

Wembdon St George's Church School

Our Learning in Art and Design



Wembdon St George's Church School Curriculum Intent:

We value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Children learn the skills of drawing, painting, sculpture, printmaking and textiles and are given the opportunity to explore and evaluate different creative ideas. They have the opportunity to study and work in the style of a wide range of artists, comparing the similarities and differences in their work.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

As a school, we have set our curriculum intent with our children at the centre. Our school curriculum intent is underpinned by the Bath and Wells Multi Academy Trust curriculum intent.

- Provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our values and the development of a contextually relevant curriculum.
- Is ambitious for all pupils and provides additional opportunities to inspire ambition within our pupils.
- Recognises, celebrates and welcomes each pupil as a unique individual.
- Secures pupils' core skills, knowledge and understanding to at least an age appropriate level and beyond, and is adapted, designed and developed for pupils with additional learning needs or disabilities.
- Provides both coverage of the National Curriculum and appropriate progression from EYFS to Y6.
- Provides enrichment opportunities to broaden and enhance the curriculum experience for pupils.
- Is flexible and responds to pupils' feedback, the evaluations of how well pupils learn and make progress, and in pupils' performance in external and internal assessments.

Our art and design curriculum is based on the following principles:

- Developing children's creativity and imagination through application of learnt skills.
- Providing children with the opportunities to experiment and explore artistic designs and concepts.
- Inspiring children through the exploration of local, national and international artists, architects and designers.

Knowledge and skills as an artist

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know how to create simple representations of events, people and objects.</p> <p>Early Learning Goal:</p> <p>I know how to use what I have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art.</p>	<p>I know how to show how people feel in paintings and drawings</p> <p>I know how to create moods in art work.</p> <p>I know how to use pencils to create lines of different thickness in drawings</p> <p>I name the primary and secondary colours</p> <p>I know how to create a repeating pattern in print</p> <p>I know how to cut, roll and coil materials</p> <p>I know how to use IT to create a picture.</p> <p>I describe what I can see and give an opinion about the work of an artist</p>	<p>I choose and use three different grades of pencil when drawing</p> <p>I know how to use charcoal, pencil and pastel to create art.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I know how to mix paint to create all the secondary colours</p> <p>I know how to create brown with paint</p> <p>I know to create tints with paint by adding white</p> <p>I know how to create tones with paint by adding black</p> <p>I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I know how to make a clay pot</p> <p>I know how to join two clay finger pots together</p> <p>I know how to use different effects within an IT paint package</p> <p>I suggest how artists have used colour, pattern and shape</p>	<p>I know how to show facial expressions in my art</p> <p>I know how to use sketches to produce a final piece of art</p> <p>I know how to use different grades of pencil to shade and to show different tones and textures</p> <p>I know how to create a background using a wash</p> <p>I know how to use a range of brushes to create different artists</p> <p>I know how to use a range of brushes to create different effects in painting</p> <p>I know how to identify the techniques used by different artists</p> <p>I know how to use digital images and combine with other media in my art</p> <p>I know how to use IT to create art which includes my own work and that of others</p> <p>I know how to compare the work of different artists</p> <p>I recognise when art is from different cultures</p> <p>I recognise when art is from different historical periods</p>	<p>I know how to show facial expressions and body language in sketches and paintings</p> <p>I know how to use marks and lines to show texture in my art</p> <p>I know how to use line, tone, shape and colour to represent figures and forms in movement</p> <p>I know how to show reflections in my art</p> <p>I know how to print onto different materials using at least four colours</p> <p>I know how to sculpt clay and other mouldable materials</p> <p>I know how to integrate my digital images in my art</p> <p>I experiment with styles used by other artists</p> <p>I explain some of the features of art from historical periods.</p>	<p>I identify and draw objects and use marks and lines, to produce texture</p> <p>I know how to successfully use shading to create mood and feeling</p> <p>I know how to organise line, tone, shape and colour to represent figures and forms in movement</p> <p>I know how to use shading to create mood and feeling</p> <p>I know how to express emotion in my art</p> <p>I know how to create an accurate print design following criteria</p> <p>I know how to use images which I have created, scanned and found; altering them where necessary to create art</p> <p>I research the work of an artist and use their work to replicate to style</p>	<p>I explain why I have used different tools to create art</p> <p>I explain why I have chosen specific techniques to create my art</p> <p>I explain the style of my work and how it has been influenced by a famous artist</p> <p>I know how to overpaint to create different patterns</p> <p>I know how to use feedback to make amendments and improvements in my art</p> <p>I know how to use a range of e-resources to create art</p>

I know how to create a piece of art in response to the work of another artist.

