists/Architects Riley Andy Warhol	Focus artists/Architects <ul style="list-style-type: none"> Edward Tingatinga 	Focus artists/Architects <ul style="list-style-type: none"> Claude Monet 	Focus artists/Architects <ul style="list-style-type: none"> Henry Moore
Year 3	Skill: Drawing	Skill: Printing	Skill: Painting		Skill: Texture, pattern, colour, line and tone Rousseau collage	
	Lessons: Sketching (still-life linked to Romans) (line, tone, texture, shading)	Lessons: Mosaics (Romans)	Lessons: colour mixing/light and tone. Shape, texture, patterns, lines.		Lessons: Rousseau collage	
	Focus artists/Architects	Focus artists/Architects	Focus artists/Architects		Focus artists/Architects:	

	Picasso (his still-life work)	Inspired by Roman Mosaics	Rothko	Henry Rousseau		
Year 4	Skill: 3D	Skill: Texture, pattern, colour, line and tone		Skill: Drawing		Skill: 3D
	Lessons: Create original pieces influenced by the study of notable designer 3D sculpture - Greek Vases with clay	Lessons: Work with a range of different materials for drawing including charcoal (cave paintings)		Lessons: Sketch architectural features of Hamilton Square/Albert Dock using viewfinders		Lessons: Environmental Artwork (Andy Goldsworthy)
	Focus artists/Architects	Focus artists/Architects		Focus artists/Architects		Focus artists/Architects
Year 5	Skill: Painting	Skill: Drawing		Skill: Texture, pattern, colour, line and tone	Skill: Print making Print making	
	Lessons: Starry Night and Skylines	Lessons: Modern Art (influence on Basquiat from culture/Grey’s Anatomy) Portraits (Tudor portraits)		Lessons: Observational Drawing	Lessons: Marbling (mono prints) Cartouche - building up a surface (relief prints)	
	Focus artists/Architects Vincent Van Gogh	Focus artists/Architects Jean Michel Basquiat Hans Holbein		Focus artists/Architects Georgia O’Keefe	Focus artists/Architects	
Year 6	Skill: Drawing	Skill: Texture, pattern, colour, line and tone	Skill: 3D		Skill: Painting	
	Lessons: <ul style="list-style-type: none">drawings of people in London using underground stations as bomb sheltersachieve perspective looking at Henry MooreDraw our model shelters	Lessons: * Continuation of sketches of Wartime Britain focusing on mood and atmosphere.	Lessons: <ul style="list-style-type: none">South America Carnival maskArt inspired by Frida Kahlo<ul style="list-style-type: none">Rainforest layers		Lessons: <ul style="list-style-type: none">Surrealism	
	Focus artists/Architects Henry Moore	Focus artists/Architects Henry Moore	Focus artists/Architects Frida Kahlo		Focus artists/Architects Salvador Dali	

By the end of Year 6 children will:

- Produce creative art and design work through: recording first-hand observations and experiences; exploring the work of others and selecting and combining a wide range of ideas and approaches/methods
 - Be proficient in drawing, painting, printing and other art, craft and design techniques
 - Look closely and methodically when analysing a range of creative works
- Be able to analyse creative works using knowledge and the language of the seven elements of art: line, shape, value, colour, texture, space and form
 - Compare and contrast methods, approaches and techniques in their own and others' work
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
 - Talk about art and design and be able to give reasons for their views about artists and their work
 - Evaluate creative works using the language of art, craft and design

EYFS links

Physical Development

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Fine Motor Skills

Use a range of small tools i.e. paintbrushes

Begin to show accuracy and care when drawing Expressive Arts and Design In Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Create collaboratively sharing ideas, resources, and skills

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used

National Curriculum objectives	
Key Stage 1	
<p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
Key Stage 2	
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	

Art Progression of skills grid

Develop ideas - Master techniques – Take inspiration from the greats					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas					
Experiment with pleating, cutting and folding paper/thin	Investigate different methods of designing including drawing and	use a sketchbook to record media	Use sketchbooks to collect and record visual information from different sources	Use sketchbooks to collect and record visual information from different	Use sketchbooks to collect and record visual information from different

