

Ashbourne Primary School's Art and Design Scheme Of Work with skills and knowledge progression

Intent:

Art at Ashbourne Primary School promotes creativity, a love of self-expression and collaborative participation. Pupils progressively develop the knowledge and skills needed to express themselves creatively through personal projects, while also taking part in whole-school collaborative artwork based on shared themes. They learn about significant artists and designers and are encouraged to take ownership of their environment by contributing to the design and creation of displays within shared school spaces. An annual art week provides further opportunities to build knowledge, practise skills and celebrate creativity.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

The Art curriculum is carefully planned and sequenced over a two-year cycle across Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Pupils first develop foundational knowledge and skills in artistic concepts and techniques. They then deepen their understanding and apply what they have learned across a range of tasks and projects. This approach reflects our understanding that learning is secured when knowledge is stored in long-term memory, which requires time, practice and revisiting.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed.

By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

National Curriculum Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

KS1 Content

Pupils should be taught to:

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

KS2 Content

Pupils should be taught to:

- create in sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history

EYFS: Understanding The World

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The provision outlined below is to help subject leaders to understand how the skills taught across EYFS feed into Art and Design. It demonstrates which early years outcomes are prerequisite skills for Art and Design within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art and Design. The most relevant statements for art are taken from the following areas of learning: • Physical Development • Expressive Arts and Design

Three and Four Year Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating With Materials	<ul style="list-style-type: none"> • 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

Art and Design skills and knowledge progression from Y1-Y6

Year Group	Develop Ideas	Master Techniques	Learn about and from great artists and designers	KEY VOCABULARY
KS1 Year 1	<ul style="list-style-type: none"> I can use an artists work as my starting point to identify their artistic style I can explore different artwork from the same artist and comment on their style 	<p>Drawing</p> <ul style="list-style-type: none"> I can draw lines of different sizes and thicknesses I can colour own work neatly, following the lines I can show different tones by using coloured pencils <p>Painting</p> <ul style="list-style-type: none"> I can use thick paint brushes to paint neatly I can mix primary colours to make secondary colours <p>Sculpture</p> <ul style="list-style-type: none"> I can use paper, card and straws to create a sculpture I can use paper in a variety of ways to create shapes and textures <p>Print/Collage/Textiles</p> <ul style="list-style-type: none"> I can use repeating and overlapping shapes to create patterns I can use objects to create prints (vegetables, fruits ect) I can sort materials to create a collage I can join materials using glue 	<ul style="list-style-type: none"> I can say what I like about an artists work I can use some of the artists ideas to inspire my own piece 	Primary colours Secondary colours Sculpture Pattern Texture Overlap Create Observe Comment Collage Materials Mix Picasso Munch
	Develop Ideas	Master Techniques	Learn about and from great artists and designers	KEY VOCABULARY
KS1 Year 2	<ul style="list-style-type: none"> I can comment on an artists work and say how it makes me feel I can use an artists work as my starting point to identify their artistic style 	<p>Drawing</p> <ul style="list-style-type: none"> I can draw precise lines of different sizes and thicknesses I can colour own work neatly, following the lines and shading carefully 	<ul style="list-style-type: none"> I can comment on colour, texture and pattern of an artist and designers work I can use the ideas of the artists we study to inspire my own piece 	Precise Shade Inspire Tints Tones

	<ul style="list-style-type: none"> • I can explore different artwork from the same artist and comment on their style • I can compare an artists work to one that I have previously learnt about 	<ul style="list-style-type: none"> • I can show different pattern and textures by adding dots and lines <p>Painting</p> <ul style="list-style-type: none"> • I can use thick and thin paint brushes to paint neatly • I can add white to colours to make tints and black to colours to make tones • I can create colour wheels <p>Sculpture</p> <ul style="list-style-type: none"> • I can use a range of paper materials, as well as clay, to create a sculpture • I can use lines and textures when using clay <p>Print/Collage/Textiles</p> <ul style="list-style-type: none"> • I can copy and print from the environment • I can sort, arrange and mix materials to create a collage with texture • I can join materials using glue 		<p>Designer Paul Klee Van Gogh Stroke Pressure</p>
	Develop Ideas	Master Techniques	Learn about and from great artists and designers	KEY VOCABULARY
<p>LWKS2 Year 3</p>	<ul style="list-style-type: none"> • I can compare an artists work to one that I have previously learned about • I can comment on an artists work using visual language e.g. texture, tone, mood etc 	<p>Drawing</p> <ul style="list-style-type: none"> • I can use different hardness of pencils to show line and tone • I can annotate sketches to say what I like • Use shading to show light and shadow <p>Painting</p> <ul style="list-style-type: none"> • I can use thick and thin brushes to produce shapes, textures, patterns and lines • I can mix paint colours effectively • I can experiment with creating mood with colour <p>Sculpture</p> <ul style="list-style-type: none"> • I can mould clay, using simple tools and techniques • I can add materials to add interesting detail 	<ul style="list-style-type: none"> • I can replicate some of the techniques used by notable artists • I can create original pieces that are influences by studies of others 	<p>Mood Annotate Shadow Effect Techniques Original Influence Replicate Experiment Overlapping Mosaic Monochrome Running stitch Hieroglyphs Rangoli Abstract Rousseau</p>

