



Art, Craft and Design Skills & Knowledge Progression

Exploring and generating ideas

Evaluating & developing work

Drawing

Painting

Printing

Collage

Sculpture

Digital Media

At Billingshurst Primary School, children’s knowledge, understanding and skills are developed through looking at, discussing and creating art, craft and design through a wide range of exciting experiences.

Units of work provide opportunities for learning in:

- Exploring and generating ideas - acquiring knowledge to develop ideas and exploring techniques and materials
- Making - the skills and knowledge of creating in specific disciplines
- Evaluating and developing work - the skills of judgement and evaluation

Knowledge in our art, craft and design curriculum covers the technical processes and the critical and cultural elements of the arts.

Central to our curriculum is an emphasis on talk. Every child is involved in discussions about creative practitioners and their own creative journey.

Drawing and sketchbook practice are interwoven throughout the units. Drawing is a tool for thinking and as such offers children a valuable way of recording their observations and ideas, which inform knowledge acquisition.

We strongly believe that learning in art, craft and design is a journey which encourages a joy of visual expression, confidence to experiment with processes and ideas, whilst at the same time guiding children towards individual visual outcomes.

Sketchbooks provide a space for the development of work, ‘storing’ knowledge, and offer teachers useful insights into children’s progress in terms of strengths and areas for development. Owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

Lessons enable every child to express themselves creatively, with appropriate scaffolding.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. These creative practitioners are a source of inspiration for children.

Our units of work have a cross curricular link and are designed to facilitate a deep love of learning in this subject area.



Billingshurst Primary School – Art, Craft and Design Curriculum

Our art, craft and design curriculum ensures a breadth of experience, knowledge and skills. It is linked to the national curriculum, and develops clear progression of skills and concepts by building upon and revisiting important processes.

Our aim is to enable personal expression, to develop emotional well-being and to foster a life-long relationship with creativity.



Billingshurst Primary School – Art, Craft and Design Curriculum

EYFS – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used 		<p style="text-align: center;">Exploring and generating ideas</p> <p>To generate ideas through playful, hands-on, exploration of materials <u>without</u> being constricted towards a pre-defined outcome.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects, and designers, and finding elements which inspire.</p> <p>Work from different starting points and different stimulus, .e.g. objects, music, movement, colours, construction objects, books, artists work, stories, poems, imagination, the world around them.</p> <p>Explore working individually and collaboratively.</p> <p>Develop the appropriate vocabulary to express their thoughts and feelings.</p> <p>Understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>Understand that artists create using different mediums.</p> <p>Artist, sculptor, sculpture, architect, gallery, museum, create.</p>
		<p style="text-align: center;">Evaluating & developing work</p> <p>Revisit, repeat, expand experiences to develop and to refine ideas and build on previous learning.</p> <p>Respond to questions when looking at artworks and /or stimulus e.g.:</p> <p>Describe what you can see?</p> <p>Describe what you like? Why?</p> <p>How does it make you feel?</p> <p>What would you like to ask the artist?</p> <p>Discuss challenges and how they might be resolved.</p> <p>Share creations, explain the process they have used.</p> <p>Develop the appropriate vocabulary to express their choices and opinions.</p> <p>Create, build, make</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

