



Curriculum Area Overview Art

Vision for Art

- We promote an awareness of, and ability to critically respond to, their visual and tactile environment, both natural and designed.
- Art and design are embedded throughout the curriculum and shine throughout Mowbray school. We encourage students to gain a broad understanding and experience of Art, providing opportunities to gain vocational insight and qualifications.
- Our wish is to empower students, to promote a sense of pride and love of creativity through celebrating success.
- We hope to inspire confidence and support students in taking creative risks with wellbeing at the heart of our curriculum.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.





| Skills, Knowledge and Understanding | Pupils' experiences and activities |
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| <ul style="list-style-type: none">➤ The intention of Mowbray school Art curriculum encourages students to develop confidence and competence with the formal elements of art; Line, Tone, Shape, Texture, Form, Pattern, Colour➤ Tasks/activities provide opportunities for observational studies including; photography, drawing and design➤ Students have access to a range of materials in which to explore and experiment both 2D and 3D➤ Projects embrace students' unique interests, likes and dislikes whilst capturing their creativity and imagination.➤ Critical analysis and evaluation of their own work, their peers, artists, designers and craftspeople from a wide variety of contemporary, historical and cultural contexts.➤ Designing skills through exploration and experimentation of processes and materials.➤ Safe practice when handling tools and materials.➤ A nurturing, safe environment where students can express themselves | <ul style="list-style-type: none">➤ Experiential learning is at the heart of the curriculum, allowing students opportunities to go on trips, attend workshops and collaborate with artists➤ All children are given the opportunity to experience Art and Design education providing access to the appropriate National Curriculum➤ Pupils are taught in ways appropriate to pathway➤ Students can respond to live briefs and are student lead where possible➤ Pupils keep a visual diary, progressing from scrapbook to sketchbook in order to record responses, gather resources and materials, explore and use media and review and modify their work.➤ Final pieces of artwork may be displayed around the school➤ Cross curricular activities and the promotion of literacy, mathematics and SMSC is included in all aspects of planning |





Curriculum Intent for Art

EYFS (minimal)

Our curriculum will:

- Support children in their preparation for adulthood through encouraging independence, developing fine motor skills, social skills and communication.
- Develop fine motor control and pencil grip

Imagination and Creativity

- Enable children to safely use and explore with a variety of materials, tools and techniques.
- Experiment with colour design, texture, form and function.

Self- Expression

- Share their creations, explaining the process they have used.
- Enable children to explore and play with a wide range of media and materials.
- Develop skills for self-expression through a range of techniques such as; mark making, collage, role play, clay, model making, dance and music.

Communicating through Arts

- Visual communication
- Develop speaking and listening skills
- Sing, collaborate and create

Our curriculum will be broadened by

Teaching Strategies and Interventions:

- Jabadao
- Attention Autism
- TACPAC
- Rainbow Trail





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| Enrichment: <ul style="list-style-type: none"> - School trips - Visitors in school - Culture Days - Whole School celebrations | | |
| Primary Semi-Formal | Primary Formal Pastoral | Primary Formal |
| Minimal/ Limited | Minimal/ Limited | Limited/ Some/Confident |
| <p>Our curriculum will:</p> <ul style="list-style-type: none"> - Support learners in their preparation for adulthood through encouraging independence, developing fine motor skills, social skills and communication. -Develop fine motor control and pencil grip <p>Imagination and Creativity</p> <ul style="list-style-type: none"> - Enable children to safely use and explore with a variety of materials, tools and techniques. - Experiment with colour design, texture, form and function. <p>Self- Expression</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. - Enable children to explore and play with a wide range of media and materials. - Develop skills for self-expression through a range of techniques such as; mark making, collage, role play, clay, model making, dance and music | <p>Our curriculum will:</p> <ul style="list-style-type: none"> - Support learners in their preparation for adulthood through encouraging independence, developing fine motor skills, social skills and communication. - Enable children to safely use and explore a range of materials creatively to design and make products. - Experiment with colour design, texture, form and function. - Develop skills for drawing, painting, sculpture and to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -Develop fine motor control and pencil grip | <p>Our curriculum will:</p> <ul style="list-style-type: none"> - Support learners in their preparation for adulthood through encouraging independence, developing fine motor skills, social skills and communication. - Enable children to use a range of materials creatively to design and make products. - Develop skills for drawing, painting, sculpture and to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -Develop fine motor control and pencil grip |