<p>card to understand the difference between 2D and 3D.</p> <p>Share ideas about what Art is and where it can be found</p> <p>Learn to work collaboratively and independently</p> <p>Draw from imagination, observation and memory to design things, record observations, tell stories and express thoughts and feelings to others.</p>	<p>use of computer programs and apps. Experiment by using a range of mediums to decide on methods and decide on a preference.</p> <p>Colour mixing, colour wheel textures and patterns to inform other work</p> <p>Observe artist's work and identify possible inspiration behind the artist's work</p> <p>Create pieces of Artwork independently and collaboratively, sharing ideas for design, technique and use of materials</p>	<p>explorations and experimentations</p> <p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book</p>	<p>Express likes and dislikes through annotations</p> <p>Use a sketch book to adapt and improve original ideas</p> <p>Keep notes to indicate their intention</p> <p>Use ICT art software to make art works by cropping, cutting and pasting their own images</p> <p>Make digital artwork that responds to or extends work in other areas of the curriculum</p> <p>Collect images from the internet to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created.</p>	<p>sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Keep notes which consider how a piece of work may be developed further</p> <p>Adapt work as and when necessary and explain why</p>	<p>sources as well as planning and collecting source material</p> <p>Take digital photos, thinking about angle, light, position and distance.</p> <p>Create an art presentation on a theme or artist.</p> <p>Annotate work in sketchbooks</p> <p>Adapt work as and when necessary and explain why</p>
Key assessment Questions					
Does your sketchbook have information you have found out?	Does your sketchbook have information you have found out? Can you do Colour mixing and use a colour wheel?	Can you use a sketchbook to record media explorations and experimentations?	Can you use sketchbooks to collect and record visual information from different sources?	Can you use sketchbooks to collect and record visual information from different sources?	Can you use sketchbooks to collect and record visual information from different sources?

Mastering technique: Drawing

<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques Create drawings (observational, imagination) by understanding that they are made using lines to create shapes, patterns, 	<ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media Understand tone through the use of different grades of pencils (HB, 2B, 4B) 	<ul style="list-style-type: none"> Sketch a collection of observational drawings and ideas using line, tone, texture, shading. Draw accurately from observation, imagination and memory. Draw lines of different sizes/thicknesses Experiment with grip to assist drawing lines Colour neatly following the lines Develop patterns/ marks with a variety of media Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes Begin to show consideration in the 	<ul style="list-style-type: none"> Sketch a collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching. Work with a range of different materials for drawing including charcoal, chalk and pastels Use a view finder to select an area of a subject for drawing Develop intricate patterns using different grades of pencil and other implements to create lines and marks Draw for a sustained period of time at an appropriate level Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media Further develop drawing a range of tones, lines using a pencil 	<ul style="list-style-type: none"> Sketch a collection of observational drawings and ideas using a variety of techniques including reflections, shadow, direction of sunlight, movement and perspective. Draw from imagination and memory to design and illustrate. Work in a sustained and independent way to create a detailed drawing Develop a key element of their work: line, tone, pattern, texture and be able to discuss the use of this element Develop accuracy and expression in their drawing including the human figure. Use different techniques for different purposes i.e. shading, hatching within their own work Have opportunities to develop further simple 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, and direction of sunlight, movement and perspective. Show confidence in using a variety of drawing mediums including ink and pen. Draw for a sustained period of time over a number of sessions working on one piece Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why Choose and combine different drawing materials as appropriate to task and purpose.
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textures and can be added to with dark and light tones		choice of pencil grade they use.	<ul style="list-style-type: none"> Begin to show awareness of representing texture through the choice of marks and lines made Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms 	<p>perspective in their work using a single focal point and horizon</p> <ul style="list-style-type: none"> Begin to develop an awareness of composition, scale and proportion in their paintings Use drawing techniques to work from a variety of sources including observation, photographs and digital images Develop close observation skills using a variety of view finders 	<ul style="list-style-type: none"> Accurately able to express ideas in drawings. Able to talk about their own preferred style of drawing and make comparisons with that of other pupils. Have opportunities to develop further simple perspective in their work using a single focal point and horizon Develop an awareness of composition, scale and proportion in their paintings
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Key Assessment Questions

Can you draw on different surfaces with a range of media?	Can you control the types of marks made with the range of media?	Can you control the types of marks made with the range of media?	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures
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Mastering technique: Painting

<ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, rollers and pads 	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture 	<ul style="list-style-type: none"> Master painting techniques through the creation of shape, texture, patterns and lines using thin and thick brushes 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, 	<ul style="list-style-type: none"> Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade
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<ul style="list-style-type: none"> • Explore techniques such as lightening and darkening paint without the use of black or white • Experiment and begin to show control over the types of marks made, as well as shapes and patterns that can be made with paint • Paint on different surfaces with a range of media • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. • Explore the effect of adding other materials to paint such as sand, glitter and PVA glue. 	<ul style="list-style-type: none"> • Understand how to make tints using white and tones by adding black to make darker and lighter shades • Build confidence in mixing colour shades and tones • Understand the colour wheel and colour spectrums • Be able to mix all the secondary colours using primary colours confidently • Continue to control the types of marks made with the range of media • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks 	<ul style="list-style-type: none"> • Mix colours effectively • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task • Understand how to create a background using a wash 	<p>thickened paint creating textural effects</p> <ul style="list-style-type: none"> • Start to develop a painting from a drawing • Begin to choose appropriate media to work with • Use light and dark within painting and show understanding of complimentary colours • Mix colour, shades and tones with increasing confidence • Work in the style of a selected artist (not copying) 	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects • Mix colour, shades and tones with confidence building on previous knowledge • Start to develop their own style using tonal contrast and mixed media 	<ul style="list-style-type: none"> • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects • Mix colour, shades and tones with confidence building on previous knowledge • Create paintings by choosing and combining colours, tones and tints to enhance the mood of a piece. • Understanding which works well in their work and why.
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Key Assessment Questions

