



WHITMORE PARK PRIMARY SCHOOL ART AND DESIGN + TECHNOLOGY CURRICULUM



**Whitmore
Park**
Primary School



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Our Curriculum Drivers

Our Curriculum drivers thread throughout our whole curriculum.

Vocabulary

Inclusion

Oracy

**First-hand
experiences**

Diversity



Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<i>Humanities</i>	Transport		Victorians		My School	Local Area
	<i>Science</i>	Materials		Plants	Trees	Senses	
	<i>Trips/Visits</i>	Transport Museum + Stagecoach Visitor Twycross Zoo					
2	<i>Humanities</i>	Lady Godiva	Great Fire of London	United Kingdom	Name Continents of The World	The Queen	World Geography inc. Local Area
	<i>Science</i>	Animals	Materials	Materials	Plants	Living Things and Their Habitats	
	<i>Trips/Visits</i>		Selly Manor				Conkers
3	<i>Humanities</i>	Stone Age to Iron Age	Romans	Romans	Saxons	Local Area and UK Geography	
	<i>Science</i>	Light	Rocks	Forces and Magnets	Animals	Plants	
	<i>Trips/Visits</i>	Coombe Abbey	Roman Visitor		Saxon Visitor	Coundon Wedge + Jubilee Crescent	
4	<i>Humanities</i>	Egyptians		Vikings	Coventry	South America	
	<i>Science</i>	States of Matter		Sound	Electricity	Living Things	Animals including Humans
	<i>Trips/Visits</i>	Egyptian Visitor			City Centre Field Trip		
5	<i>Humanities</i>	Coventry Blitz		Volcanoes and Earthquakes	Europe and Barcelona	Ancient Greeks	
	<i>Science</i>	Properties and Changes of Materials		Living Things and Their Habitats		Forces	Earth and Space
	<i>Trips/Visits</i>	Transport Museum	Herbert Art Museum				
6	<i>Humanities</i>	Mayans				Crime and Punishment	Rivers
	<i>Science</i>	Animals including Humans		Evolution and Inheritance			
	<i>Trips/Visits</i>	Science Visitor	Mayan Visitor	Theatre			



Year Group	Educational Visits (Off-Site)	Educational Visitors (On-Site)	Residential Visits	Outdoor Learning Sessions (e.g. Forest Schools)	Arts and Culture	Community and Partnership	Specialist Curriculum Days	Specialist Curriculum Weeks
1	Transport Museum <i>Transport</i> Twycross Zoo <i>Animals</i>	Stagecoach <i>Transport</i>					5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
2	Selly Manor <i>Great Fire of London</i> Conkers <i>Habitats and Living Things</i>				Morning of Music		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
3	Coombe Abbey <i>Stone Age to Iron Age</i> Coundon Wedge Jubilee Crescent	Roman Visitor Saxon Visitor					5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
4	Field Trip – City Centre	Egyptian Visitor	Space Camp TBC		Morning of Music		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
5	Transport Museum Blitz Experience <i>Blitz</i> Herbert Art Museum <i>Blitz</i>		PGL – 2 Nights		President Kennedy watch performance		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
6		Mayan Visitor Science Visitor	Dol-y-Moch		1 Theatre Visit (Holes)		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind



Art & Design

Curriculum Intent

Visual art is a universal language. Unlike text, visual symbols systems are accessible to all in the communication of ideas and feelings, connecting visual mark making with storytelling. Art, craft and Design embody some of the highest forms of human creativity. High-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The pupils at Whitmore Park Primary will be given opportunities to not only explore and record their own ideas, but develop their knowledge of a range of artists, designers and craft makers from the great artists of the past to the contemporary, including local artists.

At Whitmore Park Primary School, we value art and design as an important part of the children's entitlement to a broad and balanced curriculum. Our children will be taught art and design in a way that ensures progression of skills, following a sequence that builds on previous learning. Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use their art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

Art and design provides children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Pupils will become proficient in a variety of techniques including drawing, painting, sculpture as well as other selected craft skills e.g., collage, printing, weaving and patterns. Art and design teaching at Whitmore Park will instil an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences. This enables them to communicate what they see, think and feel through the use of colour, texture, form and pattern. Skills will be carefully scaffolded to ensure these skills are built on each year, to allow pupils to progress successfully. Art and design will be used as a way of helping pupils to develop their emotional expression to further enhance their personal, social and emotional development. Art and design promotes careful observation and an appreciation of the world around us. Children can explore the impact art has and continues to have on life and culture across the world.

Pupils' interest and curiosity about art and design will be actively developed alongside their questioning skills. Pupils will be given many opportunities to demonstrate their skills in a variety of ways. As they progress thinking more critically and a more rigorous understanding will become more important in the assessment of learning in art and design. Pupils will be taught how art and design has been shaped by, and reflects, global history and cultural diversity. How it contributes to the culture, creativity and wealth of our nation and its communities.

