

**Cropredy CE Primary School**  
**Art and Design Curriculum Map and Statutory Requirements**

<b>Art and Design Units</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	<p style="text-align: center;"><b><u>Spirals</u></b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p style="text-align: center;"><b><u>Inspired by Flora &amp; Fauna</u></b> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</p>	<p style="text-align: center;"><b><u>Playful Making</u></b> Exploring materials and intention through a playful approach</p>
<b>Year 2</b>	<p style="text-align: center;"><b><u>Explore &amp; Draw</u></b> Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p>	<p style="text-align: center;"><b><u>Exploring the World Through Mono Print</u></b> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p>	<p style="text-align: center;"><b><u>Be an Architect</u></b> Explore architecture around them, and create their own architectural models.</p>
<b>Year 3</b>	<p style="text-align: center;"><b><u>Gestural Drawing with Charcoal</u></b> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p style="text-align: center;"><b><u>Working with Shape and Colour</u></b> "Painting with Scissors": Collage and stencil in response to looking at artwork.</p>	<p style="text-align: center;"><b><u>Telling Stories Through Drawing &amp; Making</u></b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>
<b>Year 4</b>	<p style="text-align: center;"><b><u>Storytelling Through Drawing</u></b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>	<p style="text-align: center;"><b><u>Exploring Pattern</u></b> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>	<p style="text-align: center;"><b><u>Sculpture, Structure, Inventiveness &amp; Determination</u></b> What can artists learn from nature?</p>
<b>Year 5</b>	<p style="text-align: center;"><b><u>Typography &amp; Maps</u></b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p style="text-align: center;"><b><u>Making Monotypes</u></b> Combine the monotype process with painting and collage to make visual poetry zines.</p>	<p style="text-align: center;"><b><u>Set Design</u></b> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p>
<b>Year 6</b>	<p style="text-align: center;"><b><u>2D Drawing to 3D Making</u></b> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p>	<p style="text-align: center;"><b><u>Exploring Identity</u></b> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p style="text-align: center;"><b><u>Take a Seat</u></b> Explore how craftspeople and designers bring personality to their work.</p>

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**Early Years**

'Art and Design' sits predominantly within the Expressive Arts and Design area of learning within Reception. In addition, elements of early learning goals for Physical Development – Fine Motor Skills are fundamental to the core skills required for Art and Design. The Characteristics of Effective Learning are threaded through all aspects of learning and are the essential ways in which children learn within Cygnets Class. The following table shows how the early learning goals link to the KS1 Subject Content for Art and Design:

**Physical Development – Fine Motor Control**

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Expressive Art and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Expressive Art and Design - ELG**

ELG: Creating with Materials Children at the expected level of development will:

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

**Physical Development – ELG**

**ELG: Fine Motor Skills**

Children at the expected level of development will:

- 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.

**Art and Design in EYFS**  
**What this looks like in Cygnets class**

- Artworks, artists, pictures, books, and other appropriate resources to stimulate children's ideas of things they could create through a range of different media
- Children have access to a variety of different types of paper and other materials to use.
- Children have access to a range of scissors that support the physical development of the muscles and bones in their hands that relates to fine motor skills.
- There are a range of types of pencils – triangle shape, stabilo easy graph for left and right-handed children, HB pencils.
- There is Sellotape, masking tape, double sided sticky tape, glue sticks, PVA glue, stapler, hole punch,
- Taught sessions on specific skills we want the children to develop including colour mixing, printing, sketching, pastels, wax crayons, tissue paper and other materials for collage, sewing
- Access to a variety of additional creative resources to choose from for decoration including stickers, wool, pompoms etc.,
- Malleable materials area to include play dough, modelling dough and clay to manipulate materials into simple models using pinching, rolling, and patting techniques and simple tools.
- Weekly Pen Disco sessions using the beat of different types of music to develop a range of mark making patterns
- Introduce children to specific artists including Georgia O'Keefe and Vincent Van Gogh's
- Use of large and small loose parts to create artistic interpretations of stimulus.
- Wooden blocks to create models of well-known landmarks including bridges and the work of Isambard Kingdom Brunel

