



Believe Enjoy Succeed Together
 "I can do everything through God who gives me strength"
 Philippians 4:13

Cronton C.E. Primary School Art and Design Curriculum Sequencing

Using materials creatively to design products and evaluate their work.

Designing and Evaluating

EYFS	KS1	LKS2	UKS2
<p>I have my own ideas for art work. I can identify things I like in my surroundings I can identify and use my favourite colour. I can say what I like about my own work. Share their creations, explaining the process they have used.</p>	<p>To make a simple plan/design about how to create a piece of art work. To answer simple questions about the starting point for their work and the processes they have made. To record and explore ideas from first hand observation, experience and imagination using simple drawings and diagrams. To annotate work in sketchbooks using simple labels/samples of materials. To identify what they might change in their current work or develop in the future and annotate in their sketch book. To review what they like about their own work, another child's work and the work of artists and crafts makers and identify how it makes them feel.</p>	<p>To ask their own questions about the starting point for their work and the processes they have made. To select and record from first-hand observation, experience and imagination and explore ideas for different purposes. To make thoughtful observations about starting points and select ideas to use in their work. To compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them. To annotate work in their sketchbook using more complex vocabulary and terms To suggest how to adapt their work and describe how they might develop it further.</p>	<p>To use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices. To generate a written explanation of why they like specific features of an artist's work. To revisit first hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas with some support and then independently. To create written critiques of the ideas, methods and approaches used by themselves and the work of well-known artists and crafts people. To explain why they have chosen a specific media, style or technique and evaluate the impact it has on the final outcome. To critically evaluate their own work and use the evaluations to impact positively on generating a final outcome with support or independently.</p>
<p>How is designing and evaluating sequenced across the curriculum?</p>	<p>Starting with the EYFS where children will be able to talk about what they have created and identify one or two aspects that they like and offer a simple explanation why. In KS1 children will draw preparatory sketches in their books and annotate these simply e.g. one word labels to say the colour or material. They will evaluate their work at a deeper level e.g. saying how well a technique worked, what they liked about their work and what they might change. In LKS2 preparatory work will be more detailed and accurate. Children will annotate with labels and simple sentences. They will</p>		

be able to talk about techniques identifying how effective they were or how well they were executed. They will evaluate against their preparatory work. In UKS2 children will produce more detailed and accurate sketches, using some correct terminology and produce written critiques on their work.

Drawing

EYFS	KS1 Specific Units: Self Portrait Y1 Maeve Wright Y2	LKS2 Specific Units: Jessica AS Y3 (Hist/Geog Link: Local Area studies)	UKS2 Specific Units: Mayan Art Y6 L.S. Lowry Y6 (History Link)
<p>I can make marks on in variety of contexts and environments</p> <p>I can be spontaneously expressive using marks, lines and curves using different media.</p> <p>I can make marks to represent things I see e.g. a circle for a face.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>I can try out tools and techniques, for drawing using a variety of pencils including charcoal pencils.</p> <p>I can use lines, shape and colour to represent objects seen, remembered or imagined</p> <p>I can explore techniques such as shading, stippling, crosshatching and can name them.</p> <p>I can ask and answer questions about starting points for work</p> <p>I can record from first-hand observation.</p> <p>I can draw a preparatory self-portrait as a design for their finished piece.</p> <p>I can draw from observation.</p> <p>I can use proportion in my work.</p> <p>I can look for detail.</p> <p>I can add texture, light and dark.</p> <p>I know language to do with drawing: line, pattern, shape, shade, shading, tone, texture.</p>	<p>I can control more the range of marks, lines, tones and shading when drawing and representing shape.</p> <p>I can draw from observation.</p> <p>I can use further developed proportion in my work.</p> <p>I can identify shape, form, line, pattern in a piece of work and know how to use some of these in my own work.</p> <p>I can use a viewfinder to select a part of a piece of work they would like to look at in more detail.</p> <p>I understand and can explain what a landscape/townscape is and draw a townscape of my own.</p>	<p>I can create a piece of work using a photograph as inspiration.</p> <p>I can use line and drawing techniques to indicate shade, texture, light and dark in my work.</p> <p>I can use elements of drawing/painting such as line, form, texture etc. in my work.</p> <p>I can use perspective in my work.</p>
<p>How is drawing sequenced across the curriculum?</p>	<p>Starting with the children's mark making experiences in EYFS the teaching of drawing is sequenced so that the children have opportunities to refine and develop their drawing techniques. Introducing elements such as shading, creating tone and texture through techniques such as cross hatching as they move across the key stages. There is an element of drawing in every art and design unit as the children will be drawing designs and preparatory pieces of work.</p>		