This year we plan to enhance our art curriculum further by not only inviting local artists into school to lead workshops, but to arrange trips to see art and design first-hand at venues including art galleries, museums and sculpture parks at KS1 and 2. This will support the raising of pupil awareness about the possibilities Art and Design offers them in the future. At our school we intend that pupils should receive a well-rounded, rigorous and wide education in the Arts. Pupils will be supported to develop a love of Art and Design and equipped with the skills to participate in a way that enriches their everyday lives forever. Pupils will be given opportunities to develop a mastery and the aspiration to consider art and design as a viable career.



Our Art Strands

Working Creatively

Follow these strands

Skills Proficiency

Language of Art

History of Art

1. Through the following formal elements: Line, Shape, Tone, Form, Colour, Pattern, Texture and Space.
2. Using the disciplines of drawing, painting, printing, collage, textiles and sculpture.
3. By exploring the process of design and making alongside a study of artists, craft makers and designers.

Our Aims

The curriculum for Art and Design aims to ensure all pupils:

1. Produce creative work; explore their ideas and recording their experiences.
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
3. Evaluate and analyse creative works using the language of art, craft and design.
4. Know about great artists, craft makers and designers. Understand the historical and cultural development of their art forms.

End of Key Stage 1 Expectations

Pupils should be taught:

- **To Work Creatively**
 - To use a range of materials creatively to design and make products.
- **Skills proficiency**
 - 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 colour, pattern, texture, line, shape, form and space.
- **The History of Art**
 - About the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines and making links to their own work.



- **Language of Art**
 - The appropriate language and vocabulary they will require to develop their ability to discuss, share and evaluate their own and others work in a meaningful way.

End of Key Stage 2 Expectations

Pupils should be taught:

- **To Work Creatively**
 - To further develop their techniques creatively using experimentation and an increasing awareness of different art, craft and design.
- **Skills proficiency**
 - To create a sketchbooks to record their observations and use them to review and revisit ideas.
 - To develop their control and use of a range of materials and tools.
 - 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]
- **The History of Art**
 - About the work of great artists, architects, craft makers and designers in history.
 - To describe what they see in a range of art and design works in detail and to provide evidence for their observations.
- **Language of Art**
 - To use language of art to evaluate and explain their reactions to great works of art and design.
 - To use with increased proficiency appropriate language when discussing art and design. Developing an individual and group pupil voice which contributes to their learning.



Whole School Year Plan for Art & Design

Long Term Plan (whole school)

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing skills art linked to Harris find his feet	Poppies – Remembrance Day Painting and Printing connected to Materials (textiles)	DT Cars	Sculpture linked to Victorians	Printing linked to Senses	Collage linked to Senses
Year 2	Drawing and painting linked to the text	Poppies – Remembrance Day	Textiles	Sculpture and collage linked to Plants	Printing linked The Queen	World Geog



	'Journey'	DT Moving pictures	linked to UK Materials			
Year 3	Colours to show emotions (well being)	Poppies – Remembrance Day DT photo frame	Sculpture painting, drawing + collage linked to Romans	Printing + Textiles linked to The Saxons	Textiles linked to Plants	DT pneumatic toys
Year 4	Well Being Picasso portrait colours to show emotions, collage, printing, painting	Poppies – Remembrance Day Sculpture linked to Egyptians	Drawing linked to Vikings	DT levers	DT Electricity	Drawing + collage linked to South America
Year 5	Well Being drawing linked to WW2	Sculpture (poppies) linked to WW2	DT Simple pulleys	Drawing, collage and printing linked to Barcelona	DT Bridges	Textiles, drawing + painting linked to Greek/Earth + Space
Year 6	Skills form, drawing linked to Kensuke's Kingdom	Poppies – Remembrance Day Drawing, painting and sculpture linked to Animals including Humans	collage, drawing + printing linked to Evolution + inheritance	DT Sewing Emoji	Skill based	DT Cushions Add electrical element



Year 1

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15

Autumn	SKILLS BASED Drawing - Line, Shape and Tone, Pattern. Artist Link: Vincent Van Gogh			SKILLS BASED Painting/Printing – Colour Artist Work			CC MATERIALS Painting/Printing – Textiles (weaving/Sewing) Artist Work		
Spring				CC – Victorians Space, Pattern – Sculpture Artist Work – William Morris					
Summer	CC – SENSES Texture, pattern – Printing (Rubbings) Artist Work		CC – SENSES Textures – Collage (sensory) Artist Work						

Year 2

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15

<i>Autumn</i>	CC - ANIMALS Colour, Line, Shape and Tone, Pattern - Drawing, Painting. Artist Work – Henri Rousseau, Fran z Marc													
<i>Spring</i>	CC – UK/Materials Texture – Textiles						CC – Plants Space, Pattern – Sculpture, collage.							