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| <p>Communicating through Arts</p> <ul style="list-style-type: none"> - Visual communication - -Develop speaking and listening skills - Sing, collaborate and create | <p>- Explore the work of a range of artists, craft makers and designers, beginning to describe the differences and similarities between different practices and making links to their own work.</p> | <p>- 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.</p> |
| <p>Curriculum Entitlement</p> | | |
| <p>Our curriculum will be broadened by:</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Jabadao - Attention Autism - TACPAC - Rainbow Trail <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors in school - Culture Days - Whole school celebrations | <p>Our curriculum will be broadened by</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Jabadao - Attention Autism - TACPAC - Rainbow Trail <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors in school - Culture Days - Whole school celebrations | <p>Our curriculum will be broadened by</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - TACPAC - Rainbow Trail <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors in school - Culture Days - Whole school celebrations |
| <p>Secondary Semi-Formal Minimal/ Limited</p> | <p>Secondary Formal Pastoral Limited/ Some/ Confident</p> | <p>Secondary Formal Some/Confident/ Competent/ Highly Developed</p> |
| <p>Our curriculum will:</p> <p>Support learners in their preparation for adulthood through encouraging independence, developing fine motor skills, social skills and communication.</p> <p>-Develop fine motor control and pencil grip</p> | <p>Our curriculum will:</p> <p>-Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>Our curriculum will:</p> <p>-Develop their creativity and ideas and increase proficiency in their execution.</p> <p>-Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> |





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| <p>Imagination and Creativity</p> <ul style="list-style-type: none"> - Enable children to safely use and explore with a variety of materials, tools and techniques. - Experiment with colour design, texture, form and function. <p>Self- Expression</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used. - Enable children to explore and play with a wide range of media and materials. - Develop skills for self-expression through a range of techniques such as; mark making, collage, clay, model making, dance and music <p>Communicating through Arts</p> <ul style="list-style-type: none"> - Visual communication - Develop speaking and listening skills - Sing, collaborate and create - Develop Preparation for Adulthood skills (PFA) | <ul style="list-style-type: none"> - Allow students to create sketch books for recording their observations and use them to review and revisit ideas -Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -Learn about great artists, architects and designers in history. -Develop Preparation for Adulthood skills (PFA) | <ul style="list-style-type: none"> -Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas -Use a range of techniques and media, including painting -Increase proficiency in the handling of different materials -Analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of their work -Learn the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Develop Preparation for Adulthood skills (PFA) |
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Curriculum Entitlement

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| <p>Our curriculum will be broadened by</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Attention Autism - TACPAC - Thrive <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors in school - Culture Days - Whole School celebrations | <p>Our curriculum will be broadened by</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Thrive - Sensory learning - 1:1 support - Templates - Carbon paper - Communicate and print resources <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips | <p>Our curriculum will be broadened by</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Thrive - Sensory learning - 1:1 support - Templates - Carbon paper - Communicate and print resources <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors in school |
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| | <ul style="list-style-type: none"> - Visitors in school - Culture Days - Whole School celebrations | <ul style="list-style-type: none"> - Culture Days - Whole School celebrations |
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| ART Curriculum Map for Primary Pathways | | | | | | |
|--|---|----------|---|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1- Theme overview and key content | <p><i>"All About Me"</i></p> <p>KS1 - Colours LKS2 - Bodies UKS2 – Local Art</p> | | | <p><i>"The Natural World"</i></p> <p>KS1- Marvellous minibeasts LKS2 - Insects UKS2 – Wildlife and Nature</p> | <p><i>"Off on a Journey"</i></p> <p>KS1 - Fabricate LKS2 - Seasons UKS2 – The Seaside</p> | |
| Year 2- - Theme overview and key content | <p><i>"Great Britain"</i></p> <p>KS1 – Exploring Colours LKS2 – British Art UKS2 – British Art</p> | | <p><i>"Back in Time"</i></p> <p>KS1 - Miro LKS2 – European Art UKS2 – Plants and Flowers</p> | | | <p><i>"Let's go Travelling"</i></p> <p>KS1 – Nature Creations LKS2 – Fruit and Vegetables UKS2 – South American Art</p> |





