



Art

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Art		
Three and Four-Year-Olds	Expressive Arts and Design	• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
Reception	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

Pupils should be taught:

- 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.

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

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

Intent

At Garton on the Wolds CE Primary School we value and are dedicated to the teaching of Art and design and intend to provide an arts-rich curriculum for our pupils. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see Art and design as a means to support learning in a range of ways; the skills that are developed in this subject can be transferred across the curriculum and thus aid learning.



Implementation

As a school and in accordance with the National Curriculum's expectations we aim to ensure that all pupils:

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

Art and design is taught in all year groups through at least one topic per term, with projects giving pupils opportunities to develop their artistic skills and imaginations. Where possible, we give children opportunities to participate in local Art and design competitions and festivals. All children develop their artistic skills using sketchbooks and a wide range of media.



Impact

Our children enjoy the self-expression that they experience in Art & design. They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. Through Art and design, children are able to reach out into the community, with our pupils' artwork proudly displayed in local art competitions and in our church. Assessment of children's learning in Art and design is carried out using tracking grids, accompanied by an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge as required. Art and design is also monitored by the subject leader throughout the year in the form of Art and design sketchbook monitoring, lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Year 1/2 - Cycle A – 2023/24

Topic	Drawing – Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3D art	Responding to artwork and using a sketchbook
Yayoi Kusame	- I can experiment with different materials to make marks - I can make attempts to mimic the art of a famous artist - I can experiment with different mediums to create a polka dot pattern - I can experiment with the kind of polka dot patterns I am making - I can follow instructions to create the basis for my sketching - I can make visual observations to inform my sketches	- I can experiment with different mediums to create a polka dot pattern - I can experiment with the kind of polka dot patterns I am making - I can describe and make observations on a piece of artwork's colour and pattern - I can make choices about the tools I will use when painting	- I can develop my scissor/cutting skills when cutting out circles • I can use paper art to recreate an installation piece by Yayoi Kusama - I can comment on the shape/form of 3-D objects and sculptures - I can use the rolling technique effectively to manipulate clay - I can recreate the form of a pumpkin, inspired by Kusama's sculptures	- I can join in discussions about a famous artist's work - I can remember and give some facts about Yayoi Kusama - I can respond appropriately to a piece of art by Yayoi Kusama - I can say if I like or dislike a piece of artwork
Henri Rousseau	- I can sketch and draw plants and flowers in the style of Rousseau - I can sketch and create a 'portrait-landscape' - I can use my imagination to generate ideas for my sketch	- I can use natural materials to create prints - I can create prints inspired by Rousseau's paintings	I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask • I can use glue to help me attach different parts to my mask and/or model	- I can say who Henri Rousseau was and recall facts about his life - I can discuss a painting by Henri Rousseau - I can discuss and explain how I feel when looking at a Rousseau painting - I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'
Earth Art	- I can identify repeating patterns in rangoli patterns - I can identify repeating patterns in mandala patterns - I can spot the symmetry in mandala patterns	- I know that natural materials can be used to make different mark making materials, including paints - I can experiment with different ways to paint a rock - I can comment on the colours of natural materials and how this can add to my artwork - I can use given colours to finish a mandala pattern	- I can describe what a sculpture is - I can comment on what different sculptures are made from - I can use natural materials such as twigs and sticks to create a sculpture - I can recreate rangoli patterns using natural materials such as leaves - I can use clay to create imprints of natural materials such as leaves - I can describe what weaving is - I can create a simple loom - I can weave using interesting natural materials - I can recreate a mandala using natural materials - I can use natural materials to create a collage scene	- I can name ways that rocks were used in ancient artworks - I understand what is meant by 'abstract' artwork - I can comment on the patterns created in woven rugs and tapestry - I can discuss and explore mandalas with the class - I can comment on the shapes, colours and patterns I can see in a mandala