	Artist Work -	Artist Work – Andy Goldsworthy	
<i>Summer</i>	CC – THE QUEEN Colour - Printing Artist Work – Andy Warhol	CC – World Geography (Of our school) Artist Work/Cultural Art	

Year 3

[Week 1](#)
[Week 2](#)
[Week 3](#)
[Week 4](#)
[Week 5](#)
[Week 6](#)
[Week 7](#)
[Week 8](#)
[Week 9](#)
[Week 10](#)
[Week 11](#)
[Week 12](#)
[Week 13](#)
[Week 14](#)
[Week 15](#)

<i>Autumn</i>	CC – STONE AGE to IRON AGE Colour (inc colour wheel), Space, Line and shape – Painting, Drawing Artist Work – Examples of prehistoric artwork.	
<i>Spring</i>	CC – ROMANS Form, Space, Colour – Sculpture, Painting, Drawing, Collage Artist Work -	CC – SAXONS Texture, Pattern – Printing, Textiles Artist Work – Andy Goldsworthy



Summer

CC – PLANTS
Texture - Textiles
Artist Work –

Year 4

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15

Autumn

CC – THE EGYPTIANS
Colour – Collage, Printing, Painting
Artist Work –

CC – THE EGYPTIANS
Form, Texture – Sculpture
Artists Work -

Spring

CC – VIKINGS
Line, shape, tone, pattern – Drawing
Artist Work –



Summer

CC – SOUTH AMERICA

Colour, Line, shape, tone, pattern – Drawing, Collage
Artist Work – Frida Kahlo

Year 5

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15

Autumn

CC – COVENTRY BLITZ

Line, Shape, Tone, Form – Drawing
Artist Work – Henry Moore

REMEMBRANCE DAY

Clay poppies

CC – COVENTRY BLITZ (Writing/poetry stimulus)

Space, Texture, Colour – Drawing, Painting, Collage, Sculpture

Spring

CC – BARCELONA

Form, Line, Shape, Tone, Colour, Pattern – Drawing, Collage, Printing
Artist Link – Antoni Gaudi

Summer

CC – GREEKS/EARTH + SPACE

Line, colour, Pattern, Texture – Textiles, Drawing, Painting, Textiles



Artist Link:

Year 6

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15

<i>Autumn</i>	SKILLS BASED Line, Shape, Tone, Form, Pattern, Colour, Texture – Drawing, Painting, Printing. Artist Work – Van Gogh, Picasso (face)	CC – ANIMALS inc. HUMANS Space, Line, Shape, Tone, Form – Drawing, Painting, Sculpture Artist Link: Giacometti, Molly Williams
<i>Spring</i>	CC – EVOLUTION + INHERITANCE Space, Line, Shape, Tone, Form – Collage, Drawing, Printing (Mono)	
<i>Summer</i>	SKILLS BASED Line, Pattern – Textiles, Textures, Drawing	





Year One



	<h1>Skills</h1>
DRAWING	<ul style="list-style-type: none">• I use different marks and lines in my drawing. E.g. dots, dash, scribble, wavy, straight.• My drawings of simple objects are recognisable and beginning to show scale.• I can use a range of media (pencil, charcoal, graphite stick, pen etc) to create different tones.• I am beginning to understand that I can hold a pencil in a variety of ways to create different effects.• I can use a range of media to create different textures.• I am beginning to use blending and smudging of dry media well.• I am developing an awareness of textures and tones in the man-made and natural world.
PAINTING	<ul style="list-style-type: none">• I know the 3 primary colours.• I know why primary colours are special. E.g. you cannot make them, but you can mix them together to make new colours.• I can name the 3 Secondary colours.• I can mix 2 primary colours together to make a secondary colour.• I can add white/black paint to make a tint/shade of a colour.• I am beginning to understand that I can hold a paintbrush in a variety of ways to create different effects.• I can use different tools to create a range of lines and marks. E.g. dab, smooth, wash, sponge, stipple, spatter, stroke.
SCULPTURE	<ul style="list-style-type: none">• I know that sculpture is viewed from all angles.• I can create simple structures using a range of resources.• I can join two surfaces together.• I am beginning to manipulate different materials to make 3D objects.



PATTERN	<ul style="list-style-type: none">• I know what a repeating pattern is and can make my own.• I know that patterns and textures are different.• I can talk about patterns and textures from previous experience.• I can use different tools and media to create a repeating pattern. E.g. stencils and printing.
COLLAGE	<ul style="list-style-type: none">• I can use simple cut out shapes to build a picture.• I can tear paper and thin card to use in my collage.• I can use scissors with some accuracy to cut out simple shapes from paper or similar materials.• I can make a collage from my simple shapes to build a picture or pattern.• I can join my materials effectively to create my collage.• I can scrunch paper to add an effect.
TEXTILES	<ul style="list-style-type: none">• I can thread and weave a variety of materials into a frame e.g. chicken wire.• I can sew a simple running stitch.• I can describe what a running stitch looks like. E.g. stitch, gap, stitch, gap.
DEVELOPING IDEAS + INDEPENDENT ARTIST	<ul style="list-style-type: none">• I can show my ideas and imagination in my drawing, painting and sculpture.• I can talk about the lines, marks and shapes used in artwork.• I can talk about my sculpture and how I have made it.• I can talk about different textures I can see in artwork.• I can use tools with developing precision.
ART IN CONTEXT	<ul style="list-style-type: none">• I can talk about my work in a constructive way.• I can begin to evaluate my work and the work of others.• I can describe what I can see in different types of artwork by well-known artists.• I can begin to describe how my artwork is similar or different to well-known artists.