	Drawing	<p>Explore and experiment with a range of drawing tools and materials both wet and dry media.</p> <p>Develop mark making to express ideas and feelings.</p> <p>Explore drawing on different surfaces.</p> <p>Observe, mark making, surface, line, shape, graphite, chalk, oil pastel</p>
	Painting	<p>Experience and experiment painting with a variety of tools; brushes of a range of sizes, sponges, fingers, hands, sticks and invented or found objects.</p> <p>Experience and experiment with different types of paint e.g. poster, powder, watercolour.</p> <p>Explore and play with mixing primary colours to make secondary colours.</p> <p>Experiment with matching colours with what they see and what they want to represent and be able to name these colours.</p> <p>Primary colour: red, blue, yellow, brush & bristle, mix, stroke, palette, water colour, powder paint, ready mix.</p>
	Printing	<p>Explore and experiment with simple print techniques such as imprinting textures and rubbings using a range of objects including found objects, e.g. leaves, sponges, reels, textures.</p> <p>Explore printing with variety of different objects onto different surfaces.</p> <p>Print, rubbing, repeat.</p>
	Collage	<p>Explore and experiment with tearing and cutting of a variety of paper, textures and material.</p> <p>Arrange and glue materials to different surfaces.</p> <p>Collage, place, position, stick, tear, scrunch, overlap.</p>
	Sculpture 3D form	<p>Enjoy handling, feeling and manipulating a range of materials including clay and modroc.</p> <p>Construct using a range of materials i.e. junk modelling.</p> <p>Build constructions from architectural stimulus.</p> <p>Develop joining techniques e.g. adhesive tape and glue.</p> <p>Sculpture, sculptor, support, model, build, join.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

	Digital Media	Take photographs, including self portraits. Explore Apps such as painting Apps to create an image. Portrait, App., photograph
--	----------------------	---



Billingshurst Primary School – Art, Craft and Design Curriculum

Year 1 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>By the end of Key Stage 1, pupils are expected to know, apply and understand the matters, skills and process specified in the relevant programme of study.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. 		Exploring and generating ideas
		<p>Record and explore ideas from first-hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of influential artists, craftspeople and designers in different times and cultures.</p> <p>Use a sketchbook to gather, explore and collect ideas, techniques and artwork.</p> <p>Understand that the role of creative practitioners is to design, create and make as their job.</p> <p>Understand that sketchbooks are for exploration and experimentation.</p> <p><i>Observation, difference, similarity, illustrator, architect, gallery, sketchbook.</i></p>
		Evaluating & developing work
		<p>Review what they and others have done and say what they think and feel about it (as a class, in small groups, 1:1).</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Understand that we have different responses in terms of our thought and opinions.</p> <p><i>Opinion, reflect, share.</i></p>
	Drawing	<p>Use a variety of tools, incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Explore mark making to start to control the types of marks to build a mark making vocabulary.</p> <p>Draw on different surfaces</p> <p>Begin to explore the use of line, shape and colour through both observational drawing and experimental drawing.</p> <p>Understand that drawing is a physical thing.</p> <p>Understand that you can draw from observation, using your imagination or expressively</p> <p>Understand that you can use different techniques to draw.</p> <p><i>Physical, starting point, expressive, tools.</i></p>
	Painting	<p>Creating colour by learning how to mix and apply colours in different ways – using water based and other wet and dry media to explore wash, strokes and mark making.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		<p>Use a variety of tools depending on task and intention – using brushes which range in size, sponge, fingers, hands, sticks and invented or found tools for a purpose.</p> <p>Name primary colour and know how to mix secondary.</p> <p>Discuss and use warm and cold colours.</p> <p>Mix and match colours to artefacts or found objects.</p> <p>Work on different scales.</p> <p>Understand that you can paint from observation, using your imagination or expressively</p> <p>Understand that you can use a variety of brushes, holding them in a variety of ways to make different marks.</p> <p>Primary colours & secondary colours (green, purple, orange), colour wheel, wash, strokes, scale, warm colours, cold colours, wax resist, watercolour, brusho.</p>
	Printing	<p>Make marks in print with a variety of objects, including natural and man-made.</p> <p>Carry out different printing techniques e.g. monoprint and block print.</p> <p>Take rubbings from textured surfaces and use for a purpose.</p> <p>Understanding that prints are made by transferring an image from one surface to another.</p> <p>Understand that relief prints are made when we print from raised images (plate).</p> <p>Print, plate, mono- print, block-print, surface.</p>
	Collage	<p>Begin to use scissors and tearing to create shapes.</p> <p>Use a wide variety of media, incl. photocopied material, rubbings, textures paper, tissues, magazines etc.</p> <p>Create and image from a range of cut or torn media.</p> <p>Arrange and glue the materials for a specific purpose.</p> <p>Understanding that collage is the art of using elements of paper to make images.</p> <p>Understand that we can make our own papers with which to collage.</p> <p>Arrange, material.</p>
	Sculpture 3D form	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		<p>Discuss the different buildings in their locality.</p> <p>Understanding that sculpture is the name sometimes given for artwork which exist in three dimensions.</p> <p><i>Knead, shape, construct, man-made, 3 dimension.</i></p>
	Digital Media	<p>Record visual information using digital camera and recorders.</p> <p>Understand that artwork can be created using digital devices.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

Year 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>By the end of Key Stage 1, pupils are expected to know, apply and understand the matters, skills and process specified in the relevant programme of study. Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. 		Exploring and generating ideas
		<p>Record and explore ideas from first-hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of influential artists, craftspeople and designers in different times and cultures.</p> <p>Understand the basic use of a sketchbook to develop ideas and techniques.</p> <p>Understand that artists take their inspiration from around them, collecting and transforming it.</p> <p>Understand how the artists experience feeds into our work.</p> <p>Explore, collect, collection, develop, studio.</p>
		Evaluating & developing work
		<p>Review what they and others have done and say what they think and feel about it. e.g. annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Develop and use creative and technical language to express understanding, intentions and ideas.</p> <p>Annotate their work in sketchbooks</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Understand that differences in opinion are valid.</p> <p>Critique, review, annotate.</p>
	Drawing	<p>Draw from memory, imagination and observation – using a range of fine media to develop control of line, shape, colour, pattern.</p> <p>Further develop mark making with increasing control.</p> <p>Experiment with visual elements by layering different media, e.g. oil and chalk pastels, felt tips, charcoal and fine point pen.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Understand that we can use different media to capture the nature of things we find.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p><i>Expressive, pressure, continuous line drawing, group, still life, pattern.</i></p>
	Painting	<p>Mix a range of secondary colours shades.</p> <p>Be able to discuss the colour wheel.</p> <p>Mix and match colours using artefacts and objects with control and developing skill.</p> <p>Experiment with different types of paint and be able to name them.</p> <p>Talk about why they have selected colours for their artwork.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Understand that some painters use expressive gestural marks in their work, often resulting in expressionist painting.</p> <p>Understand the properties of paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <p><i>Abstract, expression, hues, shades.</i></p>
	Printing	<p>Use a variety of techniques, monoprint & impressed print.</p> <p>Explore repeated printing using simple methods.</p> <p>Understand that mono prints are prints made by drawing through an inked surface, transferring the marks onto another sheet.</p> <p><i>Impressed print.</i></p>
	Collage	<p>Use scissors with increasing control and accuracy.</p> <p>Develop a range of cutting and tearing to create a specific picture.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p><i>Composition, layer.</i></p>
	Sculpture 3D form	<p>Plan, shape and mould constructions.</p> <p>Manipulate clay or other malleable media (Modroc) for a variety of purposes.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Understand that when we make sculpture by adding materials it is called construction.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		Construct, smooth, modroc, plaster, armature, process, mould.
	Digital Media	Use simple graphics package to create an image and manipulate an image. Understand that artwork can be developed digitally.