Year 1/2 - Cycle B– 2024/25

Topic	Drawing – Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3D art	Responding to artwork and using a sketchbook
Mark Making	- I can explore ways of drawing lines between two points - I can experiment with how I hold a pencil when sketching - I can discuss what a line is - I can use adjectives to describe lines - I can experiment with pressure when drawing pencil lines - I can experiment with different kinds of pencils and observe the different marks they make - I can create different repeated line patterns - I can discuss and comment on the texture in artwork - I can use rubbing to recreate texture	- I can hold a paintbrush correctly when painting - I know what 'loading' the paintbrush is - I know how to create a smooth sweeping brushstroke - I can use paint to create differently shaped lines - I can use my paintbrush to create lines of different thicknesses - I can experiment with different ways to make marks using a paintbrush		- I can explore how Kandinsky used different lines in his artwork - I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds - I can discuss the artworks of Paul Klee and say what I like and dislike about them - I can spot different mark making techniques in Klee's work - I can attempt to recreate some of the mark making in Klee's artwork
Self Portrait	- I can discuss how artists have created different effects - I can investigate how to make different marks using sketching pencils - I can comment on how different grades of sketching pencil make different marks - I can make a choice about which pencil I need to use for a purpose - I can use a variety of media to create different effects - I can apply a variety of techniques when drawing - I can evaluate my work and the work of others and identify strengths and weaknesses	- I can experiment with different kinds of paint and what effects I can create with them - I can comment on the effects different paints create - I can say which kind of paint I prefer	- I can use clay to create a selfportrait - I can show an understanding and use of some basic clay skills - I can begin to use tools to help me manipulate clay - I can use coloured paper to create a collage self-portrait	- I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more - I can comment on how portraits by different artists make me feel - I understand that portraits can tell you about the person in them - I can make decisions about what I want my selfportrait to say about me - I can say what I like and dislike about different portraits
Colour Creations		- I can name a variety of colours - I can choose a favourite colour and give reasons for my choices - I know what primary colours are - I know what secondary colours are	- I can use collage to create artwork inspired by Piet Mondrian - I can use collage and mixed media to create artwork inspired by Wassily Kandinsky	- I can say if I like or dislike Piet Mondrian's art - I can spot similarities and differences between different pieces by Mondrian - I can create a piece of art inspired

		• I can mix primary colours to make secondary colours • I know how to create lighter shades of colour • I know how to create darker shades of colour • I can use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studied		• by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky
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Year 3/4 - Cycle A – 2023/24				
Topic	Drawing – Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3D art	Responding to artwork and using a sketchbook
Prehistoric World	• I can create a well-balanced composition by using a template to position animals across the scene. • I can use a template to recreate authentic animal shapes. • I can use charcoal and chalk to add outlines, highlights and shadows to my painting. • I can blend charcoal and chalks to soften lines	• I know what natural pigments are and that early humans created different pigments to make art. • I can mix coloured paints to create a range of earthy tones. • I can experiment with dry brushing techniques and applying different pressure to create texture. • I can layer paint to create depth in colour.	• I can select suitable modelling materials to make the skeleton (armature) and body of my dinosaur. • I can shape, form and join malleable materials to create the skeleton and body for my dinosaur. • I can explore different techniques to join my sculpting materials together securely. • I can select materials to create surface patterns or textures to reflect the skin of my dinosaur. • I can knead, roll, flatten and pinch clay to create different bead shapes. • I can use tools to add pattern and texture to my beads. • I can use tools to inscribe symbols onto the surface of my pendant. • I can use clay tools to carve and shape nodes into clay	• I understand that humans in the prehistoric world expressed ideas and meaning through different art works. • I can analyse and make observations about prehistoric works of art to inform my own compositions. • I can record and develop my artistic ideas in my sketchbook.
Ancient Egypt		• I can select and mix paints to achieve an appropriate colour palette for my Egyptian papyrus picture. • I can incorporate suitable symbols and figures to recreate the style of an Egyptian papyrus picture	• I can recreate papyrus to understand the materials used by the ancient Egyptians. • I can shape clay to create a model cartouche. • I can use tools to inscribe a design into my clay cartouche with	• I can discuss the different materials and media that the ancient Egyptians used to create their artwork. • I can use my sketchbook to plan and develop ideas for my artwork. • I can evaluate my artwork,