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Year 1					
Year 1 Art and Design Knowledge and Skills					
Spirals		Flora and Fauna		Playful Making	
<b>Enquiry Question: How can we use our whole bodies to make drawings?</b>		<b>Enquiry Question: How can we use shape, line and colour to make collages inspired by flora and fauna around us?</b>		<b>Enquiry Question: How can we transform the materials around us into sculpture?</b>	
Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.		Exploring materials and intention through a playful approach; working in 3 Dimensions	
Previous Learning	Future Learning	Previous Learning	Future Learning	Previous Learning	Future Learning
	<b>KS2:</b> <ul style="list-style-type: none"> <li>Appreciation that drawing is a physical and mental activity.</li> <li>Continue to develop making gestural drawings using whole body.</li> </ul>		<b>KS2:</b> <ul style="list-style-type: none"> <li>Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills.</li> <li>Understand the importance of observation and imagination in making art.</li> <li>Appreciation that when we make art we can work alone or collaboratively to make work.</li> </ul>		<b>KS2:</b> <ul style="list-style-type: none"> <li>Design through Making skills, building understanding of the properties of materials, how we can use tools and ideas to transform them, and developing understanding of how other people might respond to what we make.</li> </ul>
Cross Curricular Opportunities		Cross Curricular Opportunities		Cross Curricular Opportunities	
<ul style="list-style-type: none"> <li><b>Science:</b> Uses language to support understanding of concepts of growth, human body and natural forms.</li> <li><b>Maths:</b> Explores pattern, symmetry.</li> <li><b>PSHE:</b> Peer discussion, collaboration</li> </ul>		<ul style="list-style-type: none"> <li><b>English:</b> Explore The Very Hungry Caterpillar, or books illustrated in similar style.</li> <li><b>Geography:</b> Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas.</li> <li><b>Science:</b> Identify common and wild plants, insects, food chains, life cycle, living and decay</li> <li><b>PSHE:</b> Responsibility to the planet, Collaboration, Peer Discussion</li> </ul>		<ul style="list-style-type: none"> <li><b>Geography:</b> Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.</li> <li><b>Maths:</b> Uses language to support understanding of 2D/3D shapes, sequence, measuring, position &amp; direction.</li> <li><b>Science:</b> Uses language to support understanding of properties and manipulation of materials.</li> <li><b>PSHE:</b> Collaboration, responsibility to the planet.</li> </ul>	
Success Criteria		Success Criteria		Success Criteria	
<ul style="list-style-type: none"> <li>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.</li> <li>I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</li> <li>I have seen the work of an artist and listened to how the artist made the work. I can share how I feel about the work.</li> <li>I can make choices about which colours I'd like to use in my drawings.</li> <li>I can make different marks with different drawing tools.</li> <li>I have seen the different marks I can make with oil pastels and chalk.</li> <li>I can make or personalise a sketchbook and feel that it belongs to me.</li> <li>I can draw from observation for a few minutes at a time.</li> <li>I can make a drawing using continuous line for a minute or two.</li> <li>I can make different marks with different materials.</li> <li>I can talk about what I like in my drawings, and what I'd like to try again.</li> <li>I can listen to other pupils discussing their work.</li> <li>I can tell other pupils what I like about their work.</li> </ul>		<ul style="list-style-type: none"> <li>I have enjoyed looking at art made by other artists inspired by flora and fauna.</li> <li>I can look closely at insects and plants and make drawings using pen to describe what I see.</li> <li>I can experiment using graphite and oil pastel and make my own insects.</li> <li>I can cut out shapes in different colours and use these shapes to make an insect or bug.</li> <li>I can think about its body parts and what I would like them to look like.</li> <li>I have enjoyed looking at the illustrations in 'The Very Hungry Caterpillar', made by Eric Carle.</li> <li>I can share my artwork with the class.</li> <li>I can listen to what my classmates like about it.</li> <li>I can share what I like about their work.</li> </ul>		<ul style="list-style-type: none"> <li>I have explored what we mean by 'sculpture' and I have thought about what I like about different pieces of sculpture.</li> <li>I can use my sketchbook to make drawings inspired by sculptured I have seen, to help me think about what I like, and to remember what I have seen.</li> <li>I can use my hands to make small sculptures out of lots of different materials.</li> <li>I can bend, fold, twist, cut and fasten materials together.</li> <li>I can use my hands to make sculptures without designing first.</li> <li>I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that's okay.</li> <li>I can use my sketchbook to respond to what I have learnt about materials.</li> <li>I can share my work and listen to what other people like about it.</li> <li>I can look at other people's work and sometimes share what I like about it with them.</li> </ul>	
Key Knowledge and Skills		Key Knowledge and Skills		Key Knowledge and Skills	
Drawing					
<ul style="list-style-type: none"> <li>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.</li> <li>Work at a scale to accommodate exploration.</li> <li>Use colour (pastels, chalks) intuitively to develop spiral drawings.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</li> <li>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</li> </ul>			
<ul style="list-style-type: none"> <li>Understand drawing is a physical activity.</li> </ul>					
Collage					
		<ul style="list-style-type: none"> <li>Collage with painted papers exploring colour, shape and composition.</li> <li>Understand collage is the art of using elements of paper to make images.</li> <li>Understand we can create our own papers with which to collage.</li> </ul>			

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Making		
		<ul style="list-style-type: none"> <li>Use a combination of two or more materials to make sculpture.</li> <li>Use construction methods to build.</li> <li>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</li> </ul>
		<ul style="list-style-type: none"> <li>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</li> <li>Understand the meaning of "Design through Making"</li> </ul>
Purpose/Visual Literacy/Articulation		
<ul style="list-style-type: none"> <li>Reflect upon the artists' work, and share your response verbally ("I liked...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</li> <li>Some children may feel able to share their response about classmates work.</li> </ul>		
<ul style="list-style-type: none"> <li>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> </ul>		
Sketchbooks		
<ul style="list-style-type: none"> <li>Make a simple elastic band sketchbook. Personalise it.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Develop experience of primary and secondary colours</li> <li>Practice observational drawing</li> <li>Explore mark making</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to: Practice observational drawing</li> </ul>
<ul style="list-style-type: none"> <li>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</li> </ul>		

Key Vocabulary	Key Vocabulary	Key Vocabulary
Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think	Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss	Sculpture, Sculptor, Three Dimensions Respond Response Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance Reflect, Share, Discuss

KS1 National Curriculum Objectives
<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know 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.</li> </ul>

Knowledge, Skills and Understanding breakdown for Art – end of Year 1			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> <li>I can communicate something about myself in my drawing</li> <li>I can create moods in my drawings</li> <li>I can draw using pencil and crayons</li> <li>I can draw lines of different shapes and thickness, using 2 different grades of pencil</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate something about myself in their painting</li> <li>I can create moods in my paintings</li> <li>I can choose to use thick and thin brushes as appropriate</li> <li>I can paint a picture of something I can see</li> <li>I can name the primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>I can print with sponges, vegetables and fruit</li> <li>I can print onto paper and textile</li> <li>I can design my own printing block</li> <li>I can create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>I can sort threads and fabrics</li> <li>I can group fabrics and threads by colour and texture</li> <li>I can weave with fabric and thread</li> </ul>
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>I can add texture by using tools</li> <li>I can make different kinds of shapes</li> <li>I can cut, roll and coil materials such as clay, dough or plasticine</li> </ul>	<ul style="list-style-type: none"> <li>I can cut and tear paper and card for my collages</li> <li>I can gather and sort the materials I will need</li> </ul>	<ul style="list-style-type: none"> <li>I can use a simple painting program to create a picture</li> <li>I can use tools like fill and brushes in a painting package</li> <li>I can go back and change my picture</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what I can see and like in the work of another artist/craft maker/designer</li> <li>I can ask sensible questions about a piece of art</li> </ul>