ART Curriculum Map for Secondary Formal Pastoral and Formal

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 (Year 7)- Theme overview and key content |  <p>The Formal Elements Materials: Pen, Pencils, poster paints, watercolour, oil pastel, coloured pencil, A3 paper Formal Elements- Line, Shape, Tone , Value, Colour</p> <p>Baseline assessment</p> | |  <p>Sweet Treats Theme: Food/ A piece of cake- Wayne Theibeud/ 2D/ 3D shape/ Sweets Materials- Oil Pastels, black paper Formal elements- Shape, colour Artist Study- Wayne Theibeud</p> | |  <p>Cultural art Theme: China, Chinese calligraphy and lanterns Materials: Formal Elements:</p> | |
| Year 2- (Year 8)- Theme overview and key content | | | | | | |





Animals

Theme: Animals- Cats and dogs, animal conservation

Materials: Paper (textures/patterns/colours, paint, oil pastels)

Formal elements: Texture, colour, shape, Form

Skills: Drawing, colour blending, Composition, harmonious colours Collage

Artist: Dean Russo- American

Final piece: Animal collage face



Minibeasts

Theme: Mini beasts- Bumble Bees, Beetles and butterflies

Materials: Pencil, Pen, Wood shapes hexagon, bubble wrap, acrylic paint, paint brushes (thick and thin)

Formal elements: Tone, shape, texture, form

Skills: Drawing, proportion, scale, shading, cross hatching,

Final piece: Wooden Bee collaborative installation



Art and words

Theme: 3D Sculptures

Focus: Design, colour, and create a 3D letter or shape sculpture using a cereal box

Materials: Paper, pencil, colouring pencils, cereal box, masking tape

Formal Element: Texture, colour theory, line, pattern, shape, form

Skills: Making a net, paper mâché, Scale, acrylic painting

Final piece: 3D letter sculpture

Year 3- (Year 9)
Theme overview
and key content



Landscapes





Theme: Identity
-Portrait

Materials: Mirror, Ipad, Apron, Black and white acrylic paint, brushes



Theme: Still Life
-Composition

Materials: Variety of objects, pencil ruler, paper

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| EYFS | |
| Step 4 | Incidentally discover mark-making: for example, notice that trailing a finger through spilt juice creates marks and patterns. |
| Step 5 | I am starting to make marks intentionally. |
| Step 6 | I can hold a pen or crayon using my whole hand (palmar) grasp and scribble with different strokes. I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste, or paint. I am beginning to understand the cause and effect of my actions when mark making. |