			control. - I can knead, roll, flatten and pinch clay to create hieroglyphic shapes. - I can use the score and slip technique to join clay pieces together. - I can cut and join more complex shapes out of clay.	identifying areas of strength and areas for improvement.
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Year 3/4 - Cycle B– 2024/25				
Topic	Drawing – Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3D art	Responding to artwork and using a sketchbook
Indian Art	- I know what Mehndi patterns are, when they are used and that they are typically created using henna. - I know that symmetry is an important aspect of Mehndi patterns. - I can use my understanding of symmetry and Mehndi design to create my own Mehndi patterns.	- I understand that painting styles in India changed over time. - I can compare and contrast Indian painting styles from different eras. - I can compose a painting in a given Indian style from observation.	- I can identify the colours, patterns and symbols traditionally used at the festival of Hastimangala. - I can use different mediums to decorate a 3-D elephant inspired by the Hastimangala festival. - I know that block printing techniques have traditionally been used to create repeating patterns on fabrics. - I know that a carved block or 'bunta' is used to print on fabric and can use ancient Indian block designs to inspire my own bunta. - I know what the art form of rangoli is and why it is significant. - I can observe and identify the elements in a rangoli and use my understanding to replicate a rangoli pattern.	- I can identify and discuss the relationship between celebration and artistic expression in Indian art. - I can discuss the colours, patterns and images I see in examples of Indian artwork and can use these to inspire my own artwork.
Plant Art	- I can use my observational skills to create a detailed sketch of part of a plant - I understand that constant observation is important when creating a detailed sketch of a plant - I understand that attention to detail is important when creating a detailed sketch of a plant - I understand that patience is important when creating a detailed sketch of a plant - I can discuss how to represent a plant as a piece of art	- I understand the difference between tints, shades and tones - I can create tints, shades and tones to match a given colour - I can use tints, shades and tones to create a piece of artwork - I can transfer a sketching method into the medium of painting effectively - I understand what depth in an artwork is - I can use colour and size to create the illusion of depth in my artwork	- I understand what a sculpture is and what different materials they can be made from - I can define the differences between decorative and functional sculpture - I understand how slip can be used to join two pieces of clay - I can use tools to make marks in the clay for decorative purposes - I can add or remove bits of clay to create detail - I can make my own simple sculpture from clay - I can use layers of different colour	- I can identify an artwork that is visually pleasing to me - I can give my personal opinion of different artwork - I can listen to others' opinions of artworks, and try to see their point of view - I can describe what a botanical illustration is and why they were first created - I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork - I understand how artists create the illusion of depth in their

	- I can follow simple instructions to create a more realistic sketch of a tree - I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences		paper to create a collage with depth	artwork - I can design my artwork and give reasons for my choices - I can use my previous experience of different mediums to make decisions about my artwork
World War 2 Art	- I can use the grid method and careful observation skills to accurately sketch an aircraft. - I can use a variety of shading techniques to create different textures, including stippling, cross-hatching and contouring. - I can create a range of tonal shades by varying the pressure I apply with my pencil. - I can select and use light, mid and dark toned pastels to low and high contrast effects.			- I can assess how successfully my peers have positioned objects, shapes and lines, matched tones and textures in their sketches. - I can identify where I have used light, dark and mid tones as well as areas of high and low contrast in my work. - I can identify whether the overall impact of my artwork is bold or subtle.

Year 5/6 - Cycle A – 2023/24				
Topic	Drawing – Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3D art	Responding to artwork and using a sketchbook
Sculpting Vases	- I can sketch designs to build up a portfolio of ideas - I can take the light sources into account when sketching vases - I can use my preferred shading technique to include dark areas in my sketches - I can include the patterns and shapes in my sketches of vases - I can make detailed observations to sketch vases from different viewpoints	- I can make appropriate choices when decorating vases - I understand how to create different effects using materials - I can make decorative colour and pattern choices to fit a given theme	- I can practise techniques and the effects they create before attempting my final design - I can choose and use appropriate techniques in my clay work - I can choose appropriate tools to add details to my design - I can add clay to create details for my design - I can experiment and develop my control of tools and techniques - I can choose tools, techniques and details which are most appropriate for my design - I can use slabs of clay to create a container - I can use the pinching technique to create a container - I can work with control and accuracy - I can follow a design to create a vase	- I can identify different features of a vase's design - I can describe and assess vases made by designers • I can gather ideas for use in my own work - I can incorporate design ideas or themes into my own designs - I can identify ways in which I could improve my work - I can evaluate and adjust my designs

