

St John and St Francis Church School

Our Learning in Art and Design



St John and St Francis Church School Curriculum Intent:

As a school, we have set our curriculum intent with our children at the centre. Our school curriculum intent is underpinned by the Bath and Wells Multi Academy Trust curriculum intent.

- It is tailored to meet the needs of St John and St Francis Church School, its context within a town setting and its pupils, a number of whom are drawn from an area of social deprivation.
- It is rooted in the needs of our community, drawing on local culture and heritage. An example of this is celebrating local culturally significant traditions such as Carnival.
- Provides experience of and connections to the world beyond the school in both time and place through a programme of external visits and visitors.
- Provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our values and the development of a contextually relevant curriculum.
- Is ambitious for all pupils and provides additional opportunities to inspire ambition within our pupils.
- Recognises, celebrates and welcomes each pupil as a unique individual.
- Secures pupils' core skills, knowledge and understanding to at least an age appropriate level and beyond, and is adapted, designed and developed for pupils with additional learning needs or disabilities
- Provides both coverage of the National Curriculum and appropriate progression from EYFS to Y6 and beyond.
- Provides enrichment opportunities to broaden and enhance the curriculum experience for pupils.
- Is flexible and responds to pupils' feedback, the evaluations of how well pupils learn and make progress, and in pupils' performance in external and internal assessments.

Our art and design curriculum is based on the following principles:

- Developing children's creativity and imagination through application of learnt skills.
- Providing children with the opportunities to experiment and explore artistic designs and concepts.
- Inspiring children through the exploration of local, national and international artists.
- To develop our values of independence and perseverance.

Knowledge and skills as an artist

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to create simple representations of events, people and objects.	I know how to show how people feel in paintings and drawings	I choose and use three different grades of pencil when drawing	I know how to show facial expressions in my art	I know how to show facial expressions and body language in sketches and paintings	I identify and draw objects and use marks and lines, to produce texture	I explain why I have used different tools to create art
Early Learning Goal:	I know how to create moods in art work.	I know how to use charcoal, pencil and pastel to create art.	I know how to use sketches to produce a final piece of art	I know how to use marks and lines to show texture in my art	I know how to successfully use shading to create mood and feeling	I explain why I have chosen specific techniques to create my art
I know how to use what I have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art.	I know how to use pencils to create lines of different thickness in drawings	I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.	I know how to use different grades of pencil to shade and to show different tones and textures	I know how to use line, tone, shape and colour to represent figures and forms in movement	I know how to organise line, tone, shape and colour to represent figures and forms in movement	I explain the style of my work and how it has been influenced by a famous artist
	I name the primary and secondary colours	I know how to mix paint to create all the secondary colours	I know how to create a background using a wash	I know how to show reflections in my art	I know how to use shading to create mood and feeling	I know how to overpaint to create different patterns
	I know how to create a repeating pattern in print	I know how to create brown with paint	I know how to use a range of brushes to create different effects in painting	I know how to print onto different materials using at least four colours	I know how to express emotion in my art	I know how to use feedback to make amendments and improvements in my art
	I know how to cut, roll and coil materials	I know how to create tints with paint by adding white	I know how to identify the techniques used by different artists	I know how to sculpt clay and other mouldable materials	I know how to create an accurate print design following criteria	I know how to use a range of e-resources to create art
	I describe what I can see and give an opinion about the work of an artist	I know how to create tones with paint by adding black	I know how to compare the work of different artists	I know how to integrate my digital images in my art	I know how to use images which I have created, scanned and found; altering them where necessary to create art	
		I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.	I recognise when art is from different cultures	I experiment with styles used by other artists	I research the work of an artist and use their work to replicate to style	
		I know how to make a clay sculpture	I recognise when art is from different historical periods	I explain some of the features of art from historical periods.		
		I know how to join two clay together		I take photographs using iPads, exploring light, composition, angle and special effects.		
		I suggest how artists have used colour, pattern and shape		I will edit photographs and use multimedia to create photograph-based art.		
		I know how to create a piece of art in response to the work of another artist.				