Knowledge Blocks	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Explore the work of a range of artists describing the differences and similarities, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>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.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.</p> <p>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.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work,</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>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.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and</p>

					expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Develop close observation skills using a variety of view finders. Discuss and review own and others work, expressing thoughts and feelings, and identify and ideas.	proportion in their paintings. Discuss and review own and others work, expressing thoughts and ideas.
Key Vocabulary	Surface Patterns Lines Thickness Materials	Wriggling Tone Zig-zag Crawling Swaying Flying Jumping Hopping (movement words) Dark/light Thick/thin Bold/broken Curved/wavy Straight Hard/soft Texture, surface, marks, surface, shapes	Repeating Flowing Jagged Reproduce Tools Texture Shade Smudge Blend	Grades of pencil Scale Refine Alter Scale and proportion Computer aided design Accurate Preparation Observation Lines Patterns Perspective		Light effect on objects/people Concept of perspective Focal points	
The Wembdon Child	Children will give meaning to marks they draw. Children will use a variety of media to mark make, showing preference of their dominant hand and gain strength and control of drawing tool.	Children will start to use drawing to develop and share their ideas, experiences and imagination. Children will start to select the appropriate media for their drawing outcome.	Children will continue drawing to develop and share their ideas, experiences and imagination. Children will continue to select, and become more confident in manipulating, the appropriate media for their drawing outcome. Children will begin to develop their observational skills.	Children will begin to refine drawing, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will begin to draft and evaluate their own work, including beginning to select the appropriate media and practising their skills.	Children will continue to refine drawing, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will continue to draft and evaluate their own work, including selecting the appropriate media and practising their skills.	Children will develop their artistic process within their sketchbook including thumb-nail testing of skills, layouts, rough sketching which then develop into the final piece, exploring creativity and experimentation to develop their own style within their drawing. Children will learn to use the drawing skills they have developed (tone, perspective, hatching, shading and blending) to create artworks which are reflective of the learning objective (eg a perspective of a building). Children will be able to evaluate their skills and give specific artist feedback to their peers.	
Painting	Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used.	Experiment with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lightening and darkening	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	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.

	<p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Talk about children's growing interest in and use of colour as they begin to find differences between colours.</p> <p>Explores what happens when they mix colours.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Captures experiences and responses with a range of media, such as paint and other materials.</p> <p>Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art.</p>	<p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>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.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>without the use of black or white.</p> <p>Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>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.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Explore a range of great artists, architects and designers in history.</p>	<p>Start to develop a painting from a drawing. Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>	<p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
Key Vocabulary	Colour Mixing Paint	Brush size Primary/secondary colours	Shade Acrylic/poster /watercolour paints	Colour scheme /blocking Spectrum tint	Tone Hue Reflect mood	Warm colours Cold colours Colour for purpose	Atmosphere Expressing feeling

	Materials	Gouge Scrape Mixing Collection Apply	Artefact Motif Wash Tones	Techniques e.g dotting, splashing, scratching					
The Wembdon Child	<p>Children will know the primary colour palette and be able to choose these colours.</p> <p>Children will use a variety of tools to mark make using paints, they will then be able to discuss what they have designed.</p>	<p>Children will start to use painting to develop and share their ideas, experiences and imagination.</p> <p>Children will start to experiment with texture using different tools.</p> <p>Children will start to mix colours to lighten or darken the paint for the specific effect that they need.</p> <p>Children will start to explore a range of artists and be able to identify them from each other.</p>	<p>Children will continue painting to develop and share their ideas, experiences and imagination.</p> <p>Children will continue to select, and become more confident in manipulating, the appropriate tools for their painting outcome.</p> <p>Children will begin to develop their observational skills.</p>	<p>Children will begin to refine their painting skills, to develop and share their ideas, experiences and imagination using a variety of different colours.</p> <p>Children will begin to identify the colour spectrum, looking at tint and shade.</p> <p>Children will be becoming confident in texture and effects.</p>	<p>Children will continue to refine their painting skills, within a sketchbook, to develop and share their ideas, experiences and imagination.</p> <p>Children will begin to identify and mix their own colour tone and hues.</p> <p>Children will continue to draft and evaluate their own work, thinking about expressing their thoughts and feelings, including selecting the appropriate media and practising their skills.</p>	<p>Children will develop their artistic process within their sketchbook, honing their skills experimenting with the techniques that have been taught e.g texture, thickening or thinning paints, block marking etc.</p> <p>Children will explore their creativity and experimentation to develop their own style within their painting, using colour to mix shades, hues and tones.</p> <p>Children will learn to use the painting skills they have developed (water colour, pastel, acrylic, poster) to create artworks which are reflective of the learning objective (e.g to use a colour wash).</p> <p>Children will be able to evaluate their skills and give specific artist feedback to their peers.</p>			
Sculpture	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment in a variety of malleable media such as clay, papier mache, salt dough. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully. Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for mod-roc.</p> <p>Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from</p>	<p>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.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for mod-roc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>		