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| Step 7 | <p>I can scribble spontaneously and make strokes and dots on paper, enjoying the sensory feeling of making marks.</p> <p>I can explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression: for example, exploring paint using fingers as well as brushes and other tools.</p> <p>I notice and show an interest in the transformative effect of their action on materials and resources.</p> |
| Step 8 | <p>I can make connections between my movements and the marks they make when using crayons and chinks: draws vertical lines; produces circular scribble; produces side-to-side and to-and-from scribble.</p> <p>I can experiment with blocks, colours and marks.</p> <p>I discover colour and how colours can be changed by chance.</p> |
| Step 9 | |
| Step 10 | <p>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>I can begin to name familiar colours.</p> <p>I show I have favourite materials, lights, music, and aromas.</p> |
| Step 11 | <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details, such as eyes, nose, and mouth.</p> <p>I can experiment with ways to enclose a space, create shapes, and represent actions, sounds, and objects.</p> <p>I can use 3D and 2D structures to explore materials and/or to express ideas.</p> <p>I can use construction materials to an end: for example, making a road or house to be used as part of a game rather than as something simply to be explored.</p> <p>I can use everyday materials to explore, understand, and represent their world: their ideas, interests, and fascinations.</p> <p>I can make simple models which express their ideas.</p> |
| Step 12 | <p>I can explore colour and colour mixing.</p> |





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| | <p>I can create closed shapes with continuous lines and begins to use these shapes to represent objects.</p> <p>I can join a variety of construction materials in both horizontal and vertical directions.</p> <p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>I show I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can show I am interested in and can describe the texture of things: for example, 'rough', 'smooth', etc.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can respond imaginatively to art works and objects: for example, 'this music sounds likes dinosaurs'; 'that sculpture is squishy like this [child physically demonstrates]'; 'that peg looks like a mouth'.</p> |
| Step 13 | <p>I can choose a colour for a purpose.</p> <p>I am developing preferences for forms of expression.</p> <p>I can use various construction materials: for example, joining pieces, stacking vertically and horizontally, balancing, making enclosures, and creating spaces.</p> <p>I can use tools for a purpose.</p> <p>I can create sounds, movements, or drawings to accompany stories and ideas.</p> <p>I can show different emotions in their drawings and paintings, such as happiness, sadness, fear, etc.</p> <p>I can use available resources to create props or creates imaginary ones to support play.</p> |
| Step 14 | <p>I understand that different media can be combined to create new effects.</p> <p>I can experiment to create different textures.</p> <p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can use combinations of art forms: for example, moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> |





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| <p>By end of Key Stage 1 NC Art – Pupils should be taught to:</p> | <p>To use a range of materials creatively to design and make products</p> | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | <p>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.</p> |
| <p>Step 15 (6 Years)</p> | <p>I can Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.</p> <p>Explore a range of mediums and discover their range of effects when designing and making a product.</p> | <p>I can Share ideas about what art is and where it can be found.</p> <p>Work as part of a group to create a piece of work and create artwork independently.</p> <p>Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others</p> | <p>I can Collage: Find out how to make collage pictures for purposes by cutting, tearing and sticking varied papers and objects to a background.</p> <p>Drawing 2D: Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones.</p> <p>Paint 2D: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effect of adding other materials to paint</p> | <p>I can Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT, etc.</p> <p>Create a piece of art in the style of an artist.</p> <p>Have opportunities to meet and work with professional artists.</p> |





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| | | | <p>such as sand, glitter and PVA glue.</p> <p>Textiles: Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dip-dye.</p> <p>3D: Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object.</p> | |
| <p>Step 16 (7 Years)</p> | <p>I can Investigate different methods of designing; including drawing and use of ICT.</p> <p>Decide on methods, materials and processes. Use a range of mediums to design</p> | <p>I can Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.</p> <p>_Discover together how to use drawing as a precursor for other art</p> | <p>I can Collage: Experiment with a range of materials and methods to create a variety Identify how to cut shapes accurately from paper and thin card and cut different kinds of line.</p> <p>Printing: Understand that the purpose of printmaking is to create multiple images and</p> | <p>I can Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.</p> <p>Have opportunities to meet and work with professional artists.</p> |