The children will learn to understand the difference between drawing out a plan or design and drawing to produce a finished piece of work. Key techniques are revisited and refined as the children get older.

Painting

EYFS	KS1 Specific Units: Self Portrait Y1 Maeve Wright Y2	LKS2 Specific Units: Jessica AS Y3 (Link to Geography) Picasso Y4	UKS2 Specific Units: Lowry Y6 (Link to History: Britain at War)
<p>I can explore making marks in a variety of contexts and environments</p> <p>I can use a range of materials to spread paint in addition to brushes e.g. straws, matchsticks</p> <p>I can explore what happens when I mix colours together.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>I can mix powder paints using the correct technique.</p> <p>I can try out tools and techniques, using powder paints.</p> <p>I know the names of the three primary colours and three secondary colours.</p> <p>I know that the three primary colours can be used to mix secondary colours and which ones make which colour.</p> <p>I know and can explain the term shade.</p> <p>I can make shades of a colour by adding black.</p> <p>I can make tints of a colour by adding white.</p> <p>I know how to create light and shade using tints or shades of a colour.</p>	<p>I can use elements of shape, line, pattern and form in their own work.</p> <p>I can use appropriate media to achieve desired effects e.g. stippling, layering.</p> <p>I can use colour theory and other appropriate knowledge to help me produce a finished piece of work.</p> <p>I can choose a particular colour for a purpose.</p> <p>I can create a monochrome painting.</p> <p>I can create tones of a colour.</p> <p>I can create shades of a colour.</p>	<p>I can apply my knowledge to choose an appropriate medium to create a piece of work and explain why I chose it.</p> <p>I can use elements of drawing/painting such as line, form, texture etc. in my work.</p> <p>I can use colour theory and other appropriate knowledge to help them produce a finished piece of work.</p> <p>I can make a wash for larger areas of my painting.</p> <p>I can use sponges and brushes to add texture to my work.</p> <p>I can apply their experience of materials and media. E.g. mixing colours, using the correct technique for mixing powder paint.</p> <p>I can make choices about colour, line, form and shape in my work.</p> <p>I can work towards a final desired effect.</p> <p>I know how to use techniques to achieve the finished effect I want in my work.</p>
<p>How is painting sequenced across the curriculum?</p>	<p>Starting with the children's painting experiences in EYFS the teaching of painting is sequenced so that the children have opportunities to develop their knowledge of colour theory at an appropriate level. They also investigate techniques such as stippling, layering and using washes. When they are in UKS2 the children have experience in using</p>		

	paints to make decisions about how they will use the materials and techniques in a more refined way to create a piece of work.		
3D Work			
EYFS Specific Learning: Giuseppe Arcimboldo (Link to Science: Autumn and Autumn Finds)	KS1 Specific Units: Clay Tiles Y1 (Link to Science: Animals)	LKS2 Specific Units: Thumb Pots Y3 (Link to history Romans) Anglo-Saxon Brooches Y4 (Link to history Anglo Saxons)	UKS2 Specific Units: Coil Pots Y5 (Link to History: Ancient Egypt)
<p>I can handle, feel and manipulate rigid and malleable materials</p> <p>I can pull apart and reconstruct basic shapes</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>I can manipulate clay to make a tile.</p> <p>I can experiment with, texture, line and shape on clay.</p> <p>I can explore shape and form.</p> <p>I understand the safety and basic care of materials and tools.</p> <p>I can investigate pattern and texture in my work.</p> <p>I can use tools and techniques to create images or patterns on a clay tile.</p> <p>I can talk about which technique I think worked the best and say why.</p>	<p>I can use the correct technique to make a pinch pot.</p> <p>I can use the pinch pot technique to adjust the shape of my pot.</p> <p>I can use appropriate tools to decorate my clay amphorae using pattern and texture.</p> <p>I can make slip.</p> <p>I can use the correct technique to use slip to 'glue' bits together.</p> <p>I can create a piece of my work in the style of an artist.</p> <p>I can adapt my work according to my views.</p> <p>I can make choices about line, shape, form and colour in my work.</p> <p>I can apply my experience of materials and techniques –embossing and scoring - developing my control.</p> <p>I can work towards a final desired effect.</p>	<p>I can investigate and combine texture and form through exploring the nature of clay.</p> <p>I can apply my experience of materials and processes when working with clay.</p> <p>I can develop my control of tools and techniques.</p> <p>I can use the coil technique and slip to make a clay container.</p>
How is 3D work sequenced across the curriculum?	Starting with the children's experiences in EYFS with play dough and plastecine the teaching of 3D work is predominantly working with clay as this is a material that is important across every culture and not a material they will probably have access to at home. The children begin in Y1 working on simple flat relief tiles and then progress to the thumb pot technique in Y3 which links to the history unit on the Romans. They then use this knowledge of working with clay to move to coil pots and using slip more consistently in Y5 which also links to a history unit: the Ancient Egyptians. They use their knowledge from KS1 to add decorative texture or patterns and to form lids with decorative heads.		

Collage

EYFS Specific Learning: Matisse (N) Guiseppe Arcimboldo (R) (Link to Science: Autumn and Autumn Finds)	KS1 Specific Units: Australia Images Y2 (Link to geography: Australia)	LKS2	UKS2 Specific Units: Viking Collage Y5 (Link to History: Vikings)
<p>I can handle different materials</p> <p>I can select and sort materials into given criteria/qualities e.g. warm/cold shiny/smooth</p> <p>I can cut different materials using scissors.</p> <p>I can tear and scrunch different materials.</p>	<p>I can use different techniques to cut paper.</p> <p>I can explain how these techniques have a different effect on the paper.</p> <p>I can make a collage from a design.</p> <p>I can learn and use different techniques: tearing, cutting, scrunching to achieve a desired effect in my work.</p> <p>I can use colour, shape, tone, texture in my work.</p> <p>I can review and adapt approaches, making changes if I do not like some-thing, during the process of creating a collage.</p> <p>I can compare the effects of different medium and techniques and talk about which are most effective for what I want to achieve in my picture.</p>		<p>I can use different techniques to cut paper.</p> <p>I can explain how these techniques have a different effect on the paper.</p> <p>I can make a collage from a design.</p> <p>I can refine different techniques: tearing, cutting, scrunching to achieve a desired effect in my work.</p> <p>I can refine my use colour, shape, tone, texture in my work.</p> <p>I can review and adapt approaches, making changes if I do not like something, during the process of creating a collage.</p>
<p>How is collage sequenced across the curriculum?</p>	<p>Starting with the children's experiences in EYFS with paper and other materials where the children's choices of materials may be more random, the teaching of collage is linked with other curriculum areas in Y2 (Science in Y2 and Y5 (History: The Vikings). The children focus on creating images using collected materials and resources to create a desired effect using the work of other collage artists or images from that period of history as their starting point. The skills in creating collage such as tearing, cutting, layering will become more refined as the children progress. They will be more aware in year 5 of how different materials can be used and select them accordingly – e.g. layering up tissue paper for the sea to create tones and movement.</p>		

Printing

EYFS	KS1 (Linked to Geography: Seaside theme)	LKS2	UKS2
<p>Random experimental printing with hands, feet or any found materials Uses one colour of paint or ink to create patterns: random or organised</p>	<p>I know and use the term rubbing. I can use the technique of rubbing to produce an image or images. I can talk about what pattern means and identify it in a rubbing. I can talk about texture and identify it in a rubbing. I know and use the term stamping. I can use the technique of stamping to produce an image or images. I can talk about what pattern means and identify it in a stamping. I can explore how line can be used to create different effects. I can design an image using line and texture around a theme as a starting point for my own work. I can use a technique correctly to produce a mono print. I can explain what the term mono print means. I can evaluate the success of a technique and say what went well and what I would do differently next time. I can compare different printing techniques and say which one I feel was the most effective.</p>	<p>I can draw a design for their own printed wrapping paper. I can choose colour, pattern and line to achieve a desired effect in a design. I can select a design from a selection to develop further in their work and explain why I have chosen it. I can translate a drawn design into a collograph for printing. I can experiment with colour to find contrasting/complementing colours. I can decide on the colours to be used in my work. I can decide on the approach to be used for the background of the print e.g. using texture. I can apply a block colour as a background for a piece of work to achieve a desired effect. I can use correct painting techniques to mix colours. I can use correct techniques to add texture if desired. I can use a collograph to create a piece of wrapping paper. To consider position and pattern when printing. I can try out tools and techniques associated with printing and apply these to my own work.</p>	<p>I can turn my sketch into a printing design and block. I can think about how colour, line, shape and form work together in my work. I can make a simple printing block. I can explore the effect of colour, line, shape and form in their work and say what I think makes the most effective print. I can make a more intricate collograph block print from my own designed collograph. I know that when you use one colour it is called a Mono-print. I can adapt their work according to their views. I can make choices about colour in my work. I can apply their experience of materials – printing inks, rollers, tiles, developing my control. I can work towards a final desired effect. I can evaluate the success of a printing technique and say what went well and what I would do differently next time.</p>
<p>How is printing sequenced across the curriculum?</p>	<p>Starting with the children’s experiences in EYFS with printing using various objects they find in around the setting, the children in year one investigate four different simple ways of printing: stamping, planographic: drawing in the ink, laying</p>		

the paper on top of the ink and drawing on it, cutting out a design and laying it on the ink and placing the paper over the top. From there they move forward in Year Three to making a collograph from a design using string and then make collographs that are layered and more intricate in year Five to produce a print in the style of William Morris. The subject for the printing has been linked to other subject areas or to seasonal events. E.g. Year One printing a seaside theme to link with their geography learning.

Textiles

EYFS	KS1 Y2 (Linked to Science: Materials)	LKS2	UKS2
<p>I can handle and manipulate materials such as threads, wool, raffa, grass</p> <p>I am aware of colour, texture and shape.</p>	<p>I can investigate the process of weaving.</p> <p>I can try out tools and techniques in weaving and to apply them to materials.</p> <p>I can use found and made materials in weaving.</p> <p>I can use select materials for their colour and texture.</p> <p>I can use the technique of weaving on a different type of loom.</p> <p>I can create a piece of weaving using colour, pattern and texture.</p> <p>I can select materials for a finished piece of work.</p> <p>I can choose materials for colour and texture.</p> <p>I can use found and made materials showing an understanding of colour and texture.</p> <p>I can adapt or change my approach during the making process if I do not like something.</p> <p>I can produce a finished piece of weaving.</p>	<p>I know that there are different tie dye techniques and they produce different patterns.</p> <p>I can use a concertina fold.</p> <p>I can identify similarities and differences between techniques and talk about them.</p> <p>I can describe the technique used to make a striped tie dye.</p> <p>I can use the technique and produce a striped tie dye.</p> <p>I can identify pattern and colour in fabrics.</p> <p>I can use the technique and produce a bandhani tie dye.</p> <p>I know that there are different tie dye techniques and they produce different patterns.</p> <p>I can talk about similarities and differences between techniques.</p> <p>I can describe the technique used to make a Nigerian tie dye.</p> <p>I can use the technique and produce a Nigerian tie dye.</p> <p>I can create a piece of my work in the style of an artists or artisans from other cultures.</p> <p>I can make choices about line, shape, form and colour in my work.</p>	<p>I can use a wax resist technique to use on paper.</p> <p>I can explain how the wax resists the ink/paint and creates the picture.</p> <p>I can follow and apply a technique to produce a finished piece of work.</p> <p>I can record my ideas in an appropriate design using the work of others as a starting point.</p> <p>I can create a design to translate into batik.</p> <p>I can explore the effect of colour, line, shape and form in my work.</p> <p>I can question and make thoughtful observations about starting points for my work.</p> <p>I can use the tools and techniques for batik.</p> <p>To be aware of health and safety issues.</p> <p>To make an image using batik.</p> <p>To adapt my work according to my views.</p> <p>I can apply my experience of materials – e.g. know the fabric needs to be stretched. know the wax needs to be hot. know that the dye needs to</p>