Chinese Art	- I can use visual information to make sketches of different styles of traditional Chinese art - I can explain the importance of lines in Chinese art in relation to the Four Gentlemen - I can use drawing and shading skills to recreate a terracotta warrior - I can identify patterns, images and styles associated with Ming porcelain - I can follow simple instructions to draw a Chinese dragon - I understand that I can use construction lines to map out the basic shape of my sketches - I understand what a light source is and how this affects shading - I can practise my shading in relation to a light source	- I can identify some colours commonly used in Chinese art - I can discuss and describe different brushstrokes used in artwork and how they might have been created - I can practise a variety of brushstrokes to improve technique - I can apply my brush control when creating artwork - I understand the importance of line and brushstrokes in Chinese Art - I can create Chinese calligraphy characters using the correct brushstroke sequence - I can begin to use different paints and inks for different purposes	- I can use simple rolling and pinching techniques to manipulate salt dough - I can form simple shapes to create the base of my model - I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins - I can add pieces of salt dough to my base to create relief details - I can use tools to create details in my salt dough or clay model - I can carve a piece of clay to create the shape of my terracotta warrior - I can use tools to help me shape and manipulate my clay - I can add clay to my model to get the correct shape	- I can identify and record sketches of some themes commonly used in traditional Chinese art - I can discuss traditional Chinese artwork and say what I think and feel about it - I understand the significance of the dragon in Chinese culture - I can explain what the Terracotta Army is and why it is famous - I know when the Ming dynasty was in power and why their porcelain is famous
Frida Kahlo	- I can describe the general proportions of a face - I can use my knowledge of proportions to complete a self-portrait - I understand that I can use light guidelines for my sketches to help structure my sketches - I can use light sketching lines to create my portrait	- I can analyse aspects of a painting including mood and colour - I can add paint to a sketched self-portrait to add colour and detail - I can choose colours to express aspects of my personality - I can choose colours to express aspects of communities I belong to		- I can describe who Frida Kahlo is and give a brief summary of her work - I can give my opinion of a painting or artist, giving reasons for my ideas - I can describe the differences between a portrait and a self-portrait - I can describe aspects of Mexican folk art - I can identify aspects of the Mexican culture in Kahlo's artwork - I can describe the aspects of the surrealist movement - I can express my opinion of surrealism in paintings - I can apply aspects of surrealism to my own artwork

Year 5/6 - Cycle B – 2024/25				
Topic	Drawing – Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3D art	Responding to artwork and using a sketchbook

Street Art	• I can use sketching and shading to add details to my designs	• I can select contrasting colours using the colour wheel to help me • I can choose colours to create the biggest 'standout' effect • I can use use impression printing to create a piece of repeated printed artwork • I can create a stencil • I can use a stencil to create a piece of artwork • I can use more than one stencil to create a layered effect in my artwork		• I can take part in a discussion about graffiti and if it is an art form or not • I can design my own tag reflecting what I have seen in existing artwork • I can experiment with the size, value and shape of my designs in my sketchbook • I can use my sketchbook to create designs for street art in a specific area • I can discuss the messages that are portrayed in some pieces of art • I can create my own piece of satirical artwork • I can explore the work of Banksy
Express Yourself	• I can use sketching to represent different illustrated facial expressions • I can make careful and precise observations to inform my sketching • I can describe how lines and fonts can express an idea • I can make choices based on different lines and fonts to create a desired effect • I can use different pressures and thicknesses to create a desired effect • I can use grids to help me achieve the correct proportions in my sketches based on photographs	• I can explain how colour can help to express different aspects of someone's personality • I can identify emotions they feel, linked to a colour • I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • I can experiment with using my fingerprints to create a unique piece of artwork • I can vary the pressure and amount of paint I use when printing using my fingers to create different effects • I can use overlapping and layering to create shadow in my painting	• I can use wire to create a sculpture of a person • I can convey an emotion or specific body language in my wire sculpture	• I can respond and comment on different pieces of artwork • I can discuss and comment on Kandinsky's colour theory • I can discuss and give my opinions on Chuck Close's painting techniques
Landscape Art	• I can use vanishing points, horizon lines and construction lines to create perspective in my artwork • I can sketch a landscape using linear perspective. • I can use lines and patterns to create abstract artwork	• I can experiment with different watercolour techniques to create effects • I can paint a landscape using watercolours • I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape • I can create tints and shades using a variety of different mediums • I can use tints and shades to create atmospheric perspective	• I can explain what collage is and how tearing paper can be used to create different effects • I can create a torn paper collage of a landscape scene • I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using	• I can identify vanishing points and horizon lines in landscape paintings • I can explain how artists use linear and atmospheric perspective in their artwork • I can comment on abstract landscapes and explain what I feel about them • I can create a selection of lines and patterns in my sketchbook to inform my artwork • I can discuss landscape artwork by famous artists, saying what I think and feel about them

				• I can identify which medium has been used to create a piece of art • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
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