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| | <p>products and decide on a preference.</p> <p>Experiment with different types of materials to design and make products.</p> | <p>word, including for example in a class sketch book.</p> <p>Make art individually and collaboratively, sharing ideas for design, technique and use of materials.</p> | <p>patterns. Mimic print from the environment (e.g. wallpapers).. Make mono prints by spreading paint Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints.</p> <p>ICT: Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes.</p> <p>3D Clay: Make models in clay or other malleable materials for purposes. Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush. Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons</p> | |
| <p>By end of Key Stage 2 NC Art</p> | <p>Create sketch books to record their observations and use them to review and revisit ideas</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture</p> | <p>About great artists, architects and designers in history.</p> | |





| – Pupils should be taught to: | | with a range of materials [for example, pencil, charcoal, paint, clay] | |
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| <p>Step 17 (8 Years)</p> | <p>Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational drawings and ideas using line, tone, texture, and shading.</p> <p>Draw accurately from observation</p> <p>Draw from imagination and memory.</p> <p>Draw lines of different sizes and thicknesses.</p> <p>Colour neatly following the lines.</p> <p>Experiment with grip to assist drawing styles.</p> | <p>Printing: Mastered printing techniques of using layers of colour and repeating patterns. Learn how to use polystyrene</p> <p>2D Painting: Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively.</p> <p>Collage and sculpture: Select and arrange materials and for a striking effect when creating collage and sculpture.</p> | <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists.</p> |
| <p>Step 18 (9 Years)</p> | <p>Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.</p> | <p>3D: Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture.</p> <p>ICT: Use ICT art software to make art works by cropping, cutting</p> | <p>Create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p> |





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| | <p>Work with a range of different materials for drawing including pen and ink.</p> <p>Use a view finder to select an area of a subject for drawing.</p> | <p>and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from internet to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created.</p> <p>Textiles: Shape and stitch materials Use basic cross stitch and back stitch. Colour fabric Create weaving Quilt, pad and gather fabric.</p> | |
| Step 19 10 | <p>Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch a collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.</p> <p>Use drawing confidently in a variety of styles as appropriate to task.</p> | <p>2D: Create painting using a colour palette and combine colours to create colours, tones and tints to enhance mood. Create paintings by combining colours, tones and tints to enhance the mood of a piece.</p> <p>3D: Create textures to combine visual and tactile qualities and create real-life or abstract</p> | <p>Show and explain the influence of notable artists, artisans and designers within their work.</p> <p>_Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</p> |





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| | <p>Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>Draw from imagination and memory to design and illustrate. Developing accuracy and expression in their drawings including the human figure.</p> | <p>proportions when creating collage and sculpture.</p> <p>Textiles: Silk painting: - Mastered techniques of building up layers of colours and shape. Use fabric printing techniques and explore using dyes</p> <p>Printing: Mastered printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work.</p> | |
| Step 20 11 | <p>Create a sketch collection in books/folders to record my observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, direction of sunlight, movement and perspective.</p> <p>Show confidence in using a variety of drawing mediums including ink and pen.</p> | <p>ICT: Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at and talk about artists using digital media.</p> <p>2D: Create paintings by choose and combine colours, tones and tints to enhance the mood of a piece.</p> | <p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> |





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| | <p>Choose and combine different drawing materials as appropriate to task and purpose.</p> <p>Accurately able to express ideas in drawings.</p> <p>Able to talk about my own style of preferred style of drawing and make comparisons with that of other learners</p> | <p>3D: Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p> <p>Textiles: explore specialised techniques such as batik and felt making. Combine previously learned techniques to create pieces</p> | | |
| By end of Key Stage 3 NC Art – Pupils should be taught to: | to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas | to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials | to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work | about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. |
| Step 21 12 Y7 | SKILLS | | KNOWLEDGE | |
| Emerging | <ul style="list-style-type: none"> ★ I can copy different types of line ★ I can copy different types of mark making ★ I can create a line drawing and patterns with help | | <ul style="list-style-type: none"> ★ I can name some of the formal elements ★ I understand what a continuous line is ★ I understand what a zentangle is ★ I understand what tone is ★ I understand what Primary and Secondary colours are | |