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Year 2					
Year 2 Art and Design Knowledge and Skills					
Explore and Draw		Exploring the World through Monoprint		Be an Architect	
<b>Enquiry Question: How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</b>		<b>Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?</b>		<b>Enquiry Question: How can we make our own architectural models and design structures which other people respond to?</b>	
Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.		Explore architecture around them, and create their own architectural models.	
Previous Learning	Future Learning	Previous Learning	Future Learning	Previous Learning	Future Learning
<ul style="list-style-type: none"> <li>Introduction to the idea that we can find inspiration from the things around us. That we can use things around us as subject matter and as materials.</li> </ul>	<b>KS2:</b> <ul style="list-style-type: none"> <li>Continue to develop understanding about where artists and ideas and inspiration.</li> <li>Develop visual literacy, drawing and sketchbook skills to enable an enquiring mind.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to making simple prints using objects found around you.</li> </ul>	<b>KS2:</b> <ul style="list-style-type: none"> <li>Continue to develop understanding of printmaking as series of technical skills and as an opportunity to make art. Develop sophistication of use of line, shape, colour as well as intention and creative decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Introduced idea that we can bring materials together, construct and transform them into new forms. Introduced idea that 2d can become 3d. Introduced concept of Design Through Making.</li> <li>Introduced idea that there are many different reasons to make art.</li> </ul>	<b>KS2:</b> <ul style="list-style-type: none"> <li>Continue to develop pupil's awareness of the many creative industries which artists work in.</li> <li>Build understanding that artists and designers have a social responsibility.</li> <li>Continue to develop pupils dexterity, invention and intention skills.</li> </ul>
Cross Curricular Opportunities		Cross Curricular Opportunities		Cross Curricular Opportunities	
<ul style="list-style-type: none"> <li><b>Geography:</b> Adapt to explore habitats.</li> <li><b>Maths:</b> Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition.</li> <li><b>Science:</b> Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing.</li> <li><b>PSHE:</b> Peer discussion, Collaboration.</li> </ul>		<ul style="list-style-type: none"> <li><b>English:</b> Link to English by asking children to draw upon their own experience for narratives.</li> <li><b>Geography:</b> Adapt to explore habitats, continents.</li> <li><b>Maths:</b> Use language to develop understanding of symmetry (peeling back monoprints).</li> <li><b>Science:</b> Animals, trees, materials.</li> <li><b>PSHE:</b> Peer discussion. Collaboration.</li> </ul>		<ul style="list-style-type: none"> <li><b>Geography:</b> Adapt to explore habitats, cities, towns and villages, ports &amp; harbours</li> <li><b>History:</b> Make houses inspired by the architecture of different ages or cultures, for example buildings damaged during the Great Fire of London.</li> <li><b>Maths:</b> Use language which supports understanding of Measuring, 2D/3D shapes.</li> <li><b>Science:</b> Explore properties of materials e.g. make your architecture waterproof, rough, smooth?</li> <li><b>PSHE:</b> Collaboration, Peer Discussion, Ethnic Identity, Different Religions (architecture representative of).</li> </ul>	
Success Criteria		Success Criteria		Success Criteria	
<ul style="list-style-type: none"> <li>I have seen how some artists explore the world around them to find inspiration.</li> <li>I have explored my local environment (school, home) and collected things that have caught my eye.</li> <li>I can explore composition by arranging the things that I have collected.</li> <li>I can talk about what I collected, and how and why I arranged the things I collected.</li> <li>I can take photographs of my artwork and I can think about focus and light.</li> <li>I can use careful looking to practice observational drawing, and I can focus for 5 to 10 minutes.</li> <li>I can hold an object and make a drawing focusing on the way it feels.</li> <li>I can combine different drawing medias such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li> <li>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</li> <li>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</li> </ul>		<ul style="list-style-type: none"> <li>I can make drawings using photos from films as my source material.</li> <li>I can look closely, guided by my teacher's voice and work in my sketchbook or on paper to make drawings using soft pencil or hand-writing pen.</li> <li>I can think carefully about which marks I will use in my drawing.</li> <li>I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</li> <li>I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and sometimes I can add my thoughts.</li> <li>I have seen what a mono print is and explored the work of an artist who uses mono print. I can share my thoughts on the artist's work.</li> <li>I can use carbon paper to make mono prints, and I can experiment with the kinds of marks I make and think about how they help make my drawings interesting.</li> <li>I can explore a theme and make mono prints, using my imagination to make my drawings personal.</li> <li>I understand that through art I can invent and discover.</li> <li>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</li> <li>I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work.</li> </ul>		<ul style="list-style-type: none"> <li>I have explored the work of some architects. I have seen that they design buildings, and that architecture can be large, incredible buildings, or can be smaller places near where I live.</li> <li>I can share how architecture makes me feel, what I like and what I think is interesting.</li> <li>I can use my sketchbook to help me look at architecture carefully. I have explored line and shape.</li> <li>I have seen how architects use their imaginations to try to design buildings which make peoples lives better. I can use my own imagination when thinking about architecture I might design.</li> <li>I can make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.</li> <li>I can explore a variety of materials and explore hoe I van reshape the materials and fasten them together to make my model.</li> <li>I have seen that I don't need to design on paper first; I can design as I make.</li> <li>I can reflect upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates.</li> </ul>	
Key Knowledge and Skills		Key Knowledge and Skills		Key Knowledge and Skills	
Drawing					
<ul style="list-style-type: none"> <li>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph.</li> <li>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</li> <li>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</li> <li>Create final collaged drawings (see column 5 "collage") which explore composition.</li> </ul>				<ul style="list-style-type: none"> <li>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</li> </ul>	
<ul style="list-style-type: none"> <li>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</li> </ul>					

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Print Making		
	<ul style="list-style-type: none"> <li>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</li> </ul>	
Collage		
<ul style="list-style-type: none"> <li>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</li> <li>Collage with drawings to create invented forms. Combine with making if appropriate.</li> </ul>		
<ul style="list-style-type: none"> <li>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</li> </ul>		
Making		
		<ul style="list-style-type: none"> <li>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</li> <li>Use Design through Making philosophy to playfully construct towards a loose brief.</li> <li>Understand the role of an architect.</li> <li>Understand when we make sculpture by adding materials it is called Construction.</li> </ul>
Purpose/Visual Literacy/Articulation		
<ul style="list-style-type: none"> <li>Reflect upon the artists' work, and share your response verbally ("I liked...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</li> <li>Talk about intention.</li> <li>Share responses to classmates work, appreciating similarities and differences.</li> <li>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> </ul>		
<ul style="list-style-type: none"> <li>Understand artists take their inspiration from around them, collecting and transforming.</li> <li>Understand that in art we can experiment and discover things for ourselves.</li> <li>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> </ul>		
Sketchbooks		
<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of different media.</li> <li>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>Make visual notes about artists studied.</li> </ul>	<p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>Make visual notes about artists studied.</li> </ul>	<p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of different media.</li> <li>Make visual notes about artists studied.</li> </ul>
<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them.</p>
Vocabulary	Vocabulary	Vocabulary
<p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition</p> <p>Photograph, Focus, Light, Shade, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page</p> <p>Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil,</p> <p>Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p>	<p>Close Looking, Pausing, Seeing &amp; Understanding, Listening, Reacting, Thinking, Considering</p> <p>Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel</p> <p>Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond</p> <p>Mono Print, Mono Type, Carbon paper, Oil Pastel, Narrative, Story, Imagination, Invent, Discover</p> <p>Present, Reflect, Discuss, Share, Feedback</p>	<p>Architect, Architecture, Designer, Maker</p> <p>Model, Scale, Response, Imagination, experience.</p> <p>Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community.</p> <p>Response, React, Colour, Form, Shape, Line, Pattern.</p> <p>Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p> <p>Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective.</p>

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**Cropredy CE Primary School**  
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**KS1 National Curriculum Objectives**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know 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.