		<p>Print/Collage/Textiles</p> <ul style="list-style-type: none"> • I can begin to use a simple running stitch • I can use various, simple techniques including overlapping and mosaic 		
	Develop Ideas	Master Techniques	Learn about and from great artists and designers	KEY VOCABULARY
<p>LWKS2</p> <p>Year 4</p>	<ul style="list-style-type: none"> • I can compare artists and designers work and explore their ideas in a variety of ways • I can comment on a range of work using a range of visual language e.g. perspective, dimension etc 	<p>Drawing</p> <ul style="list-style-type: none"> • I can use different hardness of pencils to show line, tone and texture • I can annotate sketches to explain and elaborate ideas • Use hatching and cross hatching to show tone and texture <p>Painting</p> <ul style="list-style-type: none"> • I can use a number of brush techniques, using thick and thin brushes to produce a range of shapes, textures, patterns and lines • I can mix a range of paints, e.g. poster paints, water colours, effectively • I can use watercolour paint to produce washes for backgrounds and add detail <p>Sculpture</p> <ul style="list-style-type: none"> • I can mould clay, using a range of tools and techniques • I can add a range of materials to add interesting detail <p>Print/Collage/Textiles</p> <ul style="list-style-type: none"> • I can show more precision when stitching materials • I can use various techniques e.g coiling, tessellation, montage 	<ul style="list-style-type: none"> • I can replicate some of the techniques used by notable artists, artisans and designers • I can be inspired by other artists to produce my own work 	<p>Perspective</p> <p>Dimension</p> <p>Hatching</p> <p>Cross hatching</p> <p>Watercolour</p> <p>Blend</p> <p>Hue</p> <p>Back stitch</p> <p>Cross stitch</p>

	Develop Ideas	Master Techniques	Learn about and from great artists and designers	KEY VOCABULARY
UPKS2 Year 5	<ul style="list-style-type: none"> I can use my imagination to form a starting point for my work I can sketch and present my ideas imaginatively 	<p>Drawing</p> <ul style="list-style-type: none"> I can draw to create interesting effects e.g shadows I can choose techniques to begin to show some perspective <p>Painting</p> <ul style="list-style-type: none"> I can sketch lightly before painting to combine line and colour I can create an appropriate colour pallet I can use watercolour and acrylic paints to create visually interesting pieces <p>Sculpture</p> <ul style="list-style-type: none"> I can use tools to carve and add shape, texture and pattern I can use frameworks (such as wire or mould) to provide stability and form <p>Print/Collage/Textiles</p> <ul style="list-style-type: none"> I can mix textures (rough and smooth) I can combine visual qualities I can begin to show precision in techniques 	<ul style="list-style-type: none"> I can give details about the style of some artists I can understand how the work of artists was influential in society and other artists I can create original pieces that are influenced by studies of others and show a range of influences 	Perspective Stability Form Carve Research Resource Movement Shadow Kahlo O'Keefe
	Develop Ideas	Master Techniques	Learn about and from great artists and designers	KEY VOCABULARY
UPKS2 Year 6	<ul style="list-style-type: none"> I can develop and imaginatively extend ideas from starting points throughout my range of art work I can collect information from resources to sketch and present my ideas imaginatively I can comment on artworks with a fluent grasp of visual language e.g. background, foreground, horizon 	<p>Drawing</p> <ul style="list-style-type: none"> I can use a variety of techniques to add effects, e.g reflections, directs of sunlight I can use a choice of techniques to depict movement, perspective I can use a style of drawing suitable for the work <p>Painting</p> <ul style="list-style-type: none"> I can use brush techniques and the qualities of paint to create texture 	<ul style="list-style-type: none"> I can give details about the style of some notable artists, artisans and designers I can understand how the work of artists was influential in society and other artists I can create original pieces that are influenced by studies of others and show a range of influences and styles 	Background Foreground Horizon Reflection Realistic Fine liner Composition William Morris

		<ul style="list-style-type: none"> • I can develop a personal style of painting and drawing upon ideas from other artists • I can combine colours, tones and tints to enhance the mood of a piece <p>Sculpture</p> <ul style="list-style-type: none"> • I can show life-like qualities and real-life proportions <p>Print/Collage/Textiles</p> <ul style="list-style-type: none"> • I can mix textures (plain and patterned) • I can combine visual and tactile qualities • I can show precision in techniques 		
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Impact:
 We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis