

Rational

Our Intent

The Art & Design curriculum is designed to give pupils a rich and secure knowledge of how art is created, interpreted and understood. It is built on clear progression from Early Years to Year 6, enabling pupils to develop as artists who can think, make and evaluate with increasing independence and sophistication. The curriculum takes full account of the National Curriculum for Art & Design and, where appropriate, is more ambitious, particularly in the inclusion of artistic vocabulary, knowledge of diverse global artists and explicit teaching of conceptual and critical understanding.

Knowledge Types

The curriculum is structured so that pupils build and revisit distinct types of knowledge that support long-term learning in Art:

Substantive Knowledge

This is the factual and conceptual knowledge that helps pupils understand art as a discipline. It is organised as:

- Sticky Knowledge: core ideas (e.g., primary/secondary colours, tone, texture, 2D vs 3D form, that art communicates ideas). These are revisited to support long-term retention.
- Fingertip Knowledge: detailed but non-essential facts useful for depth and contextual richness (e.g., knowing Paula Rego uses narrative in her work; Louise Nevelson created assemblage sculpture). This knowledge builds cultural capital and ensures representation of diverse artists.

Procedural Knowledge

This is the knowledge of how art is created and refined, linked to design–make–evaluate processes. Pupils learn how to experiment, plan, refine and evaluate their artwork, including sketchbook practice. Over time, pupils move from guided experimentation to independent creative decision-making, e.g., by Year 6 pupils work from a personal intention or design brief, mirroring National Curriculum expectations for a “range of techniques and processes.”

Disciplinary Knowledge

This is the knowledge of how artists think and work. Pupils learn how art generates meaning, how it can be interpreted, and how artists use materials to communicate beliefs, emotions, identities and worldviews.

Examples include:

- that art can be figurative or abstract
- that artists use symbolism, protest, narrative or cultural perspective
- that context influences interpretation of art
- that sketchbooks support inquiry and iteration

Skills Development

Practical and technical skills are taught progressively so pupils can realise their ideas with increasing control and intentionality. These skills are not separate from knowledge; they depend on it. For example, shading skills deepen once pupils understand tone; colour-mixing improves once pupils secure colour theory. Skills grow from mark-making in Nursery to chiaroscuro and experimental media in Year 6.

Alignment to the National Curriculum

Art and Design begins in the Early Years Foundation Stage through the statutory area Expressive Arts and Design (Exploring and Using Media and Materials; Creating with Materials; Being Imaginative and Expressive), where children develop early knowledge of colour, texture, line, shape and form, and learn to use and experiment with a wide range of materials, tools and techniques. This is supported by relevant links to Physical Development (fine motor control, safe tool handling) and Communication and Language (describing artwork, expressing ideas and preferences). These foundations enable children to progress into Key Stage 1 with the confidence to explore, create and respond to artwork, forming the basis for later substantive knowledge of artists, art movements, visual elements and techniques.

The curriculum meets all statutory aims by enabling pupils to:

- ✓ Produce creative work and explore their ideas and record their experiences
- ✓ Become proficient in drawing, painting, sculpture and other techniques
- ✓ Evaluate and analyse creative works using artistic language
- ✓ Know about great artists, craft makers and designers and understand the historical and cultural impact of art

At points, the curriculum is more ambitious than the National Curriculum, for example:

- Teaching how art communicates social commentary and protest (Year 6)
- Inclusion of digital art, photomontage and macro photography
- Representation of contemporary and diverse artists beyond the European canon
- Explicit teaching of symbolism, composition theory and chiaroscuro techniques

Early Years Framework		
Strand	Early Years Statutory Framework: Educational Programme Expressive Art and Design	Early Learning Goal Creating with Materials
Early Years	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
National Curriculum Subject Content		
Key Stage 1	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. 	
Key Stage 2	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history 	

Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Art and Design

					
Knowledge of artists and designers	Exploring and developing ideas	Drawing	Painting	Mixed media & 3D	Evaluating
		Making skills			

Key concepts (Big Ideas) in ART and DESIGN

Pupils' **theoretical knowledge** will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their **practical knowledge** through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils' **disciplinary knowledge** will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.

Knowledge of artists and designers



Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of artwork and artistic movements.

Exploring and developing ideas



Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks, becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce.

- **Fluency:** Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques
- **Experimentation:** Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices
- **Authenticity:** Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art

Making skills: Drawing, painting, mixed media and 3D



Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.



They will develop their knowledge of

- **Methods and techniques**, such as shading, printing or collage.
- **Media and materials**, including pencil, pen, paper, wire, clay and paint.
- **Formal elements** of line, tone, shape, colour, form, pattern and texture






Evaluating



Pupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, 'What is art?' 'What counts as art?' 'What makes an artist?' by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art

e.g.: looking at how different artists have represented the same theme in different ways.

Practical –Domains of Knowledge


Specialisms	Media and materials	Methods and techniques		
Drawing 	Graphite Pen (2b, 4b, 6b, 2h) Eraser Coloured pencils Brush & Ink Charcoal, Chalk Oil Pastel Soft Pastel Crayon	Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing		
Painting 	<table border="1"> <tr> <td> Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils </td> <td> Papers Brushes Palette knife Rollers Sponges </td> </tr> </table>	Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils	Papers Brushes Palette knife Rollers Sponges	Under painting, blocking in, wet on wet, building up, dry brushing, s'graffito, washes, underpainting, glazing, stippling, dabbing, palette, wax resist
Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils	Papers Brushes Palette knife Rollers Sponges			
Sculpture 	Clay Card & cardboard Plaster Wax Wood Textiles	Modelling, carving, fixing or joining materials such as card, metals and plastics, using processes such as soldering, brazing, welding, gluing,		

Formal elements of art and design



Visual tools that the artist uses to create a composition	
Line	A line is the path left by a moving point
Shape	A shape is an area enclosed by a line
Form	Form is a 3D shape such as a sphere, cube or cone
Tone	Tone means the lightness and darkness of something
Colour	Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple
Texture	Texture is the surface quality of something, the way something feels or looks like it feels
Pattern	A pattern is the design that is created by repeating other formal elements eg: line, shape, colours


Knowledge and skills sequencing


ART and DESIGN


	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knowledge of artists and designers</p> 	<p>Know what an artist is. (SK)</p> <p>Know how to create a piece of artwork. (PN)</p>	<p>Know art can be enjoyed in different ways, such as looking closely and talking about what you notice. (SK)</p> <p>Know simple opinions can be given about artists or designs work. (SK)</p> <p>To know artists, use materials like clay recreate things from real life. (SK)</p> <p>Know Matisse, Beth Carvener and Megan Coyle are artists. (FK)</p>	<p>Know art is made in different ways. (SK)</p> <p>Know art is made by all kinds of people. (SK)</p> <p>Know an artist is someone who creates. (SK)</p> <p>Know artists can be influenced by what is happening around them. (SK)</p> <p>Know artists can use everyday or recycled materials to make art. (FK)</p> <p>Know artists choose materials that suit what they want to create. (FK)</p> <p>Know patterns and bright colours can be used to decorate objects, for example in painted ceramics like the designs of Clarice Cliff. (FK)</p> <p>Know simple materials such as sticks, string or wool can be used to make art, for example in the work of Cecilia</p> <p>Vicuña. (FK)</p> <p>Know wrapping yarn or fabric around</p>	<p>Know illustrators use drawn lines to show how characters feel. (SK)</p> <p>Know people use art to tell stories and help others understand ideas. (SK)</p> <p>Know people also make art for enjoyment. (SK)</p> <p>Know some artists create art to raise awareness of good and bad things happening in the world. (SK)</p> <p>Know art can be figurative (showing real things) or abstract (not meant to look realistic). (SK)</p> <p>Know artists experiment with collage materials to create different effects. (SK)</p> <p>Know the same material can be used to make 2D or 3D art. (SK)</p> <p>Know artists and designers can create work for a brief or commission. (SK)</p> <p>Know illustrators can use energetic, expressive lines to make lively images (e.g., Quentin Blake). (FK)</p>	<p>Know art from the past can still be seen and thought about today. (SK)</p> <p>Know the meaning we take from older art is influenced by our own ideas and experiences. (SK)</p> <p>Know artists can make and adapt their own tools. (SK)</p> <p>Know artists experiment with tools and materials to create different textures. (SK)</p> <p>Know artists can work in more than one medium. (SK)</p> <p>Know artists make decisions about how their work is displayed. (SK)</p> <p>Know artists have different materials available to them depending on when they lived. (FK)</p> <p>Know some artists created imaginative, dream-like images using unusual techniques such as frottage (e.g., Max Ernst). (FK)</p>	<p>Know art can communicate powerful statements about right and wrong. (SK)</p> <p>Know designers create beautiful and useful things to improve everyday life. (SK)</p> <p>Know where and how art is displayed can change how people understand it. (SK)</p> <p>Know artists choose materials and composition to communicate a message. (SK)</p> <p>Know drawing is often used to plan ideas for art and design. (SK)</p> <p>Know designers collect visual ideas, sometimes using mood boards. (FK)</p> <p>Know artists and designers sometimes choose techniques based on time and cost. (FK)</p> <p>Know strong colour and bold shapes can express emotion (e.g., Matisse). (FK)</p> <p>Know curvy or patterned lines can show smooth or rough</p>	<p>Know artists are influenced by the culture, politics and technology around them. (SK)</p> <p>Know artists sometimes borrow ideas or imagery from other times or cultures to create new meanings. (SK)</p> <p>Know people interpret artworks differently because of their own life experiences. (SK)</p> <p>Know self-portraits can express important things about an artist's identity. (SK)</p> <p>Know art can make us question our beliefs and think more deeply. (SK)</p> <p>Know visual designs can represent big ideas such as peace or harmony with nature. (SK)</p> <p>Know artists choose materials and media to create particular effects on the viewer. (SK)</p> <p>Know artists can combine materials and techniques, such as digital imagery with</p>	<p>Know artists are influenced by the world around them, including culture, politics and technology. (SK)</p> <p>Know artists are inspired by others and sometimes borrow ideas from different places and times. (SK)</p> <p>Know people interpret art differently because of their own experiences. (SK)</p> <p>Know art can express emotions, tell stories, protest, or make us think more deeply. (SK)</p> <p>Know art can be figurative or abstract and can create different feelings. (SK)</p> <p>Know artists choose and combine materials, including digital media, to communicate meaning. (SK)</p> <p>Know some art is interactive and can involve more than one sense. (SK)</p> <p>Know art changes over time as ideas, materials and technology develop. (SK)</p>


			<p>objects can create sculpture, for example in the work of Judith Scott. (FK)</p> <p>Know different lines can represent things we see, for example lines suggesting water as in some drawings by Bridget Riley. (FK)</p> <p>Know shapes can be used to represent ideas, for example in abstract paintings like those by Kandinsky. (FK)</p> <p>Know sculptures can be large and imaginative, for example in the work of Louise Bourgeois, who sometimes used ideas linked to spiders and thread. (FK)</p>	<p>Know collage can be made by cutting and combining paper, photos or fabric (e.g., Romare Bearden). (FK)</p> <p>Know sculptures can be made by casting the shape of objects (e.g., Rachel Whiteread). (FK)</p> <p>Know bright colours and bold shapes can be used in both 2D and 3D art (e.g., Emma Johnson). (FK)</p> <p>Know artists can make pictures using unusual sources such as maps or books (e.g., Matthew Cusick). (FK)</p>	<p>Know very early art forms, such as prehistoric art, used natural materials and simple tools. (FK)</p> <p>Know large sculptures can be built from metal or wood and use shapes like lines, curves or blocks (e.g., Anthony Caro). (FK)</p>	<p>texture (e.g., Henry Moore). (FK)</p> <p>Know some artists make artworks look extremely realistic (e.g., photorealism). (FK)</p> <p>Know repeating patterns are often used in textiles and wallpaper (e.g., William Morris). (FK)</p> <p>Know sculptures can be made from metal to represent people or objects (e.g., Sokari Douglas Camp). (FK)</p>	<p>paint or printmaking. (SK)</p> <p>Know some art is interactive and involves more than one sense, making the viewer part of the artwork. (SK)</p> <p>Know Ties Albers uses layered printed images with bold colours and patterns. (FK)</p> <p>Know Chila Kumari Singh Burman uses bright colours, lights and patterns to celebrate culture and identity. (FK)</p> <p>Know Vincent van Gogh used vigorous brush strokes and different shades of colour. (FK)</p> <p>Know Cai Guo-Qiang creates art using fireworks and gunpowder to make explosive colour effects. (FK)</p> <p>Know Zaha Hadid designed curvy, futuristic buildings. (FK)</p> <p>Know Hundertwasser used bright colours, wavy lines and nature in his buildings and artworks. (FK)</p>	<p>Know some artists use bold colour or digital tools (e.g., Hockney, Albers). (FK)</p> <p>Know some artists celebrate culture and identity (e.g., Burman, Himid). (FK)</p> <p>Know some artists use experimental materials (e.g., Cai Guo-Qiang). (FK)</p> <p>Know some artists show strong emotions with colour and mark-making (e.g., Van Gogh, Munch). (FK)</p> <p>Know some artists use collage, photomontage or found objects (e.g., Höch, Nevelson, Cornell). (FK)</p> <p>Know some artists tell community stories through murals (e.g., Rivera, Fenelon). (FK)</p> <p>Know some artists work with photography, architecture or sculpture to express ideas (e.g., Weston, Hadid, Hundertwasser). (FK)</p>
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<p>Exploring and developing ideas</p> 	<p>Use a range of media to make marks.</p> <p>Talk about the marks that they have made. (DK)</p> <p>Explore colour mixing. (DK)</p>	<p>Talk about their ideas and explore different ways to record them using a range of media. (DK)</p> <p>Talk about their own ideas and enjoy different ways to record them using different media. (DK)</p>	<p>Explore their own ideas using a range of media. (DK)</p> <p>Use sketchbooks to explore ideas. (DK)</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (DK)</p> <p>Experiment in sketchbooks, using drawing to record ideas. (DK)</p> <p>Use sketchbooks to help make decisions about what to try out next. (DK)</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (DK)</p> <p>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. (DK)</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (DK)</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. (DK)</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. (DK)</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. (DK)</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. (DK)</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. (DK)</p>
<p>Making skills: Drawing</p> 	<p>Skills</p> <p>To hold a chunky pencil correctly.</p> <p>To use drawing tools such as chunky pencils to express ideas and feelings.</p> <p>To practice a range of gross motor movements that supports the mechanics of drawing.</p> <p>To use tools to create closed shapes with continuous lines.</p>	<p>Skills</p> <p>To use mark making to share ideas.</p> <p>To use crayons, pencils, wax crayons, felt tips and chalk in different ways.</p> <p>To express own ideas and feelings using artistic effects.</p> <p>To explore mark making using a range of tools such as a glue stick, chalk, pencils, felt tips, wax crayons.</p> <p>To combine materials when drawing.</p>	<p>Skills</p> <p>To hold and use drawing tools in different ways to create different lines and marks.</p> <p>To create marks by responding to different stimulus such as music. (DK)</p> <p>To make an observational drawing by observing closely. (DK)</p> <p>To use a continuous line to create a drawing. (DK)</p>	<p>Skills</p> <p>To use different materials and marks to replicate texture.</p> <p>To manipulate materials and surfaces to create textures.</p> <p>To use marks and lines to show expression.</p> <p>To be able to use charcoal to achieve different types of lines avoiding snapping.</p> <p>Use drawing pens.</p> <p>To make a concertina book.</p>	<p>Skills</p> <p>To create tone by shading.</p> <p>To make texture rubbings.</p> <p>To create art using textured paper.</p> <p>To hold and use a pencil to shade.</p> <p>To shape paper by tearing.</p> <p>Using paper shapes to create a drawing.</p> <p>Using drawing tools to take a rubbing.</p> <p>To draw more expressively using abstract compositions.</p>	<p>Skills</p> <p>To observe and sketch objects quickly.</p> <p>To be able to draw objects in proportion to each other.</p> <p>To create tone by using charcoal and a rubber.</p> <p>To use scissors and paper as a method to 'draw'.</p> <p>To create a wax resist background.</p> <p>To use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>To choose a section of a drawing to recreate as a print.</p>	<p>Skills</p> <p>To draw the same image in different ways using different materials and techniques.</p> <p>To be able to make a collagraph plate.</p> <p>To make a collagraph print.</p> <p>To develop drawn ideas for a print.</p>	<p>Skills</p> <p>To use gestural and expressive ways to make marks.</p> <p>To use symbolism to create imagery.</p> <p>To be able to create the tonal technique called chiaroscuro.</p> <p>To make handmade tools to draw with.</p> <p>To use charcoal to create chiaroscuro effects.</p>


Knowledge: Drawing 	<u>Knowledge</u> <p>To know that drawing communicates ideas. (SK)</p> <p>To know how marks can be made to represent objects. (SK)</p>	<u>Knowledge</u> <p>To know lines can be curved or straight. (SK)</p> <p>To know that patterns can be drawn or made with objects or shapes. (SK)</p>	<u>Knowledge</u> <p>To know that shapes can be used to create new ones. (SK)</p> <p>To know how to use mark making to replicate texture. (PK)</p>	<u>Knowledge</u> <p>To know that a combination of materials can be used to achieve a desired effect. (SK)</p> <p>To know that different marks can be used to represent words and sounds. (SK)</p>	<u>Knowledge</u> <p>To know that identifying shapes within an object can be used as a method of drawing.</p> <p>To know that different media can be used to create 'drawings.'</p> <p>To know how to make careful observations to accurately draw an object. (PK)</p> <p>To know how to achieve even tones when shading. (PK)</p>	<u>Knowledge</u> <p>To know that pencils of different grades can be used to shade and add tone. (SK)</p> <p>To know that varying the pressure of a pencil can influence the marks made. (SK)</p> <p>To know what a monoprint is and how it can be recreated using drawing techniques. (SK)</p> <p>To know how to make choices about arranging elements to create a composition. (PK)</p>	<u>Knowledge</u> <p>To know that techniques can be combined to create a final composition. (SK)</p> <p>To know how to decide on appropriate materials and tools based on experience and knowledge. (PK)</p> <p>To know how to analyse an image considering impact, audience and purpose. (PK)</p>	<u>Knowledge</u> <p>To know the effects that different materials make. (SK)</p> <p>To know that drawing on different surfaces creates different effects. (SK)</p> <p>To know that imagery can be created using symbolism. (SK)</p> <p>To know how to combine imagery into unique compositions. (PK)</p>


Making skills: Painting 	Skills <p>To explore paint using hands and chunky paintbrushes</p> <p>To explore and talk about what happens</p>	Skills <p>To work collaboratively with others to create and bring ideas to life. (DK)</p>	Skills <p>To combine primary-coloured materials to make secondary colours.</p> <p>Choose suitable sized paint brushes.</p>	Skills <p>To make choices about amounts of paint to use when mixing a particular colour.</p> <p>To create and match colours seen around them.</p>	Skills <p>To use simple shapes to scale up a drawing and make it bigger.</p> <p>To recreate a cave wall surface.</p>	Skills <p>To use tints and shades of a colour to create a 3D effect when painting.</p> <p>To apply paint using different techniques</p>	Skills <p>To develop a drawing into a painting.</p> <p>To create a drawing using text as lines and tone.</p>	Skills <p>To use sketchbooks to research and present information.</p> <p>To develop ideas into a plan for a final piece.</p>
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	<p>when the paint colours mix. (DK)</p> <p>To make a range of marks using paint.</p>	<p>To use paint in different ways to create effects.</p> <p>To name and explore colours. e.g going on a colour hunt, naming the colours, exploring mixing the primary colours. (DK)</p> <p>To express feelings and ideas when painting to music. (DK)</p>	<p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>To overlap paint to mix new colours.</p> <p>To use blowing to create a paint effect.</p> <p>To mix and choose different shades of paint.</p>	<p>To use different tools to create texture.</p> <p>To make textured paper to use in a collage.</p> <p>To choose and shape collage materials e.g., cutting, tearing.</p> <p>To add painted detail to enhance/improve a collage</p>	<p>To paint on a rough surface.</p> <p>To make a negative and positive image.</p> <p>To create a textured background using charcoal and chalk.</p> <p>To use natural objects to make tools to paint with.</p> <p>To create different textures using different parts of a brush.</p>	<p>e.g. stippling, dabbing, washing.</p> <p>To choose suitable painting tools.</p> <p>To arrange objects to create a still-life composition.</p> <p>To plan a painting by drawing first.</p>	<p>To experiment with materials and create different backgrounds to draw onto.</p> <p>To use a photograph as a starting point for a mixed-media artwork.</p> <p>To adapt an image to create a new one.</p> <p>To develop a final composition using sketchbook ideas.</p>	
<p>Knowledge: Painting</p> 	<p>Knowledge</p> <p>To know the names of primary colours. (SK)</p> <p>To know different resources can be used to paint. (SK)</p>	<p>Knowledge</p> <p>To know there are different shades of the same colour (light and dark). (SK)</p> <p>To know how to name and identify secondary colours (SK)</p>	<p>Knowledge</p> <p>To know shades of colour can be made using dark and light paint. (SK)</p> <p>Know how to mix secondary colours in paint. (PK)</p>	<p>Knowledge</p> <p>To know how to compose a collage, arranging and overlapping for contrast and effect. (SK)</p> <p>Know how to mix a variety of shades of a secondary colour. (PK)</p>	<p>Knowledge</p> <p>Know how to make natural paints using natural materials. (PK)</p> <p>To know how to use colour mixing to make natural colours. (PK)</p>	<p>Knowledge</p> <p>To know that adding black or white to a colour creates a tint. (SK)</p> <p>Know how to organise painting equipment independently, making informed choices about tools and materials. (PK)</p>	<p>Knowledge</p> <p>Know how to combine materials to create an effect. (PK)</p> <p>Know how to take an interesting portrait photograph, exploring different angles. (PK)</p> <p>Know how to choose colours to represent an idea or atmosphere. (PK)</p>	<p>Knowledge</p> <p>Know how to make a personal response to the artwork of another artist. (PK)</p> <p>Know how to use different methods to analyse artwork such as drama, discussion and questioning (PK)</p>