**Knowledge, Skills and Understanding breakdown for Art – end of Year 2**

<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Sketch books</b>
<ul style="list-style-type: none"> <li>• I can use three different grades of pencil in my drawing (4B, 8B, HB)</li> <li>• I can use charcoal, pencil and pastels</li> <li>• I can create different tones using light and dark</li> <li>• I can show patterns and texture in my drawings</li> <li>• I can use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<ul style="list-style-type: none"> <li>• I can mix paint to create all the secondary colours</li> <li>• I can mix and match colours, predict outcomes</li> <li>• I can mix my own brown</li> <li>• I can make tints by adding white</li> <li>• I can make tones by adding black</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a print using pressing, rolling, rubbing and stamping</li> <li>• I can create a print like a designer</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to demonstrate my ideas through photographs and in my sketch books</li> <li>• I can set out my ideas, using 'annotation' in my sketch books</li> <li>• I can keep notes in my sketch books to show how I have changed my work</li> <li>•</li> </ul>
<b>3D/ Textiles</b>	<b>Collage</b>	<b>Use of IT</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• I can make a clay pot I can join two finger pots together</li> <li>• I can add line and shape to my work I can join fabric using glue</li> <li>• I can sew fabrics together</li> <li>• I can create part of a class patchwork</li> </ul>	<ul style="list-style-type: none"> <li>• I can create individual and group collages</li> <li>• I can use different kinds of materials on my collage and explain why they have chosen them</li> <li>• I can use repeated patterns in my collage</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a picture independently</li> <li>• I can use simple IT mark-making tools, e.g. brush and pen tools</li> <li>• I can edit my own work</li> <li>• I can take different photographs of themselves displaying different moods</li> <li>• I can change my photographic images on a computer</li> </ul>	<ul style="list-style-type: none"> <li>• I can link colours to natural and man-made objects</li> <li>• I can say how other artist/craft maker/designer have used colour, pattern and shape</li> <li>• I can create a piece of work in response to another artist's work</li> </ul>

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Year 3					
Year 3 Art and Design Knowledge and Skills					
Gestural drawing with Charcoal		Working with Shape and Colour		Telling Stories through Drawing and Making	
<b>Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?</b> Making loose, gestural drawings with charcoal, and exploring drama and performance.		<b>Enquiry Question: How can we make our own creative response to an original artwork, using line, shape and colour?</b> Painting with Scissors": Collage and stencil in response to looking at artwork.		<b>Enquiry Question: How can we create 3 dimensional characters inspired by characters in film and fiction?</b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
Previous Learning	Future Learning	Previous Learning	Future Learning	Previous Learning	Future Learning
<b>KS1:</b> <ul style="list-style-type: none"> <li>Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.</li> </ul>	<b>KS2:</b> <ul style="list-style-type: none"> <li>Pupils continue to develop their skills to make drawings at a larger scale, and develop their understanding / ability to make art which contains a sense of drama/story telling.</li> <li>Pupils also develop their understanding of how to use light and dark within their work.</li> </ul>	<ul style="list-style-type: none"> <li>Introduced early visual literacy skills to help pupils respond to imagery, articulating their thoughts and beginning to make a creative response.</li> <li>Explored simple printmaking including monoprint.</li> <li>Introduced idea that media can be layered and used together.</li> </ul>	<b>KS2:</b> <ul style="list-style-type: none"> <li>Further development of making a creative response to an original resource, including where the original resource is aural as well as visual.</li> <li>Developing decision making skills including the ability to choose the appropriate material and method to answer personal needs.</li> <li>Confidence building in dexterity, intention, technical and creative skills.</li> </ul>	<b>KS1:</b> <ul style="list-style-type: none"> <li>Introduced idea that sculptures can have "characters" and "personality" created by form, texture, and colour.</li> <li>Introduced basic making skills through Design Through Making, including basic experience putting materials together (and using tools) into one constructed piece.</li> <li>Understanding that we can react (as humans) to what we all create.</li> </ul>	<b>KS2:</b> <ul style="list-style-type: none"> <li>Develop idea that we can create our own art, inspired by art made by other people.</li> <li>Develop making skills, including knowledge about material choice, method, construction etc and growing experience to understand how to push a piece of sculpture based upon original intention and outcome.</li> </ul>
Cross Curricular Opportunities		Cross Curricular Opportunities		Cross Curricular Opportunities	
<ul style="list-style-type: none"> <li><b>Music &amp; Drama:</b> Listen to music to influence upon while doing the "Dancing with Charcoal"</li> </ul>		<ul style="list-style-type: none"> <li><b>History:</b> Choose a painting as inspiration which typifies a particular historical period, for example, a painting from Ancient Egyptian.</li> <li><b>Maths:</b> 2D/3D shapes, pattern.</li> <li><b>PSHE:</b> Peer discussion.</li> </ul>		<ul style="list-style-type: none"> <li><b>English:</b> Link to "character" books such as Roald Dahl's Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making.</li> <li><b>Science:</b> Materials, animals, micro habitats.</li> <li><b>Maths:</b> 2D/3D shapes, measuring, weight.</li> <li><b>PSHE:</b> Responsibility to the planet, collaboration, peer discussion.</li> </ul>	
Success Criteria		Success Criteria		Success Criteria	
<ul style="list-style-type: none"> <li>I have seen how artists use charcoal in their work, and I have been able to talk about the marks produced, and how I feel about their work.</li> <li>I have experimented with the types of marks I can make with charcoal.</li> <li>I can work on larger sheets of paper, and I can make loose gestural sketches using my body.</li> <li>I can understand what Chiaroscuro is and how I can use it in my work.</li> <li>I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</li> <li>I can use light and dark tonal values in my work, to create a sense of drama.</li> <li>I have used my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</li> <li>I have taken photographs of my work, thinking about focus, lighting, and composition.</li> <li>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again.</li> <li>I can voice what I like about my classmates work and how it makes me feel.</li> </ul>		<ul style="list-style-type: none"> <li>I can explore an artwork through looking, talking and drawing.</li> <li>I can use the 'Show Me What You See' method to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</li> <li>I can cut shapes directly into paper, using scissors inspired by the artwork.</li> <li>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</li> <li>I can add to my collage using line, colour and shape made by stencils.</li> <li>I can explore negative and positive shapes.</li> <li>I can take photographs of my work.</li> <li>I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</li> </ul>		<ul style="list-style-type: none"> <li>I have seen how artists are inspired by other artists often working in other artforms.</li> <li>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work.</li> <li>I can use my sketchbook to explore my response, making visual notes, jotting down ideas, and testing ideas.</li> <li>I can make a sculpture using materials to model or construct which is inspired by a character in a book to film.</li> <li>I can reflect and share how the way I made my sculpture helps capture feelings about the original character.</li> <li>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</li> <li>I can share my feedback about my classmate's work.</li> </ul>	
Key Knowledge and Skills		Key Knowledge and Skills		Key Knowledge and Skills	
<ul style="list-style-type: none"> <li>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</li> <li>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</li> </ul>		<b>Drawing</b>			
<ul style="list-style-type: none"> <li>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</li> <li>Understand charcoal and earth pigment were our first drawing tools as humans.</li> <li>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</li> </ul>					