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| | <ul style="list-style-type: none"> ★ I can use water colours and other materials but need help to stay in the lines ★ I attempted to apply different mark making techniques to an outline ★ I can press hard and light with whatever material I am using ★ I may use carbon paper or a template ★ I can copy different textures using different materials ★ Satisfactory presentation when supported | <ul style="list-style-type: none"> ★ I can reflect on my work and say or write a sentence about what's working well and improvements ★ I use sentence starters and key vocabulary bank to help me ★ I have an awareness of harmonious and complimentary colours |
| Developing | <ul style="list-style-type: none"> ★ I can copy a range of different lines ★ I can copy a range of different mark making techniques ★ I can use water colours and other materials and can sometimes stay in the lines ★ I can apply mark making techniques to an outline with some accuracy ★ I can draw different shapes ★ I can apply some tone showing where the light is coming from ★ I can create textures using different materials ★ Satisfactory presentation | <ul style="list-style-type: none"> ★ I can name most of the formal elements ★ I understand what a continuous line is and can identify it in an image ★ I can describe what a zentangle is ★ I can recognise images that demonstrate tone ★ I understand what primary and secondary colours are and recognise them in images ★ I can discuss the techniques an artist has used ★ I can reflect on my own work and write a sentence about what's working well and improvements ★ I can tell someone what a harmonious and complimentary colour is |





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| <p>Secure</p> | <ul style="list-style-type: none"> ★ I can create different types of line from my imagination ★ I can independently draw continuous outlines ★ I can neatly paint and mix primary and secondary colours ★ I can attempt at mixing tertiary colours ★ I can apply a range of different mark making techniques to an outline ★ I can draw shapes and independently to transform and 2D shape into 3D ★ I can show where the light is coming from when applying tone ★ Good Presentation | <ul style="list-style-type: none"> ★ I can name all of the formal elements and some of their purposes ★ I understand what a continuous line is and can discuss the effect it has n an image ★ I can describe what a zentangle is and describe its impact ★ I can recognise tone and explain what it is ★ I understand what primary, secondary and tertiary colours are and recognise them in images ★ I can discuss the techniques an artist has used and the impact on the piece ★ I can reflect on my own work and discuss/write about what techniques I have used successfully and how to further my work ★ I clearly demonstrate harmonious and complimentary colour is |
| <p>Greater Depth</p> | <ul style="list-style-type: none"> ★ I can create different types of line from my imagination showing expression and emotion ★ I can independently draw continuous outlines with detail ★ I can neatly paint and mix primary and secondary colours with confidence ★ I can apply a range of different mark making techniques with confidence to an outline ★ I can draw numerous shapes and independently a range of tone to transforms 2D shape into 3D | <ul style="list-style-type: none"> ★ I can name all of the formal elements and all of their purposes ★ I understand what a continuous line is and can anylse how it can be used to express ★ I can describe what a zentangle is and describe its impact ★ I can recognise tone and explain what it is ★ I understand a range of different types of colours and the impact of using each group of colour ★ I can discuss what techniques an artist has used and how the viewer may respond to the piece ★ I can reflect on my own work and discuss/write about what techniques I have used successfully and is confident on how to further my work ★ I clearly demonstrate harmonious and complimentary colour is |





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| | <ul style="list-style-type: none"> ★ I can confidently show where the light is coming from when applying a range of tone ★ I can create different textures independently using different materials ★ My work is neatly presented | |
| Step 22 13 Y8 | | |
| Emerging | <ul style="list-style-type: none"> ★ I can create a collage using different materials ★ I can copy an idea with instructions and help ★ I can ★ I can add features to my work that are provided ★ I can add one colour ★ I add black and white areas with minimal control ★ I can apply some mark making ★ I can draw a shape that roughly looks like it is supposed to, lines are hairy and there are gaps ★ I can copy/print or trace an image with minimal accuracy ★ I can roughly cut out with lots of help | <ul style="list-style-type: none"> ★ I can name some of the formal elements ★ I understand what a collage is ★ I can identify/ point to different materials ★ I can name different shapes I can see ★ I can identify Primary and Secondary colours ★ I can reflect on my work and say or write a sentence about what's working well and improvements ★ I use sentence starters and key vocabulary bank to help me ★ I have an awareness of harmonious and complementary colours ★ I can say or point at something I like or about an artist's work ★ I can identify mark making in my own/others work e.g. wiggly line |