<p>Making skills: Mixed media and sculpture</p> 	<p>Skills</p> <p>To explore differences when cutting a variety of materials.</p> <p>To make snips in paper using scissors.</p> <p>To join materials using PVA, glue</p>	<p>Skills</p> <p>To use different equipment for a specific purpose.</p> <p>To experiment with masking tape, clay, sellotape and split pins.</p> <p>To use play dough, clay and natural objects to express</p>	<p>Skills</p> <p>To cut shapes from paper and card.</p> <p>To cut and glue paper to make 3D structures.</p> <p>To create a variety of shapes in paper, e.g. spiral, zigzag.</p>	<p>Skills</p> <p>To smooth and flatten clay using tools.</p> <p>To roll clay into a cylinder or ball.</p> <p>To use tools to make different surface marks in clay.</p> <p>To mix a clay slip using clay and water.</p>	<p>Skills</p> <p>To join 2D shapes to make a 3D form.</p> <p>To join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>To shape card in different ways e.g., rolling, folding and choose the best way</p>	<p>Skills</p> <p>To use their arm to draw 3D objects on a large scale.</p> <p>To sculpt soap from a drawn design.</p> <p>To smooth the surface of soap using water when carving.</p>	<p>Skills</p> <p>To make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>To use everyday objects to form a sculpture.</p>	<p>Skills</p> <p>To translate a 2D image into a 3D form.</p> <p>To manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p>
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<p>sticks and masking tape.</p> <p>To use a rolling pin to alter the appearance of malleable materials.</p> <p>To use play dough, clay and natural objects to express their ideas and feelings.</p>	<p>their ideas and feelings.</p>	<p>To make large structures using newspaper rolls.</p> <p>To wrap objects/shapes with wool.</p> <p>To tie a knot, thread and plait.</p> <p>Make a box loom.</p> <p>To weave with paper.</p> <p>To weave using a combination of material.</p>	<p>To use hands in different ways as a tool to manipulate clay.</p> <p>To use clay tools to score clay.</p> <p>To draw a map to illustrate a journey.</p> <p>To choose which parts of a drawn map to represent in their 'stained glass'.</p> <p>To draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>To apply ink or paint using a printing roller.</p> <p>To smooth a printing tile to transfer an image.</p>	<p>to recreate a drawn idea.</p> <p>To plan a sculpture by drawing.</p> <p>To choose materials to scale up an idea.</p> <p>To create different joins in card e.g., slot, tabs, wrapping.</p> <p>To add surface detail to a sculpture using colour or texture.</p>	<p>To join wire to make shapes by twisting and looping pieces together.</p> <p>To create a neat line in wire by cutting and twisting the end onto the main piece.</p> <p>To try out different ways to display a 3D piece and choose the most effective.</p> <p>To select imagery and use it as inspiration for a design project.</p> <p>To make a mood board.</p> <p>To recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>To develop observational drawings into shapes and patterns for design.</p> <p>To make a repeating pattern tile using cut and torn paper shapes.</p> <p>To use glue as an alternative batik technique to create patterns on fabric.</p> <p>To paint on fabric.</p> <p>To wash fabric to remove glue to finish a decorative fabric piece</p>	<p>To try out ideas for making a sculpture interactive.</p> <p>To make a monoprint when a roller is sufficiently inked.</p> <p>To make an observational drawing of a house.</p> <p>To use shapes and measuring as methods to draw accurate proportions.</p> <p>To select a small section of a drawing to use as a print design.</p> <p>To design a building that fits a specific brief.</p> <p>To draw an idea in the style of an architect that is annotated to explain key features.</p> <p>To draw from different views, such as a front or side elevation.</p>	<p>To make a cardboard relief sculpture.</p> <p>To create a photomontage.</p> <p>To create artwork for a design brief.</p> <p>To use a camera or tablet for photography.</p> <p>To identify the parts of a camera.</p> <p>To take a macro photo, choosing an interesting composition.</p> <p>To use drama and props to recreate imagery.</p> <p>To use a grid method to copy a photograph into a drawing.</p>
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Knowledge: Sculpture	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	<p>To know materials can be joined together with the right tools. (SK)</p>	<p>To know that modelling materials can be shaped using hands or tools. (SK)</p>	<p>Know paper can be rolled and folded. (SK)</p> <p>To know and decide on the best way to glue something. (SK)</p> <p>To know that knots can be used to join. (SK)</p>	<p>To know that two pieces of clay can be joined by scoring and using slip. (SK)</p> <p>To know that materials (like cellophane) can overlap create new colours. (SK)</p> <p>Know how to try out a variety of ideas for adapting prints into 2D and 3D artworks. (PK)</p> <p>To know how to make a relief clay sculpture. (PK)</p>	<p>To know that 2D shapes can be joined to create a 3D form. (SK)</p> <p>Know that sculpture can be displayed in different ways. (SK)</p> <p>Know how to identify and draw negative spaces. (PK)</p> <p>Know how to create different joins in card e.g., slot, tabs, wrapping. (PK)</p>	<p>Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire. (SK)</p> <p>Know that batik is a traditional fabric decoration technique that uses hot wax. (SK)</p> <p>Know that a mood board is visual collection which aims to convey a general feeling or idea. (SK)</p> <p>Know how to transfer a design using a tracing method. (PK)</p> <p>Know how to use materials, like glue, in different ways depending on the desired effect. (PK)</p> <p>Know how to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. (PK)</p>	<p>To know that a sculpture can be interactive.</p> <p>Know how to plan an installation proposal, making choices about light, sound and display.</p> <p>Know how to develop drawings further to use as a design for print. (PK)</p> <p>Know how to use sketchbooks to research and present information about an artist. (PK)</p> <p>Know how to interpret an idea in into a design for a structure. (PK)</p> <p>Know how to try out ideas on a small scale to assess their effect. (PK)</p> <p>Know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. (PK)</p>	<p>Know how to manipulate cardboard to create different textures. (PK)</p> <p>Know how to make visual notes to generate ideas for a final piece. (PK)</p> <p>Know how different materials can be used to produce photorealistic artwork. (PK)</p> <p>Know that macro photography is showing a subject as larger than it is in real life. (PK)</p> <p>Know how to manipulate a photograph using photo editing tools.</p> <p>Know how to take a portrait photograph. (PK)</p> <p>Know how to translate ideas into sculptural forms. (PK)</p>