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Print Making		
	<ul style="list-style-type: none"> <li>● Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Understand that screen prints are made by forcing ink over a stencil.</li> <li>● Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</li> </ul>	
Painting		
		<ul style="list-style-type: none"> <li>● Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making").</li> <li>● Understand that we can create imagery using natural pigments and light.</li> </ul>
Collage		
	<ul style="list-style-type: none"> <li>● Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</li> </ul>	
Making		
		<ul style="list-style-type: none"> <li>● Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</li> <li>● Make an armature to support the sculpture.</li> </ul>
		<ul style="list-style-type: none"> <li>● Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</li> <li>● Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</li> <li>● That clay and Modroc are soft materials which finally dry/set hard.</li> <li>● An armature is an interior framework which support a sculpture.</li> </ul>
Purpose/Visual Literacy/Articulation		
<ul style="list-style-type: none"> <li>● Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</li> <li>● Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</li> <li>● Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>● Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>● Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> </ul>		
<ul style="list-style-type: none"> <li>● To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</li> <li>● Understand artists often collaborate on projects, bringing different skills together.</li> <li>● Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</li> <li>● Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</li> </ul>		
Sketchbooks		
Work in sketchbooks to:	Work in sketchbooks to:	Work in sketchbooks to:
<ul style="list-style-type: none"> <li>● Explore the qualities of charcoal. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>● Develop mark making skills.</li> <li>● Brainstorm animation ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>● Develop mark making skills.</li> </ul>
<ul style="list-style-type: none"> <li>● Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>● Understand that the way each persons' sketchbook looks is unique to them.</li> <li>● Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>● Understand that the way each persons' sketchbook looks is unique to them.</li> <li>● Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to build understanding that sketchbooks are places for personal experimentation.</li> <li>● Understand that the way each persons' sketchbook looks is unique to them.</li> <li>● Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</li> </ul>

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Vocabulary	Vocabulary	Vocabulary
Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape. Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback,	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,

KS2 National Curriculum Objectives
<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> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>to know about great artists, architects and designers in history.</li> </ul>

Knowledge, Skills and Understanding breakdown for Art – end of Year 3			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>I can show facial expressions in my drawings</li> <li>I can use my sketches to produce a final piece of work</li> <li>I can write an explanation of my sketch in notes</li> <li>I can use different grades of pencil shade, to show different tones and texture</li> </ul>	<ul style="list-style-type: none"> <li>I can predict with accuracy the colours that they mix</li> <li>I know where each of the primary and secondary colours sits on the colour wheel</li> <li>I can create a background using a wash</li> <li>I can use a range of brushes to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>I can make a printing block</li> <li>I can make a 2 colour print</li> </ul>	<ul style="list-style-type: none"> <li>I can use my sketch book to express feelings about a subject and to describe likes and dislikes</li> <li>I can make notes in my sketch book about techniques used by artists</li> <li>I can suggest improvements to my work by keeping notes in my sketch books</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>I can add onto my work to create texture and shape</li> <li>I can work with life size materials</li> <li>I can create pop-ups I can use more than one type of stitch</li> <li>I can join fabric together to form a quilt using padding</li> <li>I can use sewing to add detail to a piece of work</li> <li>I can add texture to a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>I can cut very accurately</li> <li>I can overlap materials</li> <li>I can experiment using different colours</li> <li>I can use mosaic</li> <li>I can use montage</li> </ul>	<ul style="list-style-type: none"> <li>I can use the printed images they take with a digital camera and combine them with other media to produce art work</li> <li>I can use IT programs to create a piece of work that includes my own work and that of others (using web)</li> <li>I can use the web to research an artist or style of art</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the work of different artists</li> <li>I can explore work from other cultures</li> <li>I can explore work from other periods of time</li> <li>I am beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in my work</li> </ul>

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Year 4					
Year 4 Art and Design Knowledge and Skills					
Storytelling through Drawing		Exploring Pattern		Sculpture, Structure, Inventiveness and Determination	
<b>Enquiry Question: How can we create visual narratives inspired by poetry or prose?</b>		<b>Enquiry Question: How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?</b>		<b>Enquiry Question: Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?</b>	
Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.		Exploring how we can use colour, line and shape to create patterns, including repeating patterns.		What can artists learn from nature?	
Previous Learning		Future Learning		Previous Learning	
KS1 <ul style="list-style-type: none"> <li>Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.</li> </ul>		KS2: <ul style="list-style-type: none"> <li>Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response.</li> <li>Continue to explore how different artforms such as drama, music, literature can inspire artwork.</li> </ul>		KS1: <ul style="list-style-type: none"> <li>Early exploration of simple pattern, introduction to colour and collage</li> </ul>	
		KS2: <ul style="list-style-type: none"> <li>Develop use of colour and applying it to 2d and 3d surfaces</li> <li>Develop understanding of ways in which we use surface pattern in relation to design disciplines, i.e. fashion.</li> </ul>		KS1: <ul style="list-style-type: none"> <li>Introduced idea that sculpture is an art form in three dimensions, Introduced notion of Design Through Making and playful making, Basic experience of choosing and constructing with various media.</li> </ul>	
				KS2: <ul style="list-style-type: none"> <li>Continue to develop making skills, building increased dexterity and confidence in creative decision making.</li> <li>Continue to build ability to articulate intention, journey and outcome through reflection.</li> </ul>	
Cross Curricular Opportunities		Cross Curricular Opportunities		Cross Curricular Opportunities	
<ul style="list-style-type: none"> <li><b>English:</b> Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice.</li> <li><b>History:</b> Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.</li> <li><b>Science:</b> Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.</li> <li><b>PSHE:</b> Supports Collaboration, Peer Discussion.</li> </ul>		<ul style="list-style-type: none"> <li><b>History:</b> Focus on patterns from your chosen ancient civilisation.</li> <li><b>Maths:</b> Measuring, symmetry, tessellation/repeated patterns, orientation.</li> <li><b>Science:</b> Look at patterns in the structure of fruits or plants, reflections and shadows.</li> <li><b>Music:</b> Use music and sound when doing mindful drawing as part of this pathway.</li> </ul>		<ul style="list-style-type: none"> <li><b>Geography:</b> Link with birds and migration via the North and South hemisphere.</li> <li><b>Science:</b> Language to support understanding of materials, habitats.</li> <li><b>PSHE:</b> Supports Responsibility to the planet, Collaboration, Peer Discussion.</li> </ul>	
Success Criteria		Success Criteria		Success Criteria	
<ul style="list-style-type: none"> <li>I have explored the work of artists who tell stories through imagery.</li> <li>I can respond to the work of illustrators and/or graphic novelists "reading" the visual images and sharing my thoughts.</li> <li>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artist's work.</li> <li>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</li> <li>I can use line, shape, and colour using a variety of materials to text my ideas.</li> <li>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</li> <li>I can create a finished piece which contains sequenced images to describe a narrative.</li> <li>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</li> <li>I can appreciate the work of my classmates and think about the similarities and differences between our work. I can share my feedback on their work.</li> </ul>		<ul style="list-style-type: none"> <li>I can relax into a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</li> <li>I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter,</li> <li>I can work in my sketchbook to explore how I can make drawings inspired by "rules." I can generate lots of different types of patterns.</li> <li>I can make a tessellated design and think about colour and shape, exploring positive and negative shapes.</li> <li>I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape, and composition.</li> <li>I can fold paper and use pattern to make an object which other people can respond to.</li> <li>I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.</li> <li>I can take photographs of my work.</li> </ul>		<ul style="list-style-type: none"> <li>I have seen how we can learn about ourselves through art.</li> <li>I feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</li> <li>I can feel okay when I am being challenged by materials and ideas. I can feel okay when I don't know exactly what I'm doing.</li> <li>I can use a variety of drawing materials to make experimental drawings based upon observation.</li> <li>I can see my personality in the work I've made.</li> <li>I can construct with a variety of materials to make a sculpture.</li> <li>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> <li>I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcome.</li> <li>I can take photographs of my work thinking about presentation, focus and light.</li> </ul>	
Key Knowledge and Skills		Key Knowledge and Skills		Key Knowledge and Skills	
		Drawing			
<ul style="list-style-type: none"> <li>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</li> <li>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling</li> </ul>		<ul style="list-style-type: none"> <li>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</li> </ul>			
<ul style="list-style-type: none"> <li>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</li> </ul>		<ul style="list-style-type: none"> <li>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</li> <li>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</li> <li>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</li> </ul>			