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| <p>Developing</p> | <ul style="list-style-type: none"> ★ I can create a collage with some materials that I like the colour and texture of ★ I can use one idea a teacher has given me ★ I can add features to my work using a template ★ I can add two colours that are harmonious ★ I can apply highlights and shadows directed by a teacher ★ I can apply mark making ★ I can draw something that looks like it is supposed to, lines are hairy and there are some gaps ★ I use the grid technique to consider the shape and size of my drawing ★ I can cut out a shape with some accuracy | <ul style="list-style-type: none"> ★ I can name most of the formal elements ★ I can describe what a collage is ★ I can describe how different colours and textures are positioned ★ I can identify what materials I have used ★ I can recognise images that demonstrate shape and form ★ I understand what harmonious and complementary colours are and recognise them in images ★ I can discuss the techniques an artist has used ★ I can reflect on my own work and write a sentence about what's working well and improvements ★ I can explain the effect of mark making |
| <p>Secure</p> | <ul style="list-style-type: none"> ★ I can create a collage with a range of materials using colours and textures that complement each other ★ I can choose from a range ideas given to me ★ I can create features for my work ★ I can blend more two or more colours ★ I can apply highlights and shadows where appropriate ★ I can apply mark making strategically | <ul style="list-style-type: none"> ★ I can name all of the formal elements ★ I can identify key formal elements in my own or others work ★ I can explain what a collage is ★ I can discuss how different colours and textures are positioned ★ I can identify what materials I have used and explain why ★ I can recognise images that demonstrate shape and form and explain the effect ★ I can explain how harmonious and complementary colours are used and the effect ★ I can discuss and explain the techniques an artist has used and why ★ I can reflect on my own work and write a sentence about what's working well and improvements with reasons why ★ I can explain the effect of mark making and the effect |





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| | <ul style="list-style-type: none"> ★ I can draw something that looks like it is supposed to, lines are neat and there are no gaps ★ My drawing shows accurate shape and size (not too small or too big) ★ I can cut out a shape with accuracy | | | |
| Greater Depth | <ul style="list-style-type: none"> ★ I can create a collage with a range of materials that complement each other and consider the overall effect and placement ★ I can create my own imaginative idea ★ I can add features to make my work look realistic ★ I can blend colours seamlessly making my work look realistic ★ I can apply highlights and shadows where necessary to give my work character and make it look realistic ★ I can apply mark making strategically, neatly and effectively ★ I can draw something that looks realistic, lines are accurate ★ My drawing shows accurate shape and size fit for purpose ★ I can cut out intricate details | <ul style="list-style-type: none"> ★ I can name all of the formal elements and explain how they have used in my own/others work ★ I can explain how materials have been positioned in order to achieve a specific effect ★ I can evaluate how different colours and textures are positioned and the desired effect ★ I can identify what materials I have used and explain why ★ I can recognise images that demonstrate shape and form and explain the effect ★ I can explain how a range of colour combinations are used and the effect ★ I can discuss and explain the techniques an artist has used and why ★ I can reflect on my own work and write a sentence about what's working well and improvements with reasons why ★ I can explain the effect of mark making and the difference between visual and actual texture | | |
| Step 23 14 Y9 | | | | |





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| Emerging | | | | |
| Developing | | | | |
| Secure | | | | |
| Greater Depth | | | | |
| Step 24 15 BTEC Level 1/ Level 2 Step 25 16 | | | | |