Year Two



	<h1>Skills</h1>
DRAWING	<ul style="list-style-type: none">• I use different marks and lines effectively in my drawing. E.g. dots, dash, scribble, wavy, straight.• My drawings of objects are recognisable and show an understanding of scale.• I can use a range of media (pencil, charcoal, graphite stick, pen etc) to create different tones.• I hold a pencil in a variety of ways to create different effects.• I can chose which media to use to create a variety of different textures• I can use blending and smudging of dry media appropriately.• I am developing an awareness of textures and tones in the man-made and natural world.
PAINTING	<ul style="list-style-type: none">• I know the 3 primary colours and can talk knowledgably about them. E.g. you cannot make them, but you can mix them together to make new colours.• I can name the 3 Secondary colours and explain how they are made.• I can create a colour wheel and explain how it works.• I can name the warm and cool colours and can identify where they appear on a colour wheel.• I can explain the effect of using warm and cool colours in my work.• I can make a range of tints/shades of a colour.• I can hold a paintbrush in a variety of ways to create different effects.• I can choose the best tool to use to create a range of lines and marks. E.g. dab, smooth, wash, sponge, stipple, spatter, stroke.
SCULPTURE	<ul style="list-style-type: none">• I am beginning to create a sculpture that can be viewed from all angles.• I can create increasingly complex structures using a range of resources.• I can join surfaces together securely.• I can use a range of materials to make a representative model of a 3D object.



PATTERN	<ul style="list-style-type: none">• I can make my own repeating pattern using 3 different elements e.g. colour, shape, choice of media.• I can create different patterns and textures.• I can talk about how to create patterns and textures.
COLLAGE	<ul style="list-style-type: none">• I can use scissors accurately to cut out shapes from paper or similar materials.• I can make a collage from a range of shapes to build a picture or pattern.• I can join a variety of materials effectively to create a collage.• I can produce a range of effects by scrunching, curling, folding and shaping paper
TEXTILES	<ul style="list-style-type: none">• I can weave paper strips (or similar materials) to create and 'under one, over one' alternating pattern• I can do a running stitch which follows a simple set design.• I can talk about the features of a good running stitch• I can decorate textiles by sticking or tying beads, buttons and sequins to the fabric.
DEVELOPING IDEAS + INDEPENDENT ARTIST	<ul style="list-style-type: none">• I can show and develop my ideas and imagination in my drawing, painting and sculpture.• I can talk about the lines, marks and shapes used in artwork using appropriate vocabulary.• I can talk in detail about my sculpture and the choices I made in creating it.• I can talk about how different textures are used in artwork.• I can use tools with increasing precision.
ART IN CONTEXT	<ul style="list-style-type: none">• I can look at and talk about the work of others in a constructive way.• I can evaluate my work and the work of others.• I can describe what I can see in different types of artwork and the techniques used by well-known artists.• I can describe how my artwork is similar or different to well-known artists.



Year Three



	Skills
DRAWING	<ul style="list-style-type: none">• I can look closely at details when I am producing an observational drawing and include some of what I see in my drawing.• I am beginning to plan a drawing using soft, sketchy lines.• I know that the objects in the background of a picture are smaller and those in the foreground are bigger. (Perspective)• I am beginning to use appropriate scale for objects that appear in the middle ground.• I am starting to use light and dark tones to give a drawing more depth and shape.• I can use a viewfinder to focus in on and selected area of detail in a piece of artwork.• I can use a range of media with good control.
PAINTING	<ul style="list-style-type: none">• I can name the primary, secondary and complimentary colours and locate them on a colour wheel.• I can mix the secondary colours.• I can use colour in composition and to show perspective (How colour changes as it goes into the distance)
SCULPTURE	<ul style="list-style-type: none">• I understand that sculpture can be created by removal of materials as well as adding.• I can use gouging and scraping tools and techniques.• I can use a range of materials to create form.• I can scrunch, curl, shape, tear and cut materials to create form.• I can join a range of materials together using an appropriate method.
PATTERN	<ul style="list-style-type: none">• I can produce a repeating pattern with a range of tools.



	<ul style="list-style-type: none">• I can produce a rotational pattern with a range of tools.
COLLAGE	<ul style="list-style-type: none">• I can use scissors with increasing accuracy.• I can cut more difficult materials for my work e.g. fabric.• I show some consideration in the composition of my materials in a collage.• I begin to show consideration of the quality of my finished work and planned outcome.
TEXTILES	<ul style="list-style-type: none">• I can use a running stitch and a back stick.• I can use stitches to add decoration to the surface of fabric.• I can attach a bead/button to a piece of fabric.• I can weave using a simple loom.• I know what warp and weft are when weaving.
DEVELOPING IDEAS + INDEPENDENT ARTIST	<ul style="list-style-type: none">• I can use a sketchbook to record ideas and plan my work.• I can identify and choose materials for a particular outcome.• I can identify and choose tools for a particular outcome and use them safely.• I can describe what techniques I have used in my work.
ART IN CONTEXT	<ul style="list-style-type: none">• I can create artwork in the style of an artists, designers and craftsmen.• I can discuss and describe the work of well-known artists, designers and craftsmen.• I can talk about the work of well-known artists, designers and craftsman and how they are similar and different.• I can discuss art using the appropriate vocabulary.• I can evaluate my work and the work of others as a critical friend.