Knowledge Blocks	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.	Develop intricate patterns/ marks with a variety of media.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks.	Work in a sustained and independent way to create a detailed drawing.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.
	Use and begin to control a range of media. Draw on different surfaces and coloured paper.	Begin to control the types of marks made with the range of media.	Control the types of marks made with the range of media.	Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.	Develop a key element of their work: line, tone, pattern, texture.	
	Produce lines of different thickness and tone using a pencil.	Draw on different surfaces with a range of media.	Draw on different surfaces with a range of media.	Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	Draw for a sustained period of time over a number of sessions working on one piece.
	Start to produce different patterns and textures from observations, imagination and illustrations.	Start to record simple media explorations in a sketch book.	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.	Continue to explore 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	Have opportunities to develop further drawings featuring the third dimension and perspective.	Start to develop their own style using tonal contrast and mixed media.	Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
	Look and talk about what they have produced, describing simple techniques and media used.	Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying.	Name, match and draw lines/marks from observations.				
		Produce an expanding range of patterns and textures.	Continue to Investigate textures and produce an expanding range of patterns.	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Experiment with different grades of pencil and other implements to achieve variations in tone.	Have opportunities to develop further simple perspective in their work using a single focal point and horizon.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
		Explore the work of a range of artists describing the differences and similarities, and making links to their own work.	Explore 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.		Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.	Begin to develop an awareness of composition, scale and proportion in their paintings.	Adapt their work according to their views and describe how they might develop it further.
			Discuss own work and others work, expressing thoughts and feelings.		Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	Develop their own style using tonal contrast and mixed media.
		Look at and talk about own work and that of other artists and the techniques they had used.				Develop close observation skills using a variety of view finders.	Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
							Develop an awareness of composition, scale and proportion in their paintings.
							Discuss and review own and others work,

						Discuss and review own and others work, expressing thoughts and feelings, and identify and ideas.	expressing thoughts and ideas.
Key Vocabulary		Wriggling Zig-zag Crawling Swaying Flying Jumping Hopping (movement words) Dark/light Thick/thin Bold/broken Curved/wavy Straight Hard/soft Texture, surface, marks, surface, shapes	Repeating Flowing Jagged Reproduce Tools Texture shade smudge blend	grades of pencil scale refine Alter Scale and proportion Accurate Preparation observation		Light effect on objects/people Concept of perspective	
The St John and St Francis Church School Child	Children will give meaning to marks they draw. Children will use a variety of media to mark make, showing preference of their dominant hand and gain strength and control of drawing tool.	Children will start to use drawing to develop and share their ideas, experiences and imagination. Children will start to select the appropriate media for their drawing outcome.	Children will continue drawing to develop and share their ideas, experiences and imagination. Children will continue to select, and become more confident in manipulating, the appropriate media for their drawing outcome. Children will begin to develop their observational skills.	Children will begin to refine drawing, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will begin to draft and evaluate their own work, including beginning to select the appropriate media and practising their skills.	Children will continue to refine drawing, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will continue to draft and evaluate their own work, including selecting the appropriate media and practising their skills.	Children will develop their artistic process within their sketchbook including thumb-nail testing of skills, layouts, rough sketching which then develop into the final piece, exploring creativity and experimentation to develop their own style within their drawing. Children will learn to use the drawing skills they have developed (tone, perspective, hatching, shading and blending) to create artworks which are reflective of the learning objective (eg a perspective of a building). Children will be able to evaluate their skills and give specific artist feedback to their peers.	

Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.	Experiment with a variety of media; different brush sizes and tools.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Work in a sustained and independent way to develop their own style of painting.
	Recognise and name the primary colours being used.	Explore lightening and darkening paint without the use of black or white.	Continue to experiment in lighten and darken without the use of black or white.	Use light and dark within painting and begin to explore complimentary colours.	Start to develop a painting from a drawing. Begin to choose appropriate media to work with.	Mix and match colours to create atmosphere and light effects.	This style may be through the development of: colour, tone and shade.
	Mix and match colours to different artefacts and objects.	Begin to control the types of marks made with the range of media.	Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.	Mix colour, shades and tones with increasing confidence.	Use light and dark within painting and show understanding of complimentary colours.	Mix colour, shades and tones with confidence building on previous knowledge.	Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating
	Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Paint on different surfaces with a range of media.	Continue to control the types of marks made with the range of media.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	Mix colour, shades and tones with increasing confidence.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	Mix colour, shades and tones with confidence building on previous knowledge.
	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketch book.	Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	Confidently create different effects and textures with paint according to what they need for the task.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Start to develop their own style using tonal contrast and mixed media.	Understanding which works well in their work and why.
	Talk about children's growing interest in and use of colour as they begin to find differences between colours.	Explore 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.	Explore 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.	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Start to look at working in the style of a selected artist (not copying).	Recognise the art of key artists and begin to place them in key movements or historical events.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
	Explores what happens when they mix colours.	Discuss own work and others work, expressing thoughts and feelings.	Explore a range of great artists and designers in history.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
	Chooses particular colours to use for a purpose.	Look at and talk about own work and that of other artists and the techniques they had used.			Begin to explore a range of great artists, architects and designers in history.	Identify artists who have worked in a similar way to their own work.	Discuss and review own and others work, expressing thoughts and feelings explaining their views.
	Captures experiences and responses with a range of media, such as paint and other materials.					Explore a range of great artists, architects and designers in history.	
	Early Learning Goal: Children use what they have learnt about media						