	I can produce a finished piece of textile work.	I can apply my experience of materials and techniques to choose the one most appropriate for what I want to achieve. I can work towards a final desired effect.	be diluted and built up in layers to work towards a final desired effect.
How is textile learning sequenced across the curriculum?	Starting with the children's experiences in EYFS with exploring and taking apart different materials the children learn the technique of weaving on a simple loom in Year Two. They start learning the technique using paper and then progress to using different yarns to produce a piece of weaving. In Year Four the children learn about different techniques for tie dye. They produce test pieces using the techniques before selecting the one they would like to use to produce their finished t-shirt. In year Six the children learn the technique of batik to create an image on material. They start by experimenting with wax resist and washes/paints on paper before designing an image to produce using the techniques for batik.		

Learning 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.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
In EYFS children will use pictures of the work of artists to help them create their own. E.g. Using works by Giuseppe Arcimboldo to create faces using found resources.	I know some key facts about the life of Katushika Hokusai . I know he made a very famous print and can name it. I can explain in simple terms how he created his work.	I can explain what the term contemporary means. I can recall key facts about a modern day artist's life and what influences her. (Maeve Wright) I can recognise examples of a contemporary artist's work. I can respond, evaluate and review what they think and feel about a piece of work.	I can name the types of Roman pottery and their uses. I know that Roman and Greek pots were decorated differently and explain that difference. I can explain that the container size and shape depended on their use and give examples I can talk about what pattern means and identify it on a clay container. I can talk about texture and identify it on a clay container. I can design my own amphorae using an	I can use research skills to find out about an artist. I can identify key facts about the life of Pablo Picasso . I know that Picasso is a very famous artist whose work is still valued today and talk in simple terms about why this is so. I can investigate the work of a famous artist. I know that Pablo Picasso had different periods in his life where he worked in certain styles and with certain colours. I can name some the periods of work	I know about the life of the Victorian artist and poet, William Morris . I can talk about the role of artists working in different time. I can collect visual and other information to help me in my work. I can talk about William Morris and examples of his work and how it changed how we decorate our homes. I can find and talk about visual elements, including pattern, texture, line, shape in a piece of work.	I can research the life of the artist L.S. Lowry . I can talk about the role of artists working in different time. I can collect visual and other information to help them in my work. I know that Lowry had a wide variety of works. I can compare and contrast two of Lowry's work for content, form, process and mood. I can identify colour, shape, line, tone and texture in the work of L.S. Lowry. I can express a preference when