	<p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Explore what happens when they put different things together such as sand, paint and sawdust.</p> <p>Notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</p>	<p>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.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>	<p>Produce larger ware using pinch/slab/coil techniques. Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and opinions.</p>	<p>different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form. Use language appropriate to skill and technique.</p>	<p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur.</p> <p>Use language appropriate to skill and technique. Discuss and review own</p>
Key Vocabulary	<p>Cut</p> <p>Build</p> <p>Materials</p> <p>Decoration</p>	<p>Roll</p> <p>Knead</p> <p>Sculpt(ure)</p> <p>Texture</p> <p>Construct</p> <p>Pinch</p> <p>Carve</p> <p>Joins</p>	<p>Join</p> <p>Slip</p> <p>Form</p> <p>Malleable/ridged</p> <p>Natural and Man-Made forms</p> <p>Expression</p> <p>Observation</p> <p>Decorative techniques</p> <p>Replicate pattern</p> <p>Sculptures</p>	<p>Carving</p> <p>Surface</p> <p>Transparent</p> <p>Opaque</p> <p>Manipulate</p> <p>Recycled</p> <p>Model</p> <p>Construct</p>	<p>Plan and develop</p> <p>Analyse and interpret sculpture</p> <p>Observation and imagination</p> <p>Discuss and evaluate own and other sculptors</p>		
The Wembdon Child	<p>Children will explore different media to create three-dimensional sculptures which demonstrate their ideas, imaginations or feelings.</p>	<p>Children will start to use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children will start to select the appropriate media for their sculptural, three-dimensional outcome.</p>	<p>Children will continue sculpting to develop and share their ideas, experiences and imagination.</p> <p>Children will continue to select, and become more confident in manipulating, the appropriate media for their sculptural outcome.</p> <p>Children will begin to develop their clay</p>	<p>Children will begin to refine their sculptural ideas, within a sketchbook, to develop and share their ideas, experiences and imagination.</p> <p>Children will begin to draft and evaluate their own work, including beginning to select the</p>	<p>Children will continue to refine sculptural ideas, within a sketchbook, to develop and share their ideas, experiences and imagination.</p> <p>Children will continue to draft and evaluate their own work, including selecting the appropriate media and practising their skills.</p>	<p>Children will develop their artistic process within their sketchbook including rough sketching of shapes and forms, which then develop into the final piece, exploring creativity and experimentation to develop their own style within their sculpture work.</p> <p>Children will learn to use the sculpting skills they have developed (smoothing and joining clay, creating texture, glazing and finishing their sculpture) to create artworks which are reflective of the learning objective.</p>	

			sculpting skills including manipulating clay.	appropriate media and practising their skills.		Children will be able to evaluate their skills and give specific artist feedback to their peers.	
Printmaking	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture. Look and talk about what they have produced, describing simple techniques and media used.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: string and card. Begin to identify forms of printing: books, posters pictures, fabrics. 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. Look at and talk about own work and that of other artists and the techniques they had used.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Experiment with overprinting motifs and colour. 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. Discuss own work and others work, expressing thoughts and feelings.	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Demonstrate experience in 3 colour printing. 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. Demonstrate experience in combining prints taken from different objects to produce an end piece. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Key Vocabulary	Stamping Rubbing Printing	Pattern Impressed images Relief printing	Print Forms	Relief and impress printing Recording	Sketchbook recording Environmental patterns Manmade patterns	Combining prints Design prints Connections	Techniques Screen printing Explore