	and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art.						Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Key Vocabulary		printing technique brush size primary/secondary colours gouge Scrape Mixing Collection apply	shade acrylic/ poster /watercolour paints artefact mono-printing motif Wash tones	colour scheme / blocking spectrum tint Techniques e.g dotting, splashing, scratching	tone hue relief/impressed method. block printing Reflect mood	warm colours cold colours Colour for purpose	Atmosphere Expressing feeling
The St John and St Francis Church School Child	Children will know the primary colour palette and be able to choose these colours. Children will use a variety of tools to mark make using paints, they will then be able to discuss what they have designed.	Children will start to use painting to develop and share their ideas, experiences and imagination. Children will start to experiment with texture using different tools. Children will start to mix colours to lighten or darken the paint for the specific effect that they need. Children will start to explore a range of artists and be able to identify them from each other.	Children will continue painting to develop and share their ideas, experiences and imagination. Children will continue to select, and become more confident in manipulating, the appropriate tools for their painting outcome. Children will begin to develop their observational skills.	Children will begin to refine their painting skills, to develop and share their ideas, experiences and imagination using a variety of different colours. Children will begin to identify the colour spectrum, looking at tint and shade. Children will be becoming confident in texture and effects.	Children will continue to refine their painting skills, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will begin to identify and mix their own colour tone and hues. Children will continue to draft and evaluate their own work, thinking about expressing their thoughts and feelings, including selecting the appropriate media and practising their skills.	Children will develop their artistic process within their sketchbook, honing their skills experimenting with the techniques that have been taught e.g texture, thickening or thinning paints, block marking etc. Children will explore their creativity and experimentation to develop their own style within their painting, using colour to mix shades, hues and tones. Children will learn to use the painting skills they have developed (water colour, pastel, acrylic, poster) to create artworks which are reflective of the learning objective (e.g to use a colour wash). Children will be able to evaluate their skills and give specific artist feedback to their peers.	

Sculpture	Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination.	Use equipment and media with confidence. Learn to secure work to continue at a later date.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.
	Impress and apply simple decoration.			Join two parts successfully. Construct a simple base for extending and modelling other shapes.	Make a slip to join to pieces of clay.		Model and develop work through a combination of pinch, slab, and coil.
	Cut shapes using scissors and other modelling tools.		Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.		Decorate, coil, and produce marquettes confidently when necessarily.	Develop understanding of different ways of finishing work: glaze, paint, polish	Work around armatures or over constructed foundations.
	Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	Demonstrate experience in surface patterns/ textures and use them when appropriate.	Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.	Model over an armature: newspaper frame for modroc.	Gain experience in modelling over an armature: newspaper frame for modroc.	Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
	Look and talk about what they have produced, describing simple techniques and media used.	Impress and apply simple decoration techniques: impressed, painted, applied.	Explore carving as a form of 3D art.	Produce more intricate surface patterns/ textures and use them when appropriate.	Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Demonstrate experience in relief and freestanding work using a range of media.
	Experiments to create different textures.	Use tools and equipment safely and in the correct way.	Explore 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.	Produce larger ware using pinch/ slab/ coil techniques.		Use sketchbooks Plan a sculpture through drawing and other preparatory work.	Recognise sculptural forms in the environment: Furniture, buildings.
	Understands that different media can be combined to create new effects.		Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.	Use language appropriate to skill and technique.	Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.	Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why.	Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture.
	Manipulates materials to achieve a planned effect.			Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work	Use language appropriate to skill and technique.		
	Explore what happens when they put different things together such as sand, paint and sawdust.				Demonstrate awareness in environmental sculpture and found object art.	Confidently carve a simple form. Use language appropriate to skill and technique.	Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur.
	Notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.			Discuss own and others work, expressing thoughts and feelings, and using knowledge and opinions.	Show awareness of the effect of time upon sculptures.		Use language appropriate to skill and technique. Discuss and review own