			<p>initial stimulus from a historical source.</p> <p>I understand and can explain the term contemporary. I know that some key facts about Jessica Arrow-Smith Stanley. I can identify common themes in pieces of her work e.g. Liverpool city buildings. I understand and can explain the term mural. I understand and can explain the term city scape. I can recognise examples of the work of a contemporary artist. I can identify shape, form, line, pattern in a piece of work.</p>	<p>that Pablo Picasso had in his art work.</p> <p>I know that Anglo Saxons created lots of art work in different forms. I can name some of those art forms were and explain what they were. I can talk about the role of artists working in different time.</p> <p>To know that there are different tie dye techniques used in different cultures and areas and they produce different patterns.</p>	<p>I know what the role of canopic jars was in Ancient Egypt. To research the forms of canopic jars. I know what the four jars contained and the Gods they were dedicated to.</p> <p>I know that the Vikings used art and carvings in their culture. I know that their boats were called long ships. I know the key features of a long ship: Shields along the side, Figurehead – usually a dragon on the prow (front of a boat), Tail usually on the stern (back of the boat).</p>	<p>comparing two works by an artist and explain why using appropriate vocabulary. I can talk about some of Lowry's pencil works.</p> <p>I know the type of arts and crafts used by the Mayan people. I know and understand the terms used to describe the arts and crafts of the Mayan people. I can talk about the role of artists working in different time I can collect visual and other information to help me in my work. I know the term fresco and mural and what it means.</p>
<p>How is learning about other artists and craft workers sequenced across the curriculum?</p>		<p>A note about artist studies: All children usually begin by being confident about mark making and drawing. They will happily make marks to represent people, items and images based on what they see around them and say what they are. As they mature they become more aware of what they can actually see and know is there and try to represent this in their work – so you might have a table with all four legs showing for example. At around 7/8 years old children become more aware of the emphasis (in some cultures) on producing a more realistic 'photographic' image. The artists in our scheme of work have been selected because they represent different styles of art, have had some important influences on how art is viewed or are contemporary (one working in Liverpool). Their individual styles allow children to enjoy exploring techniques and processes and feel more confident in producing their own finished piece of work.</p>				

The children start in reception by looking at works by Giuseppe Arcimboldo to give them some ideas for their own work. In year One and Two this progresses to looking in a little more detail at the studied artists, their lives and their work using found natural materials and resources. As the children move into KS2 this develops further to learning more about the time and contexts of the studied artists, looking at their work in more detail, learning specific techniques and about things like perspective and proportion and styles. They learn that artist often have periods or phases where they work in a certain style and that this changes. They will be able to talk in more detail about effects, art elements such as line, form, shape, pattern and recognise work in similar styles or work by the artist themselves.

R - **Giuseppe Arcimboldo** was an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books. These works enable the children to think about art in terms other than just using paints and other media. We use natural 'found' resources and materials to create our own versions.

Y1 - **Katsushika Hokusai** His works shaped the course of the Impressionist movement. During Hokusai's life, the Japanese government enforced isolationist policies that prevented foreigners from entering and citizens from leaving. However, that didn't stop his work from influencing some of the biggest names in Western art history. The Ukiyo-e art created by Katsushika Hokusai and others is said to have significantly influenced Impressionists such as Monet, Manet, Renoir, and Van Gogh. These Impressionist painters created many works of art based on Ukiyo-e, incorporating its visual style and compositional techniques.

Y2 – **Maeve Wright** - a contemporary artist who is interested in architecture. She describes her work as either idyllic, mysterious or quirky, whether contrived or naturally occurring. She enjoys producing simplified or impressionistic depictions of real or imagined buildings, in various styles. She likes the contrast of old and new, and will often change the arrangement of real buildings in her paintings to give a more interesting composite layout, or to achieve better balance in proportion, or colour.

Y3 – **Jessica Arrowsmith Stanley** - a Liverpool based artist Jessica Arrowsmith Stanley, AKA Jazz Stan, works in a mix of media in a diverse range of styles and sizes depending on the client's tastes.

Fusing traditional fine art techniques and modern street art styles usually combining bold colours, angular structures, typography and striking imagery. Her work is typically a visual commentary on popular culture past and present. Mostly using a combination of a spray paint base, Acrylic block colour and fine liner and acrylic detail on wall, wood, canvas or paper.

Y4 - **Pablo Picasso** - considered the **greatest artist** of the 20th century. Many people consider him to be one of the greatest in all of art history. He painted in a number of different styles and created many unique contributions to the world of art. Near the end of his life he painted a number of self portraits.

Y5 - **William Morris** - an artist, architect, furniture and fabric designer, writer, translator and socialist who founded the arts and crafts movement. He believed that **art should be present in everyday objects like textiles and homeware**, and **everyone should be able to have arts and crafts in their life**.

Y6 - **L.S. Lowry** - 'My ambition was to put the industrial scene on the map'

Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century. He developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures often referred to as "matchstick men".