Year Four



	<h1>Skills</h1>
DRAWING	<ul style="list-style-type: none">• I draw accurately from primary and secondary observation.• I plan a drawing using soft, sketchy lines.• I draw objects/people with consideration of foreground, background and middle ground. (Perspective)• I can apply different pressures on a pencil to create tonal scales, highlights, shadows and depth.• I can vary the thickness of lines to add shade and tone with increased control.• I can draw a portrait using guidelines to help with proportion.• I can explain and demonstrate how to use a viewfinder.• I can blend dry media and explore the effects different media creates.• I can use a range of media with control.
PAINTING	<ul style="list-style-type: none">• I can name and talk about the primary, secondary and complimentary colours• I can talk about the colour wheel and demonstrate how to use it.• I can mix the secondary colours without reference to the colour wheel.• I use colour in composition to show perspective (How colour changes as it goes into the distance)• I can associate primary and secondary colours with my senses e.g, feelings, mood, temperature and sound.• I can mix paint to different thicknesses for a purpose.• I can mix tones and highlights to paint a tonal scale of colour.
SCULPTURE	<ul style="list-style-type: none">• I can create a sculpture by the removal or adding of materials.• I can use gouging and scraping tools and techniques to add form and detail.• I use a range of materials to create form accurately.• I can scrunch, curl, shape, tear, cut and sculpt materials to create form.



	<ul style="list-style-type: none">• I can make strong joins on a range of materials to secure them together.• I can layer materials to create effect.• I can embellish 3D work with paint and collage.
PATTERN	<ul style="list-style-type: none">• I can produce a complex repeating pattern with a range of tools.• I can produce a rotational pattern showing the elements of colour and shape with a range of tools.• I can produce an overlapping pattern using a range of tools.
COLLAGE	<ul style="list-style-type: none">• I can use scissors with increasing accuracy.• I can cut more complex shapes for my work.• I show consideration of composition in a collage and can explain my decisions.• I show developing consideration of the quality of my finished work and planned outcome.• I can understand what positive and negative shapes are in an image
TEXTILES	<ul style="list-style-type: none">• I can sew a running stitch and a back stick with uniform length of stitches and /or gaps..• I can use stitches to add more complex decoration to the surface of fabric.• I can attach a variety of beads and buttons to a piece of fabric securely.• I can weave using a more complex loom. E.g. weaving in a circle.• I can discuss weaving using the correct vocabulary.• I can identify parts of and explain my weaving to others, using the correct vocabulary.
DEVELOPING IDEAS + INDEPENDENT ARTIST	<ul style="list-style-type: none">• I can use a sketchbook to record ideas, plan my work and evaluate my finished piece.• I identify and choose suitable materials for a particular outcome.• I identify and choose suitable tools for a particular outcome and use them safely.• I can describe what techniques I have used in my work and why.



Year Five



	<h1>Skills</h1>
DRAWING	<ul style="list-style-type: none">• I draw accurately from primary and secondary observation including some fine detail.• I plan and edit a drawing using soft, sketchy lines.• I draw objects in perspective.• I can draw objects in proportion.• I can explain and create visual texture in my work.• I apply different pressures on a pencil to create tonal scales, highlights, shadows and depth in my work.• I can create different textures and tones using a variety of mark making.• I can use a range of graded pencils to apply different tones in my work.• I use the thickness of lines to add shade and tone with control to my work.• I can use a grid to copy an image accurately and in proportion• I can explain and demonstrate how to use guidelines and grids.• I have an understanding of perspective and how to achieve it in my work.• I blend dry media and use the effects different media creates in my work.• I use a range of media safely with good control.
PAINTING	<ul style="list-style-type: none">• I can name and talk about primary, secondary, complimentary and tertiary colours• I can use the colour wheel to help me mix tertiary colours.• I can place tertiary colours correctly on a colour wheel.• I use colour in composition to show perspective in the fore, back and mid ground.• I can associate primary and secondary colours to temperature, emotions and mood.• I can use a variety of techniques including wax resist and washes to create an effect.• I can apply my paint in a variety of ways, using a range of tools to create an effect.• I can mix and match colours for a purpose.