<p>Evaluating</p> 	<p>Talk about the marks they have made. (DK)</p> <p>Talk about the colours they have used. (DK)</p>	<p>Say what I like or don't like about my artwork. (DK)</p> <p>Talk about their artwork. (DK)</p> <p>To name the materials they have used. (DK)</p>	<p>Describe and compare features of their own and others' artwork. (colours, materials, techniques). (DK)</p> <p>Evaluate art with an understanding art is varied and made in different ways by different people. (DK)</p> <p>To say what they feel they did well in their own work. (DK)</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. (DK)</p> <p>Begin to talk about how they could improve their own work. (DK)</p> <p>Talk about how art is made. (DK)</p> <p>To talk about the features of an artist's work and to talk about what the artist has done well. (DK)</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. (DK)</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. (DK)</p> <p>Begin to carry out a problem-solving process and make changes to improve them. work. (DK)</p>	<p>Use more complex vocabulary when discussing their own and others' art. (DK)</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece. (DK)</p> <p>Evaluate their work more regularly and independently during the planning and making process. (DK)</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. (DK)</p> <p>Consider how effectively. Pieces of art express emotion and encourage the viewer to question their own ideas. (DK)</p> <p>Use their knowledge of tools, materials and processes to try. Alternative solutions and make. Improvements to their work (DK)</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention. (DK)</p> <p>Discuss how art is sometimes. Used to communicate social, political, or environmental views. (DK)</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this. Way. (DK)</p> <p>Independently use them knowledge of tools, materials and processes to try. Alternative solutions and make improvements to their work. (DK)</p>
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Knowledge and skills sequencing			ART and DESIGN – The Formal Elements (Taught through the units above)					
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Line	Know how to make marks on paper. (SK)	Know lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'. (SK)	Know how to use drawing tools can be used in a variety of ways to create different lines. (SK) Know lines can represent. Movement in drawings. (SK)	Know that drawing tools can be used in a variety of ways to create different lines. (SK) Know lines can represent movement in drawings. (SK)	Know using different tools or using the same tool in different ways can create different types of lines. (SK)	Know lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (SK)	Know lines can be used by artists to control what the viewer looks at within composition. (SK)	Know that line is used beyond drawing and can be applied to other art forms. (SK)
Shape	Know how to use closed shapes with continuous lines. (SK)	Know the names of simple 2D shapes in art e.g. circle, square, triangle (SK)	Know and identify 2D shapes and confidently draw these. (SK)	Know collage materials can be shaped to represent shapes in an image. (SK) Know patterns can be made using shapes. (SK)	Know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (SK) Know negative shapes show the space around and between objects. Know artists can focus on shapes when making abstract art. (SK)	Know how to use basic shapes to form more complex shapes and patterns. (PK)	Know shapes can be used to place the key elements in a composition. (SK)	Know how an understanding of shape and space can support creating effective composition. (SK)

