Art and Design Intent at Barnby Road

At Barnby Road our mission is to give children the opportunity to achieve their full creative potential by continually building on past skills in order to further develop their independence and original thinking. The introduction of portfolio sketchbooks from reception will help to demonstrate the skills and techniques they acquire throughout their time in the school.

Our art content throughout the school is closely linked to other curricular areas via our termly topic themes as well as introducing children to a range of different artists and artistic styles. Within school we promote art as an ongoing process that can continually be changed and built upon, encouraging children to experiment with their own ideas and develop their artistic knowledge through trial and error. Children's mental health and well-being is also at the forefront of our school ethos and by offering our children a broad range of enriching activities which allows them the time and the opportunity to express themselves creatively.

Art and Design at Barnby Road will ensure that pupils make progress through each year group, acquiring and applying key knowledge, so that they at least meet the agreed age expectations in a subject and develop a lifelong passion about the importance of creativity and diversity.

Art Curriculum Progression

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Develop a tripod pencil grip to use paintbrushes and pencils. Use writing implements with sufficient pressure.	Know how to draw lines of different shapes and thickness, using 2 different grades of pencil. Communicate something about themselves in their drawing. Know how to create moods in their drawings. Draw using pencil and crayons.	Know how to create different tones using light and dark. Know how to use three different grades of pencil in their drawing (4B, 8B, HB). Use charcoal, pencil and pastels. Know how to show patterns and texture in their drawings. Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.	Know how to use different grades of pencil shade, to show different tones and texture. Know how to show facial expressions in their drawings. Know how to use their sketches to produce a final piece of work. Write an explanation of their sketch in notes.	Know how to draw simple objects, and use marks and lines to produce texture. Begin to know how to show facial expressions and body language in their sketches. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Explain why they have chosen specific materials to draw with.	Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to draw simple objects, and use marks and lines to produce texture. Know how to use shading to create mood and feeling. Know how to show reflections. Explain why they have chosen specific materials to draw with.	Know how to draw sketches that communicate emotions and a sense of self with accuracy and imagination. Explain why they have combined different mediums to create their drawings. Explain why they have chosen specific drawing techniques.
Painting	Know and talk about the changes and effects that occur when exploring colour mixing. Know and understand the process of how to	Name the primary and secondary colours. Communicate something about themselves in their painting.	Know how to mix paint to create all the secondary colours. Know how to mix and match colours, predicting outcomes.	Know where each of the primary and secondary colours sits on the colour wheel. Predict with accuracy the colours that they mix.	Know how to create all the colours they need. Know how to create mood in their paintings. Know how to use	Know how to create mood in their paintings. Know how to create all the colours they need. Know how to	Know how to use a wide range of techniques in their work. Explain what their own style is. Explain why they

	use a paintbrush and mix paints.	Know how to create moods in their paintings. Know how to choose to use thick and thin brushes as appropriate. Know how to paint a picture of something they can see.	Know how to mix their own brown. Know how to make tints by adding white. Know how to make tones by adding black.	Know how to create a background using a wash. Know how to use a range of brushes to create different effects.	shading to create mood and feeling.	express their emotions accurately through their painting and sketches.	have chosen specific painting techniques.
Printing	Explore, use and refine a variety of artistic effects (cotton buds, sponge, corks, brushes, rollers, adding texture etc.) to express their ideas and feelings.	Know how to print onto paper and textile. Know how to print with sponges, vegetables, fruit, leaves and flowers. Know how to design their own printing block. Know how to create a repeating pattern.	Know how to create a print using pressing, rolling, rubbing and stamping. Know how to create a print like a designer.	Know how to make a 2-colour print. Know how to make a printing block.	Know how to print using at least four colours. Know how to create an accurate print design. Know how to print onto different materials.	Know how to create an accurate print design that meets a given criteria. Know how to print using a number of colours. Know how to print onto different materials.	Know how to overprint using different colours.
Textiles and 3D		Know how to weave with fabric and thread. Know how to sort threads and fabrics. Know how to group fabrics and threads by colour and texture.	Know how to join fabric using glue. Know how to add line and shape to their work.	Know how to join fabric together to form a cushion. Know how to add onto their work to create texture and shape. Know how to work with life size materials.	Know how to experiment with and combine materials and processes to design and make 3D form.	Know how to use textile and sewing skills as part of a project, e.g. Christmas Card using cross stitch. Know how to experiment with and combine materials and processes to design	Know how to include both visual and tactile elements in their work. Know how to create models on a range of scales. Know how to create work which is open to interpretation by

