



Sequence of Learning – Art and Design

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill Primary School we believe that the teaching of Art and Design is integral to our pupils' creative development. Our expansive curriculum provides the children with creative, inspiring, rigorous and practical learning experiences. Our curriculum is perfectly expressed in our school values of the Head, Heart and Hand, carefully developing our core values of collaboration, curiosity, compassion and resilience. Our vision is to engage, inspire and challenge our children, equipping them with the key knowledge and skills to experiment, invent and create their own works of art. They will explore the impact that Art and Design has on different cultures from around the world. They will further their understanding of the value and impact of Art and Design in the context of significant historical and cultural events, through examining the work of key artists. The children will learn how to evaluate their own work and the work of others, including the work of significant artists.

As they move through the school, our children will work with a variety of different media and tools, allowing them express their imagination and creativity. The children will acquire a broad range of subject knowledge, drawing on disciplines such as mathematics, history, geography and computing. Through the knowledge and skills they have learnt, our children learn how to take risks and become innovative, harnessing their learning to create their own pieces of original work. They will develop a critical understanding of Art and Design's impact on daily life, the wider world, culture, wealth and wellbeing.

Our Art and Design curriculum is a spiral structure, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. The curriculum is sequenced into six key areas, which children will return to each year. This starts in Key Stage 1 with Painting, Drawing, Textiles, 3D Sculptural, Digital Media and Printing. Throughout the curriculum, teachers will consider the prior and future learning for the children and how the unit they are teaching fits into their wider learning journey.

Through reflection on our own work and that of other Artists, we develop our language and critical thinking skills, reflecting on the social, intellectual, emotional, cultural and environmental impact of art forms. Art and Design embody some of the highest forms of human creativity and at Lady Joanna we take great pride in our artistic achievements.

Our Art and Design curriculum supports learning for the head, heart and hand.

Art and Design for the Head:

- Children build and apply a repertoire of knowledge, understanding and skills, in order to design and create individual pieces of work.
- Children will critique, evaluate the work of others.
- To confidently use the vocabulary associated with art and the evaluation of Art and Design.

Art and Design for the Heart:

- Children will be able to develop and explore their creativity and imagination, designing and making a wide range of creative work.
- Children express themselves through their artistic creations.

Art and Design for the Hand:

- Children will develop technical and practical expertise with the tools and processes needed to create their pieces of work.

We assess Art and Design after each unit, in line with our assessment policy, whilst using strong formative assessment throughout. Children will have opportunities to demonstrate their understanding and knowledge throughout the design process and will also self-evaluate their end products.

Age-related Statutory Coverage

Purpose of Study – National Curriculum

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. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Early Learning Goal	Key Stage One	Key Stage Two
Expressive Arts and Design Creating with Materials ELG • Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • They will share their creations, explaining the process they have used. • They can make use of props and materials when role playing characters in narratives and stories. Physical Development Fine Motor Skills ELG • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. •	• Children can use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their idea, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, • They are taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work.	• Children should 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. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history.

	Knowledge	Drawing	Painting	3D Sculpture	Print	Craft and Design
EYFS	* Experiment with different materials to design and make products in two and three dimensions * Explain what they like about their work and the processes they have used. * Independently access and know the names of tools they wish to use and can begin to use them effectively and with increasing confidence.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk to represent objects in lines.	Make structures by joining simple objects together. Use malleable materials in a variety of ways including kneading and rolling.	Make structures by joining simple objects together. Use malleable materials in a variety of ways including kneading and rolling.	Make marks in print using found objects and basic tools and use these to create repeating patterns.	Sort, cut and shape fabrics and experiment with ways of joining them. Use different digital painting programs and tools.
Year 1	* Use sketchbooks through teacher modelling. * Experiment with different materials to design and make products in two and three dimensions * Explain what they like about the work of others * Know the names of tools, techniques and elements that they use	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.	Explore brush mark making using a variety of painting media and experiment with colour mixing using primary and secondary colours. Develop skill and control when painting.	Make structures by joining simple objects together. Use malleable materials in a variety of ways including kneading and rolling	Make marks in print using found objects and basic tools and use these to create repeating patterns.	Sort, cut and shape fabrics and experiment with ways of joining them. Cut, glue and trim material to create images from a variety of media eg photocopies, fabric, crepe paper and magazines
Year 2	* Use sketchbooks more effectively through teacher modelling. * Try different activities and make sensible choices about what to do next, communicating ideas and reasons for choosing them * Select particular techniques to create a chosen product and develop some care and control over materials and their use * Give reasons for their preferences when looking at art, craft or design work * Know that different artistic works are made by craftspeople from different cultures and	Experiment with tones and lines using pencils, chalk or charcoal. Develop skill and control with a range of drawing materials.	Represent things observed, remembered or imagined using colour and tools. Further improve skill and control when painting. Paint with creativity and expression.	Experiment with basic tools on rigid and flexible materials. They can use folding, crumpling, rubbing and tearing techniques.	Create simple press print printing blocks to build repeating patterns.	Develop techniques to join fabrics and apply decorations such as a running or over stitch, beads, sequins etc They are able to explore ideas using different digital sources.