	Stencils			Mono-printing Overlapping	Modify and adapt	Discuss and evaluate	
The Wembdon Child	Children will create simple pictures by exploring with stamping, rubbing and printing and stencils.	Children will begin to create pictures using hard and soft objects and materials to print with. Children will start to look at and understand how others have created their prints. Children will start to create a clean print.	Children will continue to create pictures using hard and soft objects and materials to print with and record these in a sketchbook. Children will continue to look at and understand how artists and peers have created their prints. Children will experiment with overprinting motifs and colour, mono-printing.	Children will explore and discuss others' creations and techniques and make links to their own work. Children will continue to use new printing techniques including: 3 colour printing and relief printing. Children will begin to combine printing techniques. Children will begin to use a sketchbook to begin to explore, experiment, plan and collect materials.	Children will expand their experience in all the printing techniques learnt so far and develop fabric printing and using repeated patterns, including combining techniques. Children will continue to use a sketchbook to begin to explore, experiment, plan and collect materials. Children will begin to explore great artists and printmakers.	Children will develop their artistic process within their sketchbook including collecting source materials, planning, experimenting which then develop into the final piece, exploring creativity and experimentation to develop their own style within their printing work. Children will learn to use the tools and printing skills they have developed (mono printing, relief printing, 3 colour printing, overlay printing) to create artworks which are reflective of the learning objective. Children will refer to and develop knowledge of other artists and be able to evaluate their own skills and give specific artist feedback to their peers.	
Textiles	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple	Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing,	Show awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. Adapt work as and when necessary and explain why.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.	Experiment with a variety of techniques exploiting ideas from their sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how

		techniques and media used.	pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.	experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Identify changes they might make or how their work could be developed further.	Change and modify threads and fabrics. Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.	Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics, Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Key Vocabulary	Fabric Weaving Picture	Texture Construct Weaving Sensory Creation	Join Natural Man-made Form Recycled Overlapping Overlaying Needles Stitches Applique	Surface Transparent Opaque Finer threads Weaving Tie dying Batik	Embroider Tapestry Textural art Observation Mood Feeling Movement Compare fabrics	Embellishing Fabric making Textiles Different techniques Express feelings Larger scale	
The Wembdon Child	Children will experiment with using different fabrics and textures to create pictures.	Children will identify different forms of textiles and use this to create woven pieces, collage, and know how to use a needle and thread.	Children will identify different forms of textiles and use this to create woven pieces, collage, and know how to use a needle and thread. Children will manipulate fabrics using a range of techniques. Children will begin to self-assess their creations.	Children will use their sketchbooks for: self-assessment, artist exploration and planning purposes. Children will use a variety of techniques to create different textual effects.	Children will use their sketchbooks for: self-assessment, artist exploration and planning purposes. Children will use a variety of techniques to create different textual effects.	Children will develop their use their sketchbooks for: self-assessment, artist exploration and planning purposes. Children will use a variety of techniques to create different textual effects.	Children will develop their use their sketchbooks for: self-assessment, artist exploration and planning purposes. Children will use a variety of techniques to create different textual effects.
Work of artists	Georgia O'Keefe Henri Matisse Wassily Kandinsky	Jan Griffier and Paul Klee Katsushika Hokusai Gunta Stolzl		Ancient Greek sculpture Joan Miro Prehistoric art		Frida Kahlo and Tilly Willis Hans Holbein Andy Warhol	

		R W Alley J M W Turner Local Carnival designers	J M W Turner Wendy Evans and Michelle Reader Andy Goldsworthy	John Stanmeyer and Jacob Lawrence Benin art Viking textiles
Key Vocabulary	Colour Shape Flower Animal Circle	Painting Print-making Textile Illustrator Sculpture Colour Abstract Impressionism Landscape Seascape Japanese British Carnival Light	Ancient Greece Sculpture Form Scenes Spanish Surrealism Print-making Prehistoric Materials Symbols Painting Impressionism Seascape Landscape Sculpture Recycle materials Natural materials Environment	Painting Mexican Self-portrait Identity Realism Pop Art American Screen printing Culture Benin Sculpture Form Symbol Photography Migration Jewellery Scale Decorative
The Wembdon Child	Children will begin to describe the work of artists, differentiating between drawing and painting. They will use and describe colour and pattern to create artwork.	Children will know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.	Children will have an increasing awareness of different kinds of art, craft and design. They will know about great artists in history, analysing and evaluating their work.	

Impact of our Art and Design Curriculum

- Children will be able to express their feelings through their artwork.
- Develop an understanding of historical art and its impact on our lives today.
- Children will have an understanding of famous artists including those who are in our locality.
- Children will independently select mediums to create artworks.