



**INTENT**

LKS2 children apply their drawing skills to create portraits of Pharaoh Hatshepsut.





## Art and Design – Intent

At Beckstone Primary School, we believe that pupils should master Art and Design through effective teaching of the key areas; making, generating ideas, formal elements, knowledge of artists and evaluation of their art. Children at Beckstone Primary School are taught art and design through a progression of skills, building on their previous learning and ensuring progress is made. We encourage our pupils to enjoy and explore the work of different artists and to appreciate the enrichment that visual art brings to life.

### **Aims of the Art and Design Curriculum**

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.

Our Art and Design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. It is designed to give build every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well learning about art and artists across cultures and through history.





## Art and Design – Intent

We use Kapow's Art scheme of work at Beckstone Primary School. Kapow is designed with the following strands which run throughout.

These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model.

This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design



## Art Provision Y1-Y6

|         | Autumn 1                                       | Autumn 2                 | Spring 1                            | Spring 2                                 | Summer 1                          | Summer 2                                   |
|---------|--|--------------------------|-------------------------------------|--|-----------------------------------|--|
| KS1 YA  | Painting and Mixed Media: Colour Splash        |                          |                                     | Craft and Design: Map It Out             |                                   | Drawing: Make Your Mark                    |
| KS1 YB  | Craft and Design: Woven Wonders                |                          |                                     | Painting and Mixed Media: Life in Colour |                                   | Sculpture and 3D: Paper Play               |
| LKS2 YA | Painting and Mixed Media: Prehistoric Painting |                          |                                     | Painting and Mixed Media: Light & Dark   |                                   | Drawing: Power Prints                      |
| LKS2 YB | Sculpture and 3D: Mega Materials               | Drawing: Growing Artists |                                     |  |                                   | Craft and Design: Ancient Egyptian Scrolls |
| UKS2 YA | Painting and mixed media: Artist Study:        | Drawing: I Need Space.   |                                     |  | Drawing: Make my voice heard      | Painting and mixed media: Portraits        |
| UKS2 YB | Drawing: Line and Tone                         | William Morris Printing  | Craft and Design: Photo Opportunity | Craft and design: Architecture           | Sculpture and 3D: Making Memories | Sculpture and 3D: Installation             |

Progression of skills - Art and design

Drawing

|   | Year 1<br><u>Make your mark</u>   | Year 2<br><u>Tell a story</u>  | Year 3<br><u>Growing artists</u>  |
|---|---|--|---|
| Generating ideas                          | Explore their own ideas using a range of media.   | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.   | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  |
| Sketchbooks                               | Use sketchbooks to explore ideas in an open-ended way.  | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.   | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.  |
| Making skills (including Formal elements) | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.<br><br>Develop observational skills to look closely and reflect surface texture through mark-making.<br><br>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. | Further develop mark-making within a greater range of media, demonstrating increased control.<br><br>Develop observational skills to look closely and reflect surface texture through mark-making.<br><br>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | Confidently use of a range of materials, selecting and using these appropriately with more independence.<br><br>Draw with expression and begin to experiment with gestural and quick sketching.<br><br>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. |
| Knowledge of artists                      | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.   | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.  | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.   |
| Evaluating and analysing                  | Describe and compare features of their own and other's art work.  | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.  | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.   |

*Progression of skills - Art and design*

**Drawing**

|   | Year 4<br><u>Power prints</u>  | Year 5<br>I need space   | Year 6<br>Make my voice heard  |
|---|--|--|--|
| Generating ideas                          | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.   | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.   |
| Sketchbooks                               | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.  | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.   | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.   |
| Making skills (including Formal elements) | <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> | <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> | <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> |
| Knowledge of artists                      | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>   | <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>   | <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>   |
| Evaluating and analysing                  | <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>  | <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>   | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>   |

Progression of skills - Art and design

Painting and mixed media

|   | Year 1<br><u>Colour splash</u>   | Year 2<br>Beside the seaside  | Year 3<br><u>Prehistoric painting</u>   |
|---|--|---|---|
| Generating ideas                          | Explore their own ideas using a range of media.  | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  |
| Sketchbooks                               | Use sketchbooks to explore ideas in an open-ended way.   | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.  | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.  |
| Making skills (including Formal elements) | <p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> | <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.</p> | <p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> |
| Knowledge of artists                      | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.  | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.   | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.   |
| Evaluating and analysing                  | Describe and compare features of their own and other's art work.   | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.   | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.   |