		Know how to add texture by using tools. Know how to make different kinds of shapes. Know how to cut, roll and coil materials such as clay, dough or plasticine.	Know how to make a clay pot. Know how to join two finger pots together.	Know how to create pop-ups. Know how to add texture to a piece of work.	Begin to know how to sculpt clay and other mouldable materials.	and make 3D form. Know how to sculpt clay and other mouldable materials.	the audience.
Collage		Know how to cut and tear paper and card for their collages. Know how to gather and sort the materials they will need.	Know how to use different kinds of materials on their collage and explain why they have chosen them. Know how to create individual and group collages. Know how to use repeated patterns in their collage?	Know how to cut very accurately. Know how to overlap materials. Know how to experiment using different colours. Know how to use ceramic mosaic to produce a piece of art. Know how to use montage.	Know how to combine visual and tactile qualities.	Know how to use ceramic mosaic to produce a piece of art. Know how to combine visual and tactile qualities.	Know how to combine pattern, tone and shape. Know how to justify the materials they have chosen.
Use of IT		Know how to use tools like fill and brushes in a painting package. Know how to use a simple painting program to create a picture.	Know how to use simple IT mark-making tools, e.g. brush and pen tools. Know how to create a picture independently. Know how to edit	Know how to use the internet to research an artists or style of art. Use the printed images they take digitally and combine them with other media to	Know how to create a piece of art work which includes the integration of digital images they have taken. Know how to present a collection of their work on a	Know how to scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. Know how to create a piece of art work	Know how to use software packages to create pieces of digital art. Know how to create a piece of art which can be used as part of a wider presentation.

		Know how to go back and change their picture.	their own work. Know how to take different photographs of themselves displaying different moods. Know how to change their photographic images on a computer.	produce art work. Know how to use IT programs to create a piece of work that includes their own work and that of others (using web).	slide show. Know how to combine graphics and text based on their research.	which includes the integration of digital images they have taken. Know how to combine graphics and text based on their research. Know how to create digital images with animation, video and sound to communicate their ideas.	
Knowledge	Begin to explore artists and talk about their ideas and feelings relating to a particular piece of art. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Describe what they can see and like in the work of another artist. Know how to ask sensible questions about a piece of art.	Know how other artists have used colour, pattern and shape. Know how to link colours to natural and man-made objects. Know how to create a piece of work in response to another artist's work.	Know how to compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to know how to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.	Know how to describe art from other periods of history. Experiment with different styles which artists have used.	Know about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information. Experiment with different styles that artists have used.	Know what their work is influenced by. Know how to make a record about the styles and qualities in their work.

Sketch Books			Know how to demonstrate their ideas through photographs and in their sketch books. Know how to set out their ideas, using 'annotation' in their sketch books. Know how to keep notes in their sketch books as to how they have changed their work.	Know how to suggest improvements to their work by keeping notes in their sketch books. Know how to use their sketch books to express feelings about a subject and to describe likes and dislikes. Know how to make notes in their sketch books about techniques used by artists.	Know how to use their sketch books to adapt and improve their original ideas. Know how to use their sketch books to express their feelings about various subjects and outline likes and dislikes. Know how to produce a montage all about themselves. Know how to Keep notes about the purpose of their work in their sketch books?	Know how to use their sketch books to compare and discuss ideas with others. Know how to keep notes in their sketch books as to how they might develop their work further.	Know how to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. Know that sketch books contain detailed notes and quotes explaining about items. Know how to compare their methods to those of others and keep notes in their sketch books.