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**Cropredy CE Primary School**  
**Art and Design Curriculum Map and Statutory Requirements**

Making		
		<ul style="list-style-type: none"> <li>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</li> </ul>
		<ul style="list-style-type: none"> <li>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</li> </ul>

Purpose/Visual Literacy/Articulation		
<ul style="list-style-type: none"> <li>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</li> <li>Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> </ul>		
<ul style="list-style-type: none"> <li>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</li> <li>Understand artists often collaborate on projects, bringing different skills together.</li> <li>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> </ul>		

Sketchbooks		
Use sketchbooks to: <ul style="list-style-type: none"> <li>Practise drawing skills.</li> <li>Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>Test and experiment with materials.</li> <li>Reflect.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Practise drawing skills.</li> <li>Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>Test and experiment with materials.</li> <li>Brainstorm pattern, colour, line and shape.</li> <li>Reflect.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Practise drawing skills.</li> <li>Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>Test and experiment with materials.</li> <li>Reflect.</li> </ul>
Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.

Vocabulary	Vocabulary	Vocabulary
Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,

KS2 National Curriculum Objectives
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.
Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>to know about great artists, architects and designers in history.</li> </ul>

Knowledge, Skills and Understanding breakdown for Art – end of Year 4			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>I can begin to show facial expressions and body language in my sketches</li> <li>I can identify and draw simple objects, and use marks and lines to produce texture</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement</li> <li>I can show reflections I can explain why they have chosen specific materials to draw with</li> </ul>	<ul style="list-style-type: none"> <li>I can create all the colours they need</li> <li>I can create mood in my paintings</li> <li>I can successfully use shading to create mood and feeling</li> </ul>	<ul style="list-style-type: none"> <li>I can print using at least four colours</li> <li>I can create an accurate print design</li> <li>I can print onto different materials</li> </ul>	<ul style="list-style-type: none"> <li>I can use my sketch books to express my feelings about various subjects and outline likes and dislikes</li> <li>I can produce a montage all about myself</li> <li>I can use my sketch books to adapt and improve my original ideas</li> <li>I keep notes about the purpose of my work in my sketch books</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>I experiment with and combine materials and processes to design and make 3D form</li> <li>I can begin to sculpt clay and other mouldable materials</li> <li>I can use early textile and sewing skills as part of a project</li> </ul>	<ul style="list-style-type: none"> <li>I can use ceramic mosaic</li> <li>I can combine visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>I can present a collection of my work on a slide show</li> <li>I can create a piece of art work which includes the integration of digital images I have taken</li> <li>I can combine graphics and text based on my research</li> </ul>	<ul style="list-style-type: none"> <li>I can experiment with different styles which artists have used</li> <li>I can explain art from other periods of history</li> </ul>

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**Cropredy CE Primary School**  
**Art and Design Curriculum Map and Statutory Requirements**