	<ul style="list-style-type: none">• I can use black white and grey to create different tones in paint.
SCULPTURE	<ul style="list-style-type: none">• I can shape, mould and join clay to create a sculpture from clay.• I use gouging and scraping tools and techniques effectively to add form and detail.• I can select appropriate materials to create form accurately.• I can scrunch, curl, shape, tear, cut, fold and sculpt materials to embellish and create form.• I can make a sculpture stronger by adding multiple layers.• I use layers of materials to create variety of effects.• I can embellish 3D work with a range of media and techniques.
PATTERN	<ul style="list-style-type: none">• I can show symmetry in my pattern making using a range of tools.• I can produce a rotational pattern showing the elements of colour, shape and media with a range of tools.• I can produce an overlapping pattern showing the elements of colour and shape using a range of tools.
COLLAGE	<ul style="list-style-type: none">• I can use scissors accurately.• I can cut more difficult materials into simple shapes for my work.• I plan the composition of my collage and can explain my decisions.• I show increasing consideration of the quality of my finished work and planned outcome.• I can use some positive and negative shapes in my work.
TEXTILES	<ul style="list-style-type: none">• I can use a running stitch and a back stick to join two pieces of material together.• I can use running stitch or backstitch to create an envelope of fabric.• I can use stitches and glue to add more complex decoration to the surface of fabric securely.• I can create a design and make it.• I can create a design to meet a specific brief.



	<ul style="list-style-type: none">• I use my design to evaluate my finished work.
DEVELOPING IDEAS + INDEPENDENT ARTIST	<ul style="list-style-type: none">• I use my sketchbook to reflect on and develop my previous work.• I identify and choose suitable materials and techniques for a particular outcome explaining my choices.• I identify and choose suitable tools for a particular outcome and use them safely. I can explain my choices.• I can describe what techniques I have used in my work, why I chose them and if they were successful.
ART IN CONTEXT	<ul style="list-style-type: none">• I can use the work of artists, designers and craftsmen as inspiration in my own art work.• I can discuss and describe the work of well-known artists, designers and craftsmen with some detail.• I talk confidently about the work of artists, designers and craftsmen and how my work is similar and different to theirs.• I can discuss art and begin to express my likes and dislikes.• I can consistently evaluate my work honestly and subjectively.• I can evaluate the work of others as a critical friend and discuss areas for development.



Year Six



	<h1>Skills</h1>
DRAWING	<ul style="list-style-type: none">• I draw accurately from primary and secondary observation and can use a variety of marks to represent the detail I can see.• I plan and edit a drawing using soft, sketchy lines making changes when necessary.• I draw objects and people in perspective.• I can draw objects and people in proportion.• I can use a range of appropriate marks, tools and materials to create visual texture and explain my choices.• I use different graded pencils to apply tone effectively to my work• I apply different pressures on a pencil to create tonal scales, highlights, shadows, depth and represent movement in my work.• I purposefully create lines of different thicknesses to create shade and tone and indicate movement.• I can express mood and emotions in my drawing.• I can change the measurements of a grid to alter the proportions of a source image.• I can explain and demonstrate how to use and manipulate guidelines and grids.• I have a good understanding of perspective and use this in my work.• I use a range of media and techniques to explore and create effects in my work.• I use all tools and equipment in the art room safely at all times.
PAINTING	<ul style="list-style-type: none">• I can name and create and talk about tertiary colours.• I know about and can use analogous colours• I can explain where analogous colours sit on a colour wheel and the effect using them has on an image.• I can mix analogous colours using a colour wheel.



	<ul style="list-style-type: none">• I can express temperature, mood and emotion in my work through my colour choices.• I can select and use appropriate techniques to create an effect.• I can select and use appropriate ways to apply paint to create an effect in my work.• I can mix and match colours for a purpose e.g. skin tone.• I can create a range of tints, tones and shades using paint.
SCULPTURE	<ul style="list-style-type: none">• I can make an armature to give form to my sculpture.• I can select, use, manipulate and join appropriate materials to create form and detail.• I can use various methods to make a strong sculpture.• I choose the appropriate embellishment for my 3D work from a range of media and techniques.
PATTERN	<ul style="list-style-type: none">• I can show tessellation in my pattern making using a range of tools and media.• I produce complex rotational and overlapping patterns.• I can create my own tools for pattern work e.g. stamps, stencils and templates.
COLLAGE	<ul style="list-style-type: none">• I can use precision when cutting and layering materials.• I can use a range of materials and fabrics independently.• I plan the composition of my collage and can edit at all stages of the making process.• I show consideration of the quality of my finished work and planned outcome.• I can use positive and negative shapes in my work.
TEXTILES	<ul style="list-style-type: none">• I use a running stitch and a back stick to join two or more pieces of material together.• I can use running stitch or backstitch to create a product.• I can make a stuffed object by using stitches of an appropriate length to form a 'leak proof' join.• I can use applique to add decoration to the surface of fabric securely.• I select the appropriate method for joining materials, beads, buttons, sequins etc securely to add decoration.



	<ul style="list-style-type: none">• I can create a design and edit my work at all stages of the making process.• I can create a design to meet a specific brief.• I use my design to evaluate my finished work and set targets for future improvements.
DEVELOPING IDEAS + INDEPENDENT ARTIST	<ul style="list-style-type: none">• I routinely record my observations in my sketchbook so I can revisit and review.• I identify and choose suitable materials and techniques for a particular outcome explaining my choices in detail using the appropriate vocabulary.• I identify and choose suitable tools, materials and techniques for a particular outcome and use them safely.• I can evaluate, demonstrate and explain my choices in detail and using the appropriate vocabulary.• I can use my own ideas to create new products.• I can research products and understand why they are produced.
ART IN CONTEXT	<ul style="list-style-type: none">• I can compare different artists, designers and craftsmen.• I can express my likes and dislikes when evaluating artwork.• I can write about my thoughts and feelings, likes and dislikes of the work of artists, designers and craftsmen.• I can write about my thoughts and feelings, likes and dislikes of the work my work and that of my peers.• I can consistently evaluate my own work and the work of my peers honestly, subjectively and sensitively.• I can evaluate the work of others as a critical friend and discuss areas for development.• I can work imaginatively, using my skills, making choices about colour, form, and perspective.