<p>Form</p>	<p>Know how to explore and select materials, expressing their own ideas. (DK)</p>	<p>Know modelling materials can be shaped using hands or tools. (SK)</p>	<p>Know that three-dimensional art is called sculpture. (SK)</p> <p>Know how to change from 2D to 3D by folding, rolling and scrunching it. (SK)</p>	<p>Know pieces of clay can be joined using a 'scratch and slip' technique. (SN)</p> <p>Know a clay surface can be decorated by pressing pieces into it or joining pieces on. (SK)</p>	<p>Know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (SK)</p> <p>Know organic forms can be abstract (SK)</p>	<p>Know using lighter and darker tints and shades of a colour can create a 3D effect. (SK)</p> <p>Know simple 3D forms can be made by creating layers, by folding and rolling materials (SK)</p>	<p>Know an art installation is often a room or environment in which the viewer 'experiences' the art all around them. (SK)</p> <p>Know the size and scale of three-dimensional artwork change the effect of the piece. (SK)</p>	<p>Know the surface textures created by different materials can help suggest form in two-dimensional artwork. (SK)</p>
<p>Tone</p>		<p>Know there are different shades of the same colour and identify colours as 'light' or 'dark' (SK)</p>	<p>Know that 'tone' in art means 'light and dark'. (SK)</p>	<p>Know different amounts of paint and water can be used to mix hues of secondary colour (SK)</p>	<p>Know shading helps make drawn objects look realistic. (SK)</p> <p>Know some basic rules for shading when drawing, e.g., shade in one direction, blending tones smoothly and with no gaps. (SK)</p> <p>Know shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</p>	<p>Know lighter and darker tints and shades of a colour can create a 3D effect. (SK)</p> <p>Know tone can be used to create contrast in an artwork. (SK)</p>	<p>Know tone can help show the foreground and background in an artwork. (SK)</p>	<p>Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images (SK)</p>
<p>Colour</p>	<p>Know the names of primary colours. (SK)</p>	<p>Know the names of a range of secondary colours. (SK)</p> <p>Know colours can be mixed to make new. Colours. (SK)</p>	<p>Know that the primary colours are red, yellow and blue. (SK)</p> <p>Know that primary colours can be mixed to make secondary colours: (SN)</p> <p>Know red + yellow = orange</p> <p>Know yellow + blue = green</p> <p>Know blue + red = purple</p>	<p>Know different amounts of paint and water can be used to mix hues of secondary colours. (SK)</p> <p>Know colours can be mixed to 'match' real life objects or to create things from your imagination (SK)</p>	<p>Know paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. (SK)</p>	<p>Know adding black to a colour creates a shade. (SK)</p> <p>Know adding white to a colour creates a tint. (SK)</p>	<p>Know artists use colour to create an atmosphere or to represent feelings in an artwork. (SK)</p>	<p>Know colours can be symbolic and have meanings that vary according to your culture or background.</p> <p>Know a 'monochromatic' artwork uses tints and shades of just one colour. (FK)</p>

Texture		Know simple terms to describe what something feels like (eg. Bumpy) (SK)	Know how to use materials to create textures. (SK)	<p>Know that texture means 'what something feels like'. (SN)</p> <p>Know different marks can be used to represent textures of objects. (SN)</p> <p>Knowing different drawing tools make different marks. Know collage materials can be chosen to represent real-life textures. (SN)</p> <p>Know collage materials can be overlapped and overlaid to add texture. (SK)</p> <p>Know drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. (SK)</p>	<p>Know texture in an artwork can be real (what the surface actually feels like), or a surface can be made to appear textured. (SK)</p>	<p>Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. (PK)</p>	<p>Know how to create texture on different materials. (SK)</p>	<p>Know applying thick layers of paint to a surface is called impasto and is used by artists such as Claude Monet to describe texture. (SK)</p>
Pattern		Know patterns can be drawn or made with objects or shapes. (SK)	Know patterns can be drawn or made with objects, shapes and lines (SK)	Know patterns can be used to add detail to an artwork. (SK)	<p>Know surface rubbings can be used to add or make patterns. (SK)</p> <p>Know patterns can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) (SK)</p>	<p>Know patterns can be irregular and change in ways you wouldn't expect. (SK)</p> <p>Know the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns (SK)</p> <p>Know how to use basic shapes to form more complex shapes and patterns. (PK)</p>	<p>Know artists use colour to create an atmosphere or to represent feelings in an artwork. (SK)</p>	<p>Know pattern can be created in many different ways. (SK)</p>