Year 5					
Year 5 Art and Design Knowledge and Skills					
Typography and Maps		Making Monotypes		Set Design	
<b>Enquiry Question: How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</b>		<b>Enquiry Question: How can we use mono type to make a creative response to poetry or prose?</b>		<b>Enquiry Question: How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?</b>	
Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		Combine the monotype process with painting and collage to make visual poetry zines.		Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	
Previous Learning	Future Learning	Previous Learning	Future Learning	Previous Learning	Future Learning
Yr 3 & 4: <ul style="list-style-type: none"> <li>Developed dexterity skills including mark making.</li> <li>Developed making skills.</li> <li>Explored intention and how artists experience is brought to evidence in the art made.</li> </ul>	Yr 6: <ul style="list-style-type: none"> <li>Continue to explore relationship of 2d to 3d.</li> <li>Develop ideas about identity, purpose and intention.</li> <li>Develop dexterity skills.</li> </ul>	Years 3 & 4: <ul style="list-style-type: none"> <li>Introduced idea that we can make a creative response to artwork, including artwork in other genres, e.g. literature.</li> <li>Introduced mono print and developed drawing skills.</li> <li>Explored colour mixing</li> </ul>	Yr 6: <ul style="list-style-type: none"> <li>Develop skills in making a creative response to another stimulus.</li> <li>Develop mark making and colour skills and experience of working in mixed media work.</li> <li>Develop articulation skills.</li> </ul>	Years 3 & 4: <ul style="list-style-type: none"> <li>Introduced idea that we can make work inspired by, and to support, other artforms.</li> <li>Introduced a playful approach to design (Design through Making).</li> <li>Developed dexterity and making skills, including the use of tools.</li> </ul>	Yr 6: <ul style="list-style-type: none"> <li>Develop use of models as way to explore imaginative thinking.</li> <li>Increase scale of making.</li> <li>Develop interpretation skills.</li> <li>Develop understanding of interplay between disciplines and artforms.</li> </ul>
Cross Curricular Opportunities		Cross Curricular Opportunities		Cross Curricular Opportunities	
<ul style="list-style-type: none"> <li><b>Geography:</b> Trade links, digital mapping, ordnance survey maps, detailed sketching of maps.</li> <li><b>History:</b> Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village.</li> <li><b>Maths:</b> Pictorial representations, 2D / 3D shapes.</li> <li><b>PSHE:</b> Collaboration, Peer Discussion.</li> </ul>		<ul style="list-style-type: none"> <li><b>English:</b> Use a poem or story to inspire making your own monotype books.</li> <li><b>History:</b> Make a zine about your theme or focus.</li> <li><b>PSHE:</b> Supports Responsibility to the planet, Collaboration, Peer Discussion.</li> </ul>		<ul style="list-style-type: none"> <li><b>English:</b> Create set designs inspired by your chosen play or book (for example Esio Trot).</li> <li><b>History:</b> Create a 'scene' inspired by your chosen civilisation topic e.g. a Roman amphitheatre.</li> <li><b>Science:</b> Light, shadow.</li> <li><b>Music &amp; Drama:</b> Link to projects in Music and Drama.</li> <li><b>PSHE:</b> Collaboration, Peer Discussion.</li> </ul>	
Success Criteria		Success Criteria		Success Criteria	
<ul style="list-style-type: none"> <li>I have understood that typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</li> <li>I have seen how other artists work with typography and have been able to share my thoughts on their work.</li> <li>I have explored how I can create letters in a playful way using cutting and collage. I can reflect upon what I like and the letters I have made.</li> <li>I have drawn my own letters using pen and pencil inspired by objects I have chosen around me, and I can reflect upon why my letters have a meaning to me.</li> <li>I have used my sketchbook for reference, collecting, testing, and reflecting.</li> <li>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</li> <li>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interest me.</li> <li>I can use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me.</li> <li>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</li> </ul>		<ul style="list-style-type: none"> <li>I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.</li> <li>I can study drawings made by other artists and identify marks they have used in their drawings. I can use my sketchbook to collection of marks for me to use later.</li> <li>I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes, and words in my head. I can use these things to create imagery which captures the mood of the piece of poetry.</li> <li>I can use my sketchbook to explore ideas.</li> <li>I can use my mark making skills to create monotypes, combining the process with painting and collage.</li> <li>I can share my thinking and outcomes with my classmates. I can listen to their views and respond.</li> <li>I can share my response to the artwork made by my classmates.</li> <li>I can photograph my work, thinking about lighting, focus, and composition.</li> </ul>		<ul style="list-style-type: none"> <li>I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work.</li> <li>I can respond to a suggested stimulus (poetry, prose, music, and short film) and design and build a model that which conveys my interpretation of the mood/narrative of the original stimulus.</li> <li>I can use my sketchbook to generate ideas, jot down thoughts, test materials, record and reflect.</li> <li>I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</li> <li>I can take photographs or film of my artwork thinking about presentation, lighting, focus, and composition.</li> </ul>	
Key Knowledge and Skills		Key Knowledge and Skills		Key Knowledge and Skills	
<ul style="list-style-type: none"> <li>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</li> <li>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</li> <li>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</li> </ul>		<b>Drawing</b>		<ul style="list-style-type: none"> <li>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making").</li> </ul>	
<ul style="list-style-type: none"> <li>Understands that designers create fonts and work with Typography.</li> <li>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</li> </ul>					

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**Cropredy CE Primary School**  
**Art and Design Curriculum Map and Statutory Requirements**

<b>Printmaking</b>		
	<ul style="list-style-type: none"> <li>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose.</li> <li>Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand that mono types are single monoprints.</li> <li>Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.</li> </ul>	
<b>Painting</b>		
	<ul style="list-style-type: none"> <li>See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork.</li> </ul>	
<b>Making</b>		
		<ul style="list-style-type: none"> <li>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</li> <li>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</li> </ul>
		<ul style="list-style-type: none"> <li>Understand that set designers can design/make sets for theatres or for animations.</li> <li>Understand that designers often create scaled models to test and share ideas with others.</li> </ul>
<b>Purpose/Visual Literacy/Articulation</b>		
<ul style="list-style-type: none"> <li>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</li> <li>Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> <li>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</li> </ul>		
<ul style="list-style-type: none"> <li>Look at the work of designers, artists, animators, architects.</li> <li>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> </ul>		
<b>Sketchbooks</b>		
Use sketchbooks to: <ul style="list-style-type: none"> <li>Explore mark making.</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Brainstorm ideas generated when reading poetry or prose.</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Explore mark making.</li> <li>Brainstorm ideas generated when reading poetry or prose.</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc</li> </ul>
	•	•

<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Mono type, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

<b>KS2 National Curriculum Objectives</b>
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. Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>to know about great artists, architects and designers in history.</li> </ul>

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**Art and Design Curriculum Map and Statutory Requirements**

Knowledge, Skills and Understanding breakdown for Art – end of Year 5			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• I can identify and draw simple objects, and use marks and lines to produce texture</li> <li>• I can successfully use shading to create mood and feeling</li> <li>• I can organise line, tone, shape and colour to represent figures and forms in movement</li> <li>• I can show reflections</li> <li>• I can explain why they have chosen specific materials to draw with</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a range of moods in my paintings</li> <li>• I can express my emotions accurately through my painting and sketches</li> </ul>	<ul style="list-style-type: none"> <li>• I can print using a number of colours</li> <li>• I can create an accurate print design that meets a given criteria</li> <li>• I can print onto different materials</li> </ul>	<ul style="list-style-type: none"> <li>• I keep notes in my sketch book as to how they might develop my work further</li> <li>• I use my sketch books to compare and discuss ideas with others</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• I experiment with and combine materials and processes to design and make 3D form</li> <li>• I can sculpt clay and other mouldable materials</li> <li>• I can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use ceramic mosaic to produce a piece of art</li> <li>• I can combine visual and tactile qualities to express mood and emotion</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a piece of art work which includes the integration of digital images I have taken</li> <li>• I can combine graphics and text based on my research</li> <li>• I can scan images and take digital photos, and use software to alter them, adapt them and create work with meaning</li> <li>• I can create digital images with animation, video and sound to communicate my ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with different styles which artists have used</li> <li>• I learn about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information</li> </ul>

