St. John's CE (Aided) Primary School
Art and Design Whole School Overview / Essential Opportunities

Aims / Essential Characteristics

To ensure all pupils:

- Have the ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,
- Can convey insights and accentuate their individuality.
- Have the ability to communicate fluently in visual and tactile form.
- Have the ability to draw confidently and adventurously from observation, memory and imagination.
- Have the ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or
- digital media.
- Develop an impressive knowledge and understanding of other artists, craftmakers and designers.
- Have the ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Gain independence, initiative and originality which they can use to develop their creativity.
- Have the ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- Have the ability to reflect on, analyse and critically evaluate their own work and that of others.
- Develop a passion for and a commitment to the subject.

Key Stage 1	Key Stage 2
• Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers.	• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop ideas		• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• *Respond to ideas and starting points.* • *Explore ideas and collect visual information.* • *Explore different methods and materials as ideas develop.*	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• *Develop ideas from starting points throughout the curriculum.* • *Collect information, sketches and resources.* • *Adapt and refine ideas as they progress.* • *Explore ideas in a variety of ways.* • *Comment on artworks using visual language.*	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.	• *Develop and imaginatively extend ideas from starting points throughout the curriculum.* • *Collect information, sketches and resources and present ideas imaginatively in a sketch book.* • *Use the qualities of materials to enhance ideas.* • *Spot the potential in unexpected results as work progresses.* • *Comment on artworks with a fluent grasp of visual language.*

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To master techniques Painting		• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	• *Use thick and thin brushes.* • *Mix primary colours to make secondary.* • *Add white to colours to make tints and black to colours to make tones.* • *Create colour wheels.*	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour	• *Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.* • *Mix colours effectively.* • *Use watercolour paint to produce washes for backgrounds then add detail.* • *Experiment with creating mood with colour*	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.	• *Sketch (lightly) before painting to combine line and colour.* • *Create a colour palette based upon colours observed in the natural or built world.* • *Use the qualities of watercolour and acrylic paints to create visually interesting pieces.* • *Combine colours, tones and tints to enhance the mood of a piece.* • *Use brush techniques and the qualities of paint to create texture.* • *Develop a personal style of painting, drawing upon ideas from other artists.*
To master tecniques Collage		• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	• *Use a combination of materials that are cut, torn and glued.* • *Sort and arrange materials.* • *Mix materials to create texture.*	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	• *Select and arrange materials for a striking effect.* • *Ensure work is precise.* • *Use coiling, overlapping, tessellation, mosaic and montage.*	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.	• *Mix textures (rough and smooth, plain and patterned).* • *Combine visual and tactile qualities.* • *Use ceramic mosaic materials and techniques.*

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To master techniques Sculpture	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	• *Use a combination of shapes.* • *Include lines and texture.* • *Use rolled up paper, straws, paper, card and clay as materials.* • *Use techniques such as rolling, cutting, moulding and carving.*	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• *Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).* • *Include texture that conveys feelings, expression or movement.* • *Use clay and other mouldable materials.* • *Add materials to provide interesting detail.*	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.	• *Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.* • *Use tools to carve and add shapes, texture and pattern.* • *Combine visual and tactile qualities.* • *Use frameworks (such as wire or moulds) to provide stability and form.*
To master techniques Drawing	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	• *Draw lines of different sizes and thickness.* • *Colour (own work) neatly following the lines.* • *Show pattern and texture by adding dots and lines.* • *Show different tones by using coloured pencils.*	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	• *Use different hardnesses of pencils to show line, tone and texture.* • *Annotate sketches to explain and elaborate ideas.* • *Sketch lightly (no need to use a rubber to correct mistakes).* • *Use shading to show light and shadow.* • *Use hatching and cross hatching to show tone and texture.*	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.	• *Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).* • *Use a choice of techniques to depict movement, perspective, shadows and reflection.* • *Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).* • *Use lines to represent movement.*

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To master techniques Print	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• *Use repeating or overlapping shapes.* • *Mimic print from the environment (e.g. wallpapers).* • *Use objects to create prints (e.g. fruit, vegetables or sponges).* • *Press, roll, rub and stamp to make prints.*	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns	• *Use layers of two or more colours.* • *Replicate patterns observed in natural or built environments.* • *Make printing blocks (e.g. from coiled string glued to a block).* • *Make precise repeating patterns*	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.	• *Build up layers of colours.* • *Create an accurate pattern, showing fine detail.* • *Use a range of visual elements to reflect the purpose of the work.*
To master techniques Textiles	• Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.	• *Use weaving to create a pattern.* • *Join materials using glue and/or a stitch.* • *Use plaiting.* • *Use dip dye techniques.*	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.	• *Shape and stitch materials.* • *Use basic cross stitch and back stitch.* • *Colour fabric.* • *Create weavings.* • *Quilt, pad and gather fabric.*	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.	• *Show precision in techniques.* • *Choose from a range of stitching techniques.* • *Combine previously learned techniques to create pieces.*

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To master techniques — Digital media	• Use a wide range of tools to create different textures, lines, tones, colours and shapes.	• *Use a wide range of tools to create different textures, lines, tones, colours and shapes.*	• Create images, video and sound recordings and explain why they were created.	• *Create images, video and sound recordings and explain why they were created.*	• Enhance digital media by editing (including sound, video, animation, still images and installations).	• *Enhance digital media by editing (including sound, video, animation, still images and installations).*
To take inspiration from the greats (Classic and Modern)	• *Describe the work of notable artists, artisans and designers.* • *Use some of the ideas of artists studied to create pieces.*	• *Describe the work of notable artists, artisans and designers.* • *Use some of the ideas of artists studied to create pieces.*	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	• *Replicate some of the techniques used by notable artists, artisans and designers.* • *Create original pieces that are influenced by studies of others.*	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.	• *Give details (including own sketches) about the style of some notable artists, artisans and designers.* • *Show how the work of those studied was influential in both society and to other artists.* • *Create original pieces that show a range of influences and styles.*

Objectives written in italics represent repeated knowledge, skills and understanding.