What are the primary and secondary colours? Can you paint on different surfaces with a variety of techniques?	Can you control the types of marks made with the range of media? Can you use a range of painting techniques?	Can you create different effects and textures with paint? Can you control the types of marks made with the range of media? Can you use a range of painting techniques?	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures
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Mastering techniques: Print making

<ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge Experience impressed printing: e.g. printing from objects Use equipment and media correctly and be able to produce a clean printed image Explore printing in 	<ul style="list-style-type: none"> Understand that the purpose of print making is to make multiple images and patterns Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge Make mono prints by spreading paint and experiment to print by pressing, rolling, rubbing and stamping to make prints Mimic prints from the environment 	<ul style="list-style-type: none"> Print simple pictures using different printing techniques Continue to explore both mono-printing and relief printing Demonstrate experience in 3 colour printing Demonstrate experience in combining prints taken from different objects to produce an end piece. 		<ul style="list-style-type: none"> Use fabric printing techniques and explore using dyes Use printing techniques to make appropriate and effective choices in use of visual elements to reflect the purpose of a piece of work Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. 	
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relief: e.g. String and card <ul style="list-style-type: none"> Begin to identify forms of printing: Books, posters pictures, fabrics Use printmaking to create a repeating pattern 	<ul style="list-style-type: none"> Demonstrate experience at impressed printing: drawing into ink, printing from objects Use equipment and media correctly and be able to produce a printed image Make simple marks on rollers and printing palettes 			<ul style="list-style-type: none"> Show experience in a range of mono print techniques. 	
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Key Assessment Questions

Can you create a repeating pattern using printmaking?	Can you control the types of marks made with the range of media? Can you use equipment to create a printed image?	Show me how you control the types of marks made and experiment with different effects and textures Can you print simple pictures using different printing techniques?			Show me how you control the types of marks made and experiment with different effects and textures
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3D

	<ul style="list-style-type: none"> Use junk materials to design and make a 3D object. This could include crumpled newspaper or carrier 		<ul style="list-style-type: none"> Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. 		<ul style="list-style-type: none"> Create textures to combine visual and tactile qualities and create real-life or abstract proportions
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	<p>bags covered with layers of paper and PVA, adding decoration and colour.</p> <ul style="list-style-type: none"> • Make models in clay of other malleable materials for particular purposes. • Discover how to join pieces of clay so they don't fall apart 		<ul style="list-style-type: none"> • Use equipment and media with confidence • Begin to show an awareness of objects having a third dimension and perspective • Join two parts successfully • Construct a simple base for extending and modelling other shapes • Produce larger ware using pinch/ slab/ coil techniques • Demonstrate awareness in environmental sculpture and found object art • Show awareness of the effect of time upon sculptures Shape and stitch materials. • Use basic cross stitch and back stitch. 		<p>when creating collage or sculpture</p> <ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date • Show experience in combining pinch, slabbing and coiling to produce end pieces • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture. • Explore specialised techniques such as batik and felt making. • Combine previously learned techniques to create pieces.
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Key Assessment Questions

	Can you explain that objects have a third dimension and perspective? Show me how to join two parts and construct a simple base for extending and modelling other shapes		Can you combine pinch, slabbing and coiling to produce end pieces?		Can you combine pinch, slabbing and coiling to produce end pieces?
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Texture, pattern, colour, line and tone