DT: Key Stage 1

Designing		Making	Evaluating	Technical Knowledge	Food Technology
<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>		<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>
Year 1	<ul style="list-style-type: none"> use own ideas to design something and describe how their own idea works design a product which moves explain to someone else how they want to make 	<ul style="list-style-type: none"> use own ideas to make something make a product which moves choose appropriate resources and tools 	<ul style="list-style-type: none"> describe how something works explain what works well and not so well in the model they have made 	<ul style="list-style-type: none"> make their own model stronger. use wheels and axles, when appropriate to do so 	<ul style="list-style-type: none"> cut food safely



	their product and make a simple plan before making				
Year 2	<ul style="list-style-type: none"> think of an idea and plan what to do next explain why they have chosen specific materials 	<ul style="list-style-type: none"> choose tools and materials and explain why they have chosen them join materials and components in different ways measure materials to use in a model or structure 	<ul style="list-style-type: none"> explain what went well with their work 	<ul style="list-style-type: none"> make a model stronger and more stable Use simple levers to make a moving image. 	<ul style="list-style-type: none"> weighing ingredients to use in a recipe describe the ingredients used when making a dish or cake

DT: Key Stage 2

Designing	Making	Evaluating	Technical Knowledge	Food Technology
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes



	<p>purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 3	<ul style="list-style-type: none">• prove that a design meets a set criteria.• design a product and make sure that it looks attractive• choose a material for both its suitability and its appearance	<ul style="list-style-type: none">• follow a step-by-step plan, choosing the right equipment and materials• select the most appropriate tools and techniques for a given task• make a product which uses mechanical components• work accurately to measure, make cuts and make holes	<ul style="list-style-type: none">• explain how to improve a finished model• know why a model has, or has not, been successful	<ul style="list-style-type: none">• know how to strengthen a product by stiffening a given part or reinforce a part of the structure• use a simple IT program within the design	<ul style="list-style-type: none">• describe how food ingredients come together• weigh out ingredients and follow a given recipe to create a dish• talk about which food is healthy and which food is not• know when food is ready for harvesting
Year 4	<ul style="list-style-type: none">• use ideas from other people when designing• produce a plan and explain it• persevere and adapt work when original ideas do not work• communicate ideas in a range of ways, including by sketches and drawings	<ul style="list-style-type: none">• know which tools to use for a particular task and show knowledge of handling the tool• know which material is likely to give the best outcome• measure accurately	<ul style="list-style-type: none">• evaluate and suggest improvements for design• evaluate products for both their purpose and appearance• explain how the original design has been improved• present a product in an interesting way	<ul style="list-style-type: none">• links scientific knowledge by using lights, switches or buzzers• use electrical systems to enhance the quality of the product• use IT, where appropriate, to add to the quality of the product	<ul style="list-style-type: none">• know how to be both hygienic and safe when using food• bring a creative element to the food product being designed



	which are annotated				
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DT: Key Stage 2

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 5	<ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience 	<ul style="list-style-type: none"> • use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears 	<ul style="list-style-type: none"> • suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria 	<ul style="list-style-type: none"> • links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced 	<ul style="list-style-type: none"> • be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting



	<ul style="list-style-type: none">design a product that requires pulleys or gears				
Year 6	<ul style="list-style-type: none">use market research to inform plans and ideas.follow and refine original plansjustify planning in a convincing wayshow that culture and society is considered in plans and designs	<ul style="list-style-type: none">know which tool to use for a specific practical taskknow how to use any tool correctly and safelyknow what each tool is used forexplain why a specific tool is best for a specific action	<ul style="list-style-type: none">know how to test and evaluate designed productsexplain how products should be stored and give reasonsevaluate product against clear criteria	<ul style="list-style-type: none">use electrical systems correctly and accurately to enhance a given productknow which IT product would further enhance a specific productuse knowledge to improve a made product by strengthening, stiffening or reinforcing	<ul style="list-style-type: none">explain how food ingredients should be stored and give reasonswork within a budget to create a mealunderstand the difference between a savoury and sweet dish

Implementation

We follow a broad and balanced Art and Design curriculum which has been designed by the Specialist Art Teacher and builds on previous learning and provides both support and challenge for learners.

At Whitmore Park Primary, KS1 and KS2 Art and Design/Design and Technology is taught by an art specialist teacher. Each class has a 1 hour session per week. To ensure coverage, Design and Technology in KS1 is taught over a half term period (6 week block) and in KS2 it is taught over 2 half term periods. Art projects will link where appropriate to topics being taught in class to



enable pupils to see, discuss and make links between Art and other subjects. Other units of work will be more skills based to ensure that every pupil can develop their technical skills and understanding.