Curriculum End Points

The KKP's are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKP's. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:
Recall the knowledge specified within the KKP's for Nursery	Recall the knowledge specified within the KKP's for Reception	Recall the knowledge specified within the KKP's for Year 1	Recall the knowledge specified within the KKP's for Year 2	Recall the knowledge specified within the KKP's for Year 3	Recall the knowledge specified within the KKP's for Year 4	Recall the knowledge specified within the KKP's for Year 5	Recall the knowledge specified within the KKP's for Year 6
Make marks with a variety of tools and talk about what their marks represent	Represent ideas, objects and feelings using lines, shapes, colours and textures	Use drawing tools to create different lines, marks and simple textures	Use shading, varied lines and marks to create tone and texture Mix a wider range of colours and adjust tones for different effects	Use tone, shading and line to add depth, contrast and detail to drawings	Use line, tone and texture to show movement, expression and surface qualities	Use drawing tools with precision to show form, light, shadow and surface detail	Use expressive and controlled drawing techniques, including high-contrast effects
Explore materials by scrunching, rolling, pressing, spreading and manipulating them	Select, combine and join materials for a purpose and explain why they chose them	Mix primary colours confidently and apply paint with developing control	Join and shape materials confidently when creating 2D and 3D artwork	Structure drawings using shapes and space with increasing accuracy	Apply a range of painting techniques such as washes, stippling and dabbing	Organise space using proportion and simple perspective	Organise composition using proportion, perspective and spatial control
Identify simple colours and use them deliberately in their artwork	Use key art vocabulary such as line, shape, colour, pattern and texture accurately	Create simple prints by drawing into a surface and transferring an image	Create relief surfaces, rubbings and textured mixed-media pieces	Mix and adjust colours for different effects, including natural colour sources	Develop 3D work using secure joins and surface details	Use tints, shades and limited palettes to create atmosphere or focus	Select colour palettes intentionally to convey emotion, symbolism or atmosphere
Explore colour mixing and talk about changes they notice	Handle tools such as brushes, scissors and modelling tools with increasing control	Use materials purposefully to represent texture in their work	Produce prints by drawing, inking and transferring images	Use texture confidently through rubbings, layering and varied mark-making	Create prints using mono or block printing methods from their own designs	Combine drawing, paint, collage and print to enhance meaning	Combine media (e.g., drawing, paint, collage, print, digital) with purpose and meaning
Use chunky tools such as pencils, brushes and scissors with developing control	Mix primary colours to create secondary colours and explore lighter/darker variations	Use sketchbooks to record ideas or test simple techniques	Use sketchbooks to record ideas, observations and early planning	Join materials securely and add surface detail when working in 3D	Use sketchbooks to research, test ideas and annotate next steps	Refine 3D, textile or constructed work for surface, strength and function	Refine 3D or installation-style work, considering structure, scale and display
Look at artwork and express simple likes, dislikes or things they notice	Talk about artists' work, giving simple opinions about colours, shapes or materials used	Explain choices they made about colour, line, pattern or texture	Explain how their artistic choices create a particular effect	Use sketchbooks to observe, explore and refine developing ideas	Select media deliberately to express mood, contrast or message	Use sketchbooks to test materials, develop compositions and explain decisions	Use sketchbooks to research, investigate and develop personal starting points
				Explain artistic decisions using vocabulary such as	Evaluate and refine work, making improvements	Create artwork that communicates a clear intention or message	

			Talk about the ideas, stories or messages suggested by artwork	tone, form and composition Respond to artworks by discussing techniques, ideas and meaning	linked to composition and intention Discuss how artworks communicate feelings, themes and ideas	Evaluate and adapt work thoughtfully, explaining the effect of changes Compare how different artists use composition, symbolism and colour	Create artwork that communicates a considered viewpoint, message or concept Give reasoned evaluations of their own and others' work, considering context and intention Explain how artistic choices such as composition, materials and symbolism shape interpretation
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Progressive Summary	<p>Across the school, pupils develop a growing understanding that art communicates ideas, feelings and stories, and that artists make choices about materials, tools, colour, line, shape, texture, pattern and form to achieve different effects. Learning begins in Nursery, where children explore materials freely, make marks using a wide range of tools, begin to notice what happens when colours mix, and show curiosity about their own work and the work of others. By Reception, children represent ideas using shapes, lines and colours, select and combine materials for a purpose, use key artistic vocabulary with increasing accuracy, and talk about artists' work, giving simple opinions.</p> <p>In Key Stage 1, pupils build on this foundation by learning that lines, marks and colour choices can represent movement, texture and expression. They explore how materials behave, mix primary colours confidently, create simple prints, select tools appropriately and begin to use sketchbooks to explore ideas. They give opinions about artists and describe how shapes, colours and patterns are used in artwork. By the end of Year 2, pupils make more deliberate artistic choices, mix a wider range of colours and tones, create collages to represent texture, join clay securely, create relief surfaces, and explain how their artistic decisions create a particular effect or message.</p> <p>In Lower Key Stage 2, pupils develop increasing control and intent, learning how to use tone, tints and shades to create depth and 3D effects; how shapes can be used to structure drawings; and how texture can be created through mark-making, materials and surface manipulation. They experiment with natural paints, textured surfaces, monoprinting and relief sculpture, and use sketchbooks to refine ideas, annotate decisions and plan next steps. They discuss how art can communicate feelings, stories and messages, and begin to express preferences using appropriate vocabulary. By the end of Year 4, pupils generate ideas from a wider range of stimuli, including other artists' work, and evaluate their outcomes, suggesting improvements linked to composition, materials, colour and texture.</p> <p>In Upper Key Stage 2, pupils develop a more sophisticated understanding of how artists work, recognising that art can protest, challenge, persuade, celebrate identity, or document events. They explore expressive and gestural mark-making, chiaroscuro techniques, symbolic colour choices, and use sketchbooks systematically to research, investigate and refine ideas linked to a personal intention or design brief. Pupils manipulate materials confidently in 2D, relief and 3D outcomes, including assemblage, wire, card construction, photomontage and digital media, and use photography as both an art form and a tool for composition. By the end of Year 6, pupils justify artistic decisions using contextual understanding, give reasoned evaluations of their own and others' work, and explain how materials, composition, symbolism and display choices shape the meaning of an artwork.</p>
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