Key Vocabulary	Mould Feel roll	roll knead sculpt(ure) texture Construct Pinch Carve joins	join slip form Malleable/ridged Natural and Man-Made forms Expression Observation Decorative techniques Replicate pattern Sculptures	carving surface manipulate Model Construct	Plan and develop Analyse and interpret sculpture Observation and imagination Discuss and evaluate own and other sculptors		
The St John and St Francis Church School Child	Children will explore different media to create three-dimensional sculptures which demonstrate their ideas, imaginations or feelings.	Children will start to use sculpture to develop and share their ideas, experiences and imagination. Children will start to select the appropriate media for their sculptural, three-dimensional outcome.	Children will continue sculpting to develop and share their ideas, experiences and imagination. Children will continue to select, and become more confident in manipulating, the appropriate media for their sculptural outcome. Children will begin to develop their clay sculpting skills including manipulating clay.	Children will begin to refine their sculptural ideas, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will begin to draft and evaluate their own work, including beginning to select the appropriate media and practising their skills.	Children will continue to refine sculptural ideas, within a sketchbook, to develop and share their ideas, experiences and imagination. Children will continue to draft and evaluate their own work, including selecting the appropriate media and practising their skills.	Children will develop their artistic process within their sketchbook including rough sketching of shapes and forms, which then develop into the final piece, exploring creativity and experimentation to develop their own style within their sculpture work. Children will learn to use the sculpting skills they have developed (smoothing and joining clay, creating texture, glazing and finishing their sculpture) to create artworks which are reflective of the learning objective. Children will be able to evaluate their skills and give specific artist feedback to their peers.	
Printmaking	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture. Look and talk about what they have produced, describing simple techniques and media used.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books,	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing.	Print simple pictures using different printing techniques. To explore impress and relief printing Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Demonstrate experience in colour printing. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between	Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. Discuss and review own and others work,	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.

		posters pictures, fabrics. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used.	Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Experiment with overprinting motifs and colour. Explore 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. Discuss own work and others work, expressing thoughts and feelings.	different practices and disciplines, and making links to their own work. Demonstrate experience in combining prints taken from different objects to produce an end piece. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Key Vocabulary	Stamp Rub Print Stencils	Pattern Impressed images Relief printing	Print Forms	Relief and impress printing Recording Mono-printing Overlapping Repeated Template	Sketchbook recording Environmental patterns Manmade patterns Modify and adapt	Combining prints Design prints Connections Discuss and evaluate	Techniques Screen printing Explore
The St John and St Francis Church School Child	Children will create simple pictures by exploring with stamping, rubbing and printing and stencils.	Children will begin to create pictures using hard and soft objects and materials to print with. Children will start to look at and understand how others have created their prints. Children will start to create a clean print.	Children will continue to create pictures using hard and soft objects and materials to print with and record these in a sketchbook. Children will continue to look at and understand how artists and peers have created their prints. Children will experiment with overprinting motifs and colour, mono-printing.	Children will explore and discuss others' creations and techniques and make links to their own work. Children will continue to use new printing techniques including; 3 colour printing and relief printing. Children will begin to combine printing techniques. Children will begin to use a sketchbook to begin to explore, experiment, plan and collect materials.	Children will expand their experience in all the printing techniques learnt so far and develop fabric printing and using repeated patterns, including combining techniques. Children will continue to use a sketchbook to begin to explore, experiment, plan and collect materials. Children will begin to explore great artists and printmakers.	Children will develop their artistic process within their sketchbook including collecting source materials, planning, experimenting which then develop into the final piece, exploring creativity and experimentation to develop their own style within their printing work. Children will learn to use the tools and printing skills they have developed (mono printing, relief printing, 3 colour printing, overlay printing) to create artworks which are reflective of the learning objective. Children will refer to and develop knowledge of other artists and be able to evaluate their own skills and give specific artist feedback to their peers.	