In Art and Design, the skills are developed and built upon each year so that progression can be clearly seen across the school. All children are exposed to a range of media each year giving them the opportunity to explore, develop and embed their skills and understanding of that media, from Year 1 to 6. Lessons will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing of different kinds of art, craft and design. During each lesson progress will be assessed in a range of ways. Pupils will be aware of the skills they are developing and will be able to look back on what they achieved before. Through self and peer evaluation the children will discuss what they have done well and what they will need to continue to practice and develop in order to continue to improve their skills in that particular area. The teacher will also make suggestions and refer back to previous modelling to support the pupils.

Recording through the use of a sketchbook is an excellent way of tracking progress over time. Sketchbooks will include planning and experimental work as the process is deemed to be just as important as the final outcome especially in tracking progress. Sketchbooks will start in Year 1 and follow pupils through their primary school life. Pupils will be able to look back and reflect on their own progress. It is explicitly taught that sketchbooks are a place for pupils to do their 'art thinking', not for perfect and final outcomes. Pupils are actively encouraged to present the information and record their learning in a way that they themselves feel is best. Allowing them to take ownership and fostering pride in their work. Pupils understand that their sketchbooks will not be formally marked and is a safe space for them to work to explore and refine their skills. It is also a place where mistakes are not only made but learnt from. It is incredibly important that our pupils feel empowered and open to making mistakes and understand in Art and Design, there is not right or wrong as it is all a matter of interpretation. Sketchbooks are kept in the specialist art room and are used in every lesson.

Drawing is a key skill which will run through all activities with an emphasis on understand about drawing for purpose. So, it is not just about skill in observation/perception, but includes being able to communicate ideas visually (a mind map, a plan, a diagram, an expression of thought). E.g. an idea maybe sketched out before creating a sculpture. While drawing may not be a strong area for one pupil, they may find sculpture easier to grasp. It is this openness and acceptance that will allow our children to take risks in art. It is when we take risks that our learning can truly flow and all our children become artists. The formal elements are summarised as line, shape, form, tone, texture, colour and composition. They are often used together and how they are organised in a piece of art determines what the finished piece will look like. Visual literacy is a key skill throughout.

The schools Art and Design schemes ensures the progression of skills and covers all aspects of the Art and Design curriculum. All classes have a scheduled Art and Design/Design and Technology lesson each week. This is supplemented occasionally by class teachers using art and design in other subjects. We want to ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art and design are always taken.

The specialist teacher engages in regular CPD, which is subject specific, to keep up to date with current ideas, practice and share ideas helping to develop further ways to teach in a cross curricular way as effectively as possible. The Art specialist is in charge of their own art budget, so is able to ensure high quality media, tools and equipment are available for all lessons. Art and design is taught in a specialist art room, which also elevates the subject and gives it high status. Art produced in lessons is displayed in and around the school building to inspire and engage learners throughout the year groups. Monitoring of progress is easily standardised as it is completed by the specialist teacher across all of KS1 and 2.

'Kapow Art, craft and design 'resources are used to support the art and design curriculum.



Impact

Art and design learning is loved by pupils across the school. Having a specialist art teacher ensures subject knowledge and skill is high and working across all year groups in KS1 and 2 ensures all planning is cohesive and of a high standard. The specialist teacher monitors and assesses progress across both key stages ensuring continuity and reducing variation in assessments. Having an overview of every year group means sequencing of lessons is easier as the teacher has a clear understanding of what pupils have learnt or achieved in the previous year. The teacher also has a clear understanding of how to move learning forwards or how to consolidate learning of particularly 'tricky' skills.

All children are encouraged to use and discuss their work using technical vocabulary accurately and pupils are expected to know, apply and understand the techniques, skills and processes specified. Children have opportunities to consistently improve their enquiry skills and inquisitiveness about the world around them and their impact through art and design on the world. Children are familiar with routines and techniques and become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

At the end of each year the children will have been exposed to a wide variety of different media, giving them the opportunity to use it in a different way or for a different purpose and develop a range of skills. This will build upon their prior knowledge of what they can do when using this media. Our lessons are accessible for all of our pupils and they are proud of what they have achieved. They will be able to look back at their earliest work in their sketch books and see the progress they have made.

As we move up through the school the children will begin to develop their own preferences of media and styles as they will have been exposed to them frequently throughout their time in school.

Our approach of being open and accepting of mistakes will not only help to develop our children's creativity within Art but will extend to other areas of their lives. There are many key life skills that will be developed through our attitude and teaching of Art and Design which will support our children as they move on after Whitmore Park Primary. Respecting others and their work even if we don't like it personally, or carrying on after something goes wrong or when things do not turn out how we planned are desired outcomes. This resilience is a key skill which our children will need throughout their lives.

Our children enjoy and value Art and Design and know 'why' they are doing things, not just 'how'. Pupils will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Art and Design assessment policy to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