**Cropredy CE Primary School**  
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Year 6					
Year 6 Art and Design Knowledge and Skills					
2D Drawing to 3D Making		Exploring Identity		Take a Seat	
<b>Enquiry Question: How can we transform 2d drawings into 3d objects?</b>		<b>Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?</b>		<b>Enquiry Question: How can we design furniture which is full of personality and character?</b>	
Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.		Explore how craftspeople and designers bring personality to their work.	
Previous Learning	Future Learning	Previous Learning	Future Learning	Previous Learning	Future Learning
Years 3, 4 & 5: <ul style="list-style-type: none"> <li>Explored relationship between 2d and 3d.</li> <li>Explored challenges faced by working in 3 dimensions.</li> <li>Explored drawing and mark making skills and seen how they transfer to different disciplines and genres.</li> </ul>		Years 3, 4 & 5: <ul style="list-style-type: none"> <li>Explored idea that we can understand more about the artists own experience through the art they make.</li> <li>Explored how we can layer media and imagery to create meaning.</li> </ul>		Years 3, 4 & 5: <ul style="list-style-type: none"> <li>Explored the idea of working to a brief.</li> <li>Explored Design through Making.</li> <li>Explored how artists and designers bring personality and character to the things they make.</li> </ul>	
Cross Curricular Opportunities		Cross Curricular Opportunities		Cross Curricular Opportunities	
<ul style="list-style-type: none"> <li><b>English:</b> Create characters inspired by literature.</li> <li><b>History:</b> Create characters inspired by theme.</li> <li><b>Maths:</b> 2D and 3D shapes, measuring, symmetry, angles, plot points.</li> <li><b>PSHE:</b> Collaboration, Peer Discussion.</li> </ul>		<ul style="list-style-type: none"> <li><b>History:</b> Explore the identity of a figure from your chosen history topic.</li> <li><b>PSHE:</b> Collaboration, Peer Discussion, Different Religions, Ethnic Identity.</li> </ul>		<ul style="list-style-type: none"> <li><b>Maths:</b> Measuring, 2D and 3D shapes, symmetry, angles.</li> <li><b>Science:</b> Forces and gravity.</li> <li><b>PSHE:</b> Responsibility to the planet, Collaboration, Peer Discussion.</li> </ul>	
Success Criteria		Success Criteria		Success Criteria	
<ul style="list-style-type: none"> <li>I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</li> <li>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</li> <li>I can use negative space and the grid method to help me see and draw, and to scale up my drawing.</li> <li>I can explore typography and design lettering which is fit for purpose.</li> <li>I can transform my drawing into a three-dimensional object</li> <li>I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</li> </ul>		<ul style="list-style-type: none"> <li>I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</li> <li>I can use my sketchbook to record, generate ideas, test, reflect and record.</li> <li>I can use observational skills to draw from life using a variety of materials.</li> <li>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</li> <li>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</li> <li>I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</li> <li>I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</li> <li>I can take photographs of my artwork, thinking about lighting, focus and composition.</li> </ul>		<ul style="list-style-type: none"> <li>I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</li> <li>I have seen how chair design has changed through the ages.</li> <li>I can use my sketchbook to make visual notes to record and reflect.</li> <li>I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</li> <li>I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.</li> <li>I can use sketchbooks to explore, develop and record my ideas.</li> <li>I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</li> <li>I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.</li> <li>I can respond to the work made by my classmates and I can share my thoughts.</li> <li>I can take photographs of my work, thinking about focus, light and composition.</li> </ul>	
Key Knowledge and Skills		Key Knowledge and Skills		Key Knowledge and Skills	
Drawing					
<ul style="list-style-type: none"> <li>Explore using negative and positive space to "see" and draw a simple element/object.</li> <li>Use the grid system to scale up the image above, transferring the image onto card.</li> <li>Use collage to add tonal marks to the "flat image".</li> </ul>					
<ul style="list-style-type: none"> <li>Understand that there is often a close relationship between drawing and making.</li> <li>Understand that we can transform 2d drawings into 3d objects.</li> <li>Understand that graphic designers use typography and image to create packaging which we aspire to use.</li> <li>Understand that there are technical processes we can use to help us see, draw and scale up our work.</li> </ul>					
Printmaking					
		<ul style="list-style-type: none"> <li>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</li> </ul>			

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Painting		
	<ul style="list-style-type: none"> <li>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.</li> <li>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</li> </ul>	

Making		
		<ul style="list-style-type: none"> <li>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</li> <li>Understand that artists and designers add colour, texture, meaning and richness to our life.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</li> <li>Understand that artists and designers add colour, texture, meaning and richness to our life.</li> <li>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</li> </ul>

Purpose/Visual Literacy/Articulation		
<ul style="list-style-type: none"> <li>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</li> <li>Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> </ul>		
<ul style="list-style-type: none"> <li>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</li> <li>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> </ul>		

Sketchbooks		
Use sketchbooks to: <ul style="list-style-type: none"> <li>Practise seeing negative and positive shapes.</li> <li>Using the grid method to scale up an image.</li> <li>Develop Mark Making</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</li> <li>Explore combinations and layering of media.</li> <li>Develop Mark Making</li> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	Use sketchbooks to: <ul style="list-style-type: none"> <li>Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>

Vocabulary	Vocabulary	Vocabulary
2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

KS2 National Curriculum Objectives
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.  Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>to know about great artists, architects and designers in history.</li> </ul>

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Knowledge, Skills and Understanding breakdown for Art – end of Year 6			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• My sketches communicate emotions and a sense of self with accuracy and imagination</li> <li>• I can explain why they have combined different tools to create my drawings</li> <li>• I can explain why they have chosen specific drawing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what my own style is</li> <li>• I can use a wide range of techniques in my work</li> <li>• I can explain why they have chosen specific painting techniques</li> </ul>	<ul style="list-style-type: none"> <li>• I can overprint using different colours</li> <li>• I look very carefully at the methods they use and make decisions about the effectiveness of my printing methods</li> </ul>	<ul style="list-style-type: none"> <li>• My sketch books contain detailed notes, and quotes explaining about items</li> <li>• I compare my methods to those of others and keep notes in my sketch books</li> <li>• I combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of my sketch books.</li> <li>• I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch books</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• I can create models on a range of scales</li> <li>• I can create work which is open to interpretation by the audience</li> <li>• I can include both visual and tactile elements in my work</li> </ul>	<ul style="list-style-type: none"> <li>• I can justify the materials I have chosen</li> <li>• I can combine pattern, tone and shape</li> </ul>	<ul style="list-style-type: none"> <li>• I can use software packages to create pieces of digital art to design.</li> <li>• I can create a piece of art which can be used as part of a wider presentation</li> </ul>	<ul style="list-style-type: none"> <li>• I can make a record about the styles and qualities in my work</li> <li>• I can say what my work is influenced by</li> <li>• I can include technical aspects in my work, e.g. architectural design</li> </ul>