



Holt Primary - Curriculum Review

Threads of Key Learning: Art and Design

Thread	EYFS	KS1	LKS2	UKS2
Generating ideas	<ul style="list-style-type: none"> work responding to colours, shapes, materials etc. create simple representations of people and other things portraits 	<ul style="list-style-type: none"> recognise that their ideas can be expressed in art Using a sketchbook-portraits and landscapes experiment freely with different materials <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i> Christmas Crafts, Andy Goldsworthy try out different activities and make sensible choices about what to do next Andy Goldsworthy, Barbara Hepworth use drawing to record ideas and experiences throughout 	<ul style="list-style-type: none"> gather and collect information, images and resources related to their ideas, incl cameras Picasso/Famous artist use a sketchbook for different purposes, including recording observations, planning their ideas, experimenting and improving Picasso/Famous Artist select and use relevant resources and images to develop their ideas. Picasso/Famous artist use sketchbooks to improve understanding, inform and plan their ideas. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i> Picasso/Famous artist 	<ul style="list-style-type: none"> research and explore their own ideas Vikings/Living Things confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Vikings/Living Things independently develop a range of ideas which show curiosity, imagination and originality Vikings/Living Things systematically investigate, research and test ideas and plans using sketchbooks and

		<ul style="list-style-type: none"> ● collect ideas in a sketchbook self portraits, landscapes 		<p>other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i> Electricity</p>
Making	<ul style="list-style-type: none"> ● enjoy the act of making and creating ● maintain some concentration and control when experimenting with tools and materials 	<ul style="list-style-type: none"> ● try out a range of materials and processes (collage, drawing, painting, pottery, textiles etc) and recognise that they have different qualities Andy Goldsworthy, Barbara Hepworth, Christmas crafts ● explore simple pattern tartan, mexican tile ● use primary and secondary colours ● mix colours Great fire of London ● some control when drawing and painting Mexican tile, Aboriginal art, Plants and flowers ● choose to use particular techniques for a particular effect Aboriginal art ● develop, practise and improve control over 	<ul style="list-style-type: none"> ● select, and use appropriately, a variety of materials and techniques in order to create their own work Picasso/Famous artist ● Use ICT to edit and produce work (cameras, paint) Living things ● use digital photography Living things ● Mix and use tertiary colours Living things ● Create texture adding dots and lines Animals incl.humans ● Make different tones using black and white Animals incl.humans ● Use pencils of different grades Animals incl.humans ● show tone and texture using hatching and cross hatching Animals incl.humans ● show shadow or reflection by shading Electricity and Light 	<ul style="list-style-type: none"> ● confidently investigate new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> Electricity ● use their acquired skills to produce work which reflects their ideas Vikings/Living Things ● use drawings to show movement Animals incl. humans ● combine colours, tints, tones and shades Mountains/North America/Rivers ● show feeling and emotion in their work Animals incl.humans ● independently refine their skills in order

		<p>the range of materials they use. <i>(for instance they improve upon a piece of work)</i> Plants and Flowers</p> <ul style="list-style-type: none"> ● investigate pattern and shape in the environment Andy Goldsworthy ● use pens, pencils, pastel and charcoal Plants and flowers ● mix secondary colours ● use simple shading - concept of lighter and darker. Great fire of London 	<ul style="list-style-type: none"> ● Indicate movement using lines Animals incl. humans ● investigate different materials and processes systematically Picasso/Famous artist ● apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i> Picasso/Famous artist 	<p>to improve their use of materials and techniques Living things</p> <ul style="list-style-type: none"> ● independently select and effectively use relevant processes in order to create successful and finished work (choose processes carefully, use different methods and techniques, materials and processes to combine and organise line, shape, form and space, apply colour, tone, texture and pattern) Living things ● Begin to use perspective Light ● Use limited colours to produce a chosen effect Mountains/N America/Rivers
Evaluating	<ul style="list-style-type: none"> ● describe key features of their own and others' work 	<ul style="list-style-type: none"> ● Show interest in and describe what they think about the work of others Andy Goldsworthy, Barbara Hepworth ● express their opinions about pieces of art and give some reasons <i>(for instance, be</i> 	<ul style="list-style-type: none"> ● take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ul style="list-style-type: none"> ● regularly analyse and reflect on their progress taking account of what they hoped to achieve Vikings/Living Things ● evaluate their own and professionals' work, taking account

		<p><i>able to say “I do/don’t like that because...”</i>)</p> <p>Landscapes/ artist studies</p>	<p>Picasso/Famous artist</p> <ul style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve <p>Picasso/famous artist</p>	<p>of the starting points, intentions and context behind the work</p> <p>Vikings/Living Things</p>
<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> know that art is made by artists to be enjoyed explain what they are doing 	<ul style="list-style-type: none"> recognise and describe some features of different kinds of art, craft and design Artist studies, Mexican and Aboriginal art know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they have used. Artist studies, Mexican and Aboriginal art, Great Fire of London Know that different forms of art have been made by artists, crafts makers and designers, from all cultures and times. 	<ul style="list-style-type: none"> find out about and describe the work of some artists Picasso, Romans/Ancient Egypt, craftspeople Spain and designers describe some of the key ideas, techniques and working practices of a variety of artists Picasso, crafts makers Romans/Ancient Egypt, architects Spain and designers that they have studied including other times and cultures, experiment with styles. can explain how to use some of the tools and techniques they have chosen to work with Picasso/Famous Artist Can name and talk about, and be able to demonstrate, how tools they have chosen to 	<ul style="list-style-type: none"> research and discuss the ideas and approaches of a various artists, N America craftspeople, Vikings Designers Y5/6 Rivers and architects Ancient Greece, comparing them with others, considering their culture and purposes describe the processes they are using and how they hope to achieve high quality outcomes Vikings/Living Things describe, interpret and explain the work, ideas and working practices of some significant artists, Y5 North America,

		<ul style="list-style-type: none"> able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>) Aboriginal art, Mexican tiles, Tartan 	<p>work with, should be used effectively and with safety Picasso/Famous Artist</p>	<p>craftspeople, designers Y5/6 Rivers and architects Ancient Greece taking account of the influence of the different historical, cultural and social contexts in which they worked. Vikings/Living Things</p> <ul style="list-style-type: none"> Use some technical vocabulary and techniques, explaining the qualities of different materials and processes. Vikings/Living Things
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