Textiles	Enjoy playing with and using a variety of textiles and fabric.	Begin to identify different forms of textiles.	Begin to identify different forms of textiles.	Show awareness and name a range of different fabrics.	Plan a design in a sketchbook and execute it.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Experiment with a variety of techniques exploiting ideas from their sketchbook.
	Decorate a piece of fabric.	Have experience in colouring textiles: printing, fabric crayons.	Match and sort fabrics and threads for colour, texture, length, size and shape.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	Use a technique as a basis for stitch embroidery.		Use a number of different stitches creatively to produce different patterns and textures.
	Show experience in simple stitch work.		Gain confidence in stitching two pieces of fabric.	Apply decoration using beads, buttons, feathers etc.	Apply decoration using needle and thread: buttons, sequins.	Demonstrate experience in 3D weaving.	
	Show experience in simple weaving: paper, twigs.	Use more than one type of stitch. Explain how to thread a needle and have a go.	Explain how to thread a needle and have a go.		Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.	Produce two colour tie dye.	Work in 2D and 3D as required.
	Show experience in fabric collage: layering fabric.	Have some experience of weaving and understand the process and some techniques.	Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.	Continue to gain experience in applying colour with printing.	Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.	Continue to gain experience in batik- use more than one colour.	Design, plan and decorate a fabric piece.
	Use appropriate language to describe colours, media, equipment and textures.		Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.	Explore using resist paste and batik.	Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.	Plan a design in a sketchbook and execute it.	Recognise different forms of textiles and express opinions on them.
	Look and talk about what they have produced, describing simple techniques and media used.	Begin to identify different types and textures of fabric and materials for collage.	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Adapt work as and when necessary and explain why.	Use sketchbooks Plan a sculpture through drawing work. Use the sketch book to plan how to join parts of the sculpture.	Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
		Use appropriate language to describe colours, media, equipment and textures.	Gain experience in applying colour with printing, dipping, fabric crayons.	Use a sketchbook to plan, collect and develop ideas.	Change and modify threads and fabrics.	Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.	
		Look and talk about what they have produced, describing simple techniques and media used.	Create and use dyes i.e. onion skins, tea, coffee	To record textile explorations and experimentations as well as try out ideas.	Use language appropriate to skill and technique.	Show awareness of the skills involved in aspects such as knitting, lace making.	
			Discuss own work and others work, expressing thoughts and feelings.	Demonstrate experience in looking at fabrics from other countries.	Demonstrate experience in looking at fabrics from other countries.	Change and modify threads and fabrics, Use language appropriate to skill and technique.	Use language appropriate to skill and technique.
			Identify changes they might make or how their work could be developed further.	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
				Identify changes they might make or how their work could be developed further.		Identify artists who have worked in a similar way to their own work.	

Key Vocabulary	Fabric materials	Texture Construct Weaving Sensory Creation	join natural man-made form Recycled Overlapping Overlaying Needles Stitches applique	surface transparent Opaque Finer threads Weaving	embroider Tapestry Textural art Observation Mood, feeling, movement Compare fabrics	stimuli's Embellishing Fabric making textiles Different techniques Express feelings Work collaboratively Larger scale	
The St John and St Francis Church School Child	Children will be able to sort fabrics/materials into simple properties e.g shiny, hard, Children will use a variety of materials to begin weave, construct and layer.	Children will start to add colour to their textiles, using printing and fabric paint. Children will begin to use a weaving technique with an assortment of materials. Children should begin to thread a needle (with appropriate help) and complete a simple sewing technique.	Children will continue working with textiles looking at dyeing and applying colour to develop and share their ideas, experiences and imagination. Children will continue to select, and become more confident in weaving, now looking at 3D products as well as flat. Children will start to use a simple stitch to join two fabric pieces together. Children will begin to develop their observational skills.	Children will begin to refine their sewing skills, examples to be shown within a sketchbook, to develop and share their ideas, experiences and imagination. Children will begin to draft and evaluate their own work, including beginning to select the appropriate media and practising their skills.	Children will continue to refine their textile work, expanding to encompass stitch embroidery. Continue to evidence within a sketchbook, to develop and share their ideas, experiences and imagination. Children will continue to draft and evaluate their own work, including selecting the appropriate media and practising their skills.	Children will develop their textile process within their sketchbook including 2D and 3D models, a variety of stitches, batik colouring, which then develop into the final piece of designed fabric, exploring creativity and experimentation to develop their own style within their drawing. Children will learn to use the sewing skills they have developed (stitches, weaving, threads, embroidery) to create needle crafts which are reflective of the learning objective. Children will be able to evaluate their skills and give specific artist feedback to their peers.	
Work of artists	Kandinsky Giuseppe Arcimboldo Enfant Precoc Georgia O'Keefe	Paul Klee Anthony Gormley Henry Moore Barbara Hepworth Anish Kapoor Alexander Galder Dale Chihuly Kandinsky	Mark Rothko Abu Mwenye William Wyon Benedetto Pistrucci Henry Moore Mark Quinn	William Morris Rene Magritte Margaret Keane Picasso Frida Karlo	Robert Fuller Jeanie Baker	Andy Warhol, Lichenstein Paolozzi Corita	Banksy

		Mondrian					
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Impact of our Art and Design Curriculum

- Children will be able to express their feelings through their artwork.
- Develop an understanding of historical art and its impact on our lives today.
- Children will have an understanding of famous artists.
- Children will independently select mediums to create artworks.