## Progression of skills - Art and design

## Painting and mixed media



INTENT

|   | Year 4<br><u>Light and dark</u>   | Year 5<br><u>Portraits</u>  | Year 6<br><u>Artist study</u>   |
|---|---|---|---|
| Generating ideas                          | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.   | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.  | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.  |
| Sketchbooks                               | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.   | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.  | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.  |
| Making skills (including Formal elements) | <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> | <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg <i>making choices about painting surfaces or mixing paint with other materials</i>.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine digital effects with other media.</p> | <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe how colour is used in other artists' work.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale.</p> |
| Knowledge of artists                      | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>  | <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>  | <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>  |
| Evaluating and analysing                  | <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>   | <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>  | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>  |



Progression of skills - Art and design

Sculpture and 3D

|   | Year 1<br><u>Paper play</u>   | Year 2<br><u>Clay houses</u>  | Year 3<br>Abstract shape and space   |
|---|---|---|--|
| Generating ideas                          | Explore their own ideas using a range of media.   | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.   |
| Sketchbooks                               | Use sketchbooks to explore ideas in an open-ended way.  | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.  | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.   |
| Making skills (including Formal elements) | Use their hands to manipulate a range of modelling materials.<br><br>Create 3D forms to make things from their imagination or recreate things they have seen. | Develop understanding of 3D forms to construct and model simple forms using a range of materials.<br><br>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.<br><br>Develop basic skills for shaping and joining clay, including exploring surface texture.. | Able to plan and think through the making process to create 3D forms using a range of materials.<br><br>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).<br><br>Experiment with combining found objects and recyclable material to create sculpture. |
| Knowledge of artists                      | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.               | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.   | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.  |
| Evaluating and analysing                  | Describe and compare features of their own and other's art work.  | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.   | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.  |



|   | Year 4<br><u>Mega materials</u>  | Year 5<br><u>Interactive installation</u>  | Year 6<br>Making memories   |
|---|--|--|---|
| Generating ideas                          | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.   | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.  |
| Sketchbooks                               | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.  | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.   | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.  |
| Making skills (including Formal elements) | Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.<br><br>Show an understanding of appropriate finish and present work to a good standard.<br><br>Respond to a stimulus and begin to make choices about materials used to work in 3D. | Investigate scale when creating forms in three dimensions.<br><br>Explore a greater range of materials to create 3D forms <i>eg.wire and found materials</i><br><br>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.<br><br>Persevere when constructions are challenging and work to problem solve more independently. | Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.<br><br>Combine materials and techniques appropriately to fit with ideas.<br><br>Confidently problem-solve, edit and refine to create desired effects and end results. |
| Knowledge of artists                      | Use subject vocabulary confidently to describe and compare creative works.<br><br>Use their own experiences of techniques and making processes to explain how art works may have been made.  | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.  | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.   |
| Evaluating and analysing                  | Build a more complex vocabulary when discussing their own and others' art.<br><br>Evaluate their work more regularly and independently during the planning and making process.   | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br><br>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.  | Give reasoned evaluations of their own and others work which takes account of context and intention.<br><br>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.                 |

*Progression of skills - Art and design*

Craft and design

|   | Year 1<br>Embellishments   | Year 2<br><u>Map it out</u>  | Year 3<br><u>Ancient Egyptian scrolls</u>   |
|---|--|--|---|
| Generating ideas                          | Explore their own ideas using a range of media.  | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.   | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  |
| Sketchbooks                               | Use sketchbooks to explore ideas in an open-ended way.   | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.   | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.  |
| Making skills (including Formal elements) | <p>Able to select colours, shapes and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>Begin to develop skills such as measuring materials, cutting, and adding decoration.</p> | <p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> | <p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p> |
| Knowledge of artists                      | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.  | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.  | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.   |
| Evaluating and analysing                  | Describe and compare features of their own and other's art work.   | <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>  | <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>   |



INTENT



|         | Year 1  | Year 2  |
|---------|---|---|
| Pattern | <p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>  | <p>Know that surface rubbings can be used to add make patterns</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>  |
| Texture | <p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks.</p> | <p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> |
| Tone    | <p>Know that 'tone' in art means 'light and dark'</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p>  | <p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>   |