<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art. Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background 	<ul style="list-style-type: none"> Demonstrate experience in surface patterns/ textures and use them when appropriate. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture Express links between colour and emotion Learn how to cut out shapes accurately from paper and thin cards and cut different kinds of line. 	<ul style="list-style-type: none"> Create textures and patterns with a wide range of drawing implements Create art works from natural materials to show an awareness of different viewpoints of the same object. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone Use complimentary and contrasting colours for effect 	<ul style="list-style-type: none"> Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. 	<ul style="list-style-type: none"> Consider the use of colour for mood and atmosphere
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	<ul style="list-style-type: none"> Experiment with digital media to use a wide range of tools to create different textures, lines, tones, colour and shape. 				
Key Assessment Questions					
Can you show me a range of patterns and texture? How do colours link to mood?	Can you show me a range of patterns and texture? How do colours link to our emotion?	Can you show me a range of patterns and texture?	Can you use different grade of pencil to show tone?	Can you use tones and tints, light and shade?	Can you choose colour for mood or atmosphere?
Taking inspiration from other artists					
<ul style="list-style-type: none"> Look at and talk about own work Explore the work of a range of artists, craft makers and designers. Express their likes and dislikes Discuss artist's work who use a range of techniques and create a piece of art 	<ul style="list-style-type: none"> To explore the work of a range of artists, craft makers and designers Discuss and describe the work of artists, artisans and designers Use studied artists to create pieces in the style of artist's work, copying techniques to reproduce the art work Explain how a piece of art makes them feel 	<p>Replicate some of the techniques used by notable artists, artisans and designers. Look at and talk about the work of artists.</p> <ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. 	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Create original pieces that are influenced by the studies of notable artists, artisans and designers Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. 	<ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history Look at and critically discuss the work of artists Use these pieces of artwork to inspire own pieces by using a variety of 	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings explaining their views Identify artists who have worked in a similar way to their own work Explore a range of great Artists, architects and designers in history <p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p>

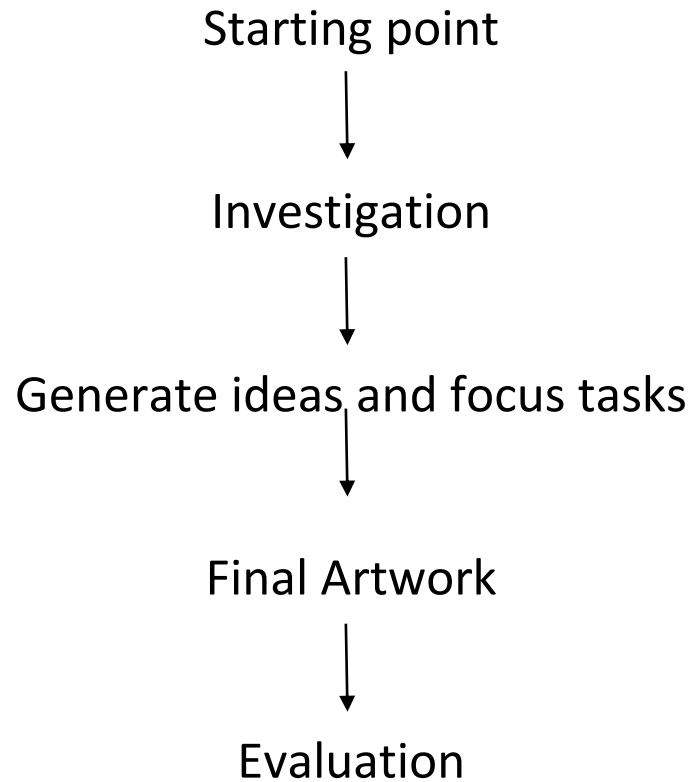
in the style of this artist.		<ul style="list-style-type: none"> Respond to art from other cultures and other periods of time. 	<ul style="list-style-type: none"> Look at and discuss the work of artists who use different mediums and identify what techniques have been used Identify modifications/ changes and see how they can be developed further. 	approaches to all aspects of art.	
Key assessment Questions					
Can you tell me about work by.....? What do you like and dislike?	Can you tell me about work by.....? How does it make you feel?	Can you tell me about work by.....? (link to different cultures and time)	Can you discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques?	Can you recognise the art of key artists and begin to place them in key movements of historical events?	Can you review other's work? Can you recognise the art of key artists and begin to place them in key movements of historical events?



Art Lesson design at Raeburn

Due to the nature of Art & Design, each lesson will follow a slightly different structure, depending on the stage of the Project Process.

The Project Process



Lesson Structure

Sticky-Time

Review previous learning and recap skills learnt in the topic so far, revisiting key vocabulary. This could be a recap of the focus artist/architect, including facts that children have researched and their style of work.

Introduction

Share the learning objective and tell the children which aspect of the project process they will be working on.

Input

Explain the task and model one of the following: the research task; observation of artist's work; focus skills; final artwork; an evaluation of the final piece.

Independent work

The independent task will be one of the following, depending on the stage of the project process

- Investigation: Research facts, observe, explore, analyse
- Generate ideas: Develop skills needed for the final artwork during focus tasks
- Final Artwork: The project may work towards a final piece of Artwork, taking inspiration from the focus artist and using skills learnt during focus tasks
- Evaluation: Evaluate the final piece.

Plenary

Recap key elements of the lesson, ensuring vocabulary is referred to. What have the children learnt? There may be a verbal evaluation of skills, discussion and ideas shared for the following lesson