	times. * Experiment with tones using pencils chalk or charcoal. * Represent things observed remembered or imagined using colour tools in two and three dimensions * Experiment with basic tools on rigid and flexible materials. * They are able to make textured collages from a variety of media and by folding, crumpling and tearing materials. * Use sketchbooks to record thoughts and ideas and to experiment with materials.					
Year 3	* Use a sketchbook for recording and collecting observations from a variety of sources, experimenting with techniques and planning out ideas. Annotate the ideas and techniques in the sketch book. * Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. * Explain what they like or dislike about their work. * Know about some of the great artists, architects and designers in history and describe their work.	Explore shading using different media. Develop drawing skills by drawing from direct observation using geometry and tonal shading when drawing. Use a range of drawing materials.	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Know how to mix and use tertiary colours. Increase skill and control when painting. Apply greater expression and creativity to their own paintings.	Plan, design and make models from observation or the imagination, using materials and joining techniques suitable for the design.	Create printing blocks using relief or impressed techniques.	Add detail to work using different types of stitch, including cross stitch. They are able to create a collage using overlapping and layering.
Year 4	* Use a sketchbook for collecting ideas, planning, recording observations, refining work and developing a plan for a completed piece of artwork. * Use taught technical skills to adapt and improve their work. * Articulate how they might improve their work using technical terms and reasons.	Draw still life from observation representing familiar objects with correct proportions. Further develop their understanding of geometry and	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.	Plan a sculpture through drawing and other preparatory work from observation or imagination. Create surface patterns and textures on malleable materials. Use	Use a variety of printing techniques eg marbling, silkscreen, impress and relief.	Print on fabrics using tie-dyes, fabric dyes or batik. Present recorded visual images using software. Experiment with creating mood, feeling, movement and areas of interest

	* Describe some of the key ideas, techniques and working practises of artists, architects and designers from different cultural backgrounds who they have studied.	mathematical proportion when drawing.		adequate joining techniques, appropriate to the materials		using a graphics package.
Year 5	* Develop different ideas in their sketch book and explain their choices for the materials and techniques used. * Develop different ideas in their sketch book and explain their choices for the materials and techniques used. * Evaluate their work against the intended outcome * Research and discuss various artists, architects, crafts people and designers. Discuss their processes, intentions and cultural context and explain how these influenced the finished product.	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Mix colours to express mood, divide foreground from background. Control brush strokes and apply tints, tones and shades when painting.	Develop skills in using clay including slabs, coils and slips. Construct from observation or imagination. Use recycled, natural or man- made materials to create sculptures.	Experiment with using layers and overlays to create new colours/textures.	Use fabrics to create a 3D or textured piece of work. Import images into a graphics package to create a collage.
Year 6	* Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Record experiments with media and try out new techniques and processes in their sketchbooks. * Refine their use of learnt techniques. * Adapt his/her own final work following feedback or discussion based on their preparatory ideas. * Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. * Explain and justify preferences towards different styles and artists.	Continue to develop an awareness of composition, scale and proportion in their work. Apply new techniques such as chiaroscuro and negative space drawing when sketching.	Use simple perspective in their work using a single focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen— brushstrokes following the direction of grass, stippling to paint sand, water colour bleeds to show clouds.	Produce intricate patterns and textures in a malleable media	Create prints with 3 overlays using printing blocks from a sketch book idea.	Follow a design brief to achieve an effect for a particular function. Present recorded visual images using software. Understand that a digital image is made by layering.