Billingshurst Primary School – Art, Craft and Design Curriculum

Year 3 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to develop their 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>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		<p style="text-align: center;">Exploring and generating ideas</p> <p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of influential artists, craftspeople and designers working in different times and cultures</p> <p>Know about and describe their work using appropriate vocabulary.</p> <p>Understand that sketchbooks can be added used to gather information and are a place for personal experimentation.</p> <p>Understand that visual artists look to other art forms for inspiration.</p> <p><i>Influential.</i></p>
		<p style="text-align: center;">Evaluating & developing work</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate examples of artist work to record their thinking.</p> <p>Discuss an original artwork, using sketchbooks to make visual notes to develop their own creative responses to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make.</p> <p>Understand that all responses are valid.</p> <p>Be able to explain about the tools and techniques used in their work.</p> <p><i>Adapt.</i></p>
	Drawing	<p>Experiment with different grades of pencil and other implements to create a range of effects including developing an understanding of tonal variation.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Understand that pencils have different grades of hardness and softness.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		<p>Understand that you can use different pressure to achieve darkness of lightness.</p> <p>Understand that tone can give a drawing depth and an impression of three dimension.</p> <p>Tone, tonal variation, grade, graphite, foreground, midground, background, shadow.</p>
	Painting	<p>Mix a variety of colours and develop an understanding harmonious colour.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint.</p> <p>Demonstrate increasing control of the types of marks made to create specific effects.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Understand that colour effects the mood of the artwork.</p> <p>Harmonious colour, blocking, washes, scale.</p>
	Printing	<p>Develop complexity of impressed print, layering with more than one colour.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Create a design for printing.</p> <p>Use sketchbooks to explore and develop prints making changes where needed.</p> <p>Understand that monoprint can be used effectively to create prints which use line.</p> <p>Understand that printing can be a process where colour and marks can be built up.</p> <p>Colour build-up</p>
	Collage	<p>Use collage as a way to develop backgrounds for artwork</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Understand that we combine collage with other disciplines such as drawing, printmaking and digital media.</p> <p>Overlapping</p>
	Sculpture 3D form	<p>Plan, design and make models.</p> <p>Join clay adequately and work reasonably independently.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling.</p> <p>Understand the basic techniques of carving and sculpting in clay.</p> <p>Sculpting</p>
	Digital Media	<p>Refine control to import and manipulate an image in a graphic package.</p> <p>Understand that we can use a digital process to enhance our work.</p> <p>Manipulate, enhance</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives	
<p>Pupils should be taught to develop their 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>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		Exploring and generating ideas	
			<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of influential artists, craftspeople and designers working in different times and cultures</p> <p>Use sketchbooks purposefully to inform ideas and plan work.</p> <p>Understand and describe key ideas and techniques practised by the artists studied using appropriate vocabulary.</p>
			Evaluating & developing work
			<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate their work in sketchbook to reflect on their ideas and methods using appropriate language.</p> <p>Annotate examples of artist work to record their thinking using appropriate vocabulary.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. Understand that all responses are valid.</p> <p>Know about and be able to demonstrate the skills and techniques learnt.</p> <p>Refine</p>
			Drawing
		Painting	<p>Make and match colours with increasing accuracy.</p> <p>Explore the use of complementary colour and use more specific colour language</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		<p>Show increasing independence and creativity with the painting process.</p> <p>Understand the nature of the complementary colour in relation to the colour wheel.</p> <p>Understand how the use of complementary colours affects the dynamics of an artwork.</p> <p>Complementary colour, contrast, vibrant</p>
	Printing	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Explore resist printing including marbling and cold- water paste, batik.</p> <p>Batik, fabric, dye</p>
	Collage	<p>Use collage as a means of collecting ideas.</p> <p>Collect and select a range of papers to and textures to create a collaged artwork.</p>
	Sculpture 3D form	<p>Plan, design, make and adapt vessels in clay.</p> <p>Develop pinching and coiling techniques. Add surface design through impressing with tools. Refine use of glazes.</p> <p>Pinch pot, coiling, surface design.</p>
	Digital Media	<p>Explore ideas using digital sources e.g. lens, screen and projection</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to develop their 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>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	Exploring and generating ideas	
	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of influential artists, craftspeople and designers working in different times and cultures and describe their work using appropriate vocabulary.</p> <p>Confidently use sketchbooks to research and develop their own ideas and techniques.</p>	
	Evaluating & developing work	
	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Analyse and reflect on progress and adapt their work accordingly taking into account what they planned to achieve.</p> <p>Annotate work in sketchbooks to clearly express their understanding, intentions and ideas.</p> <p>Know how to describe the process they are using and how they hope to develop their work to achieve their outcome.</p> <p>Analyse</p>	
	Drawing	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook purposefully to develop ideas and designs.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Design</p>
	Painting	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and harmonious colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Understand tone, tint and shade using black and white (monochromatic colour)</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

		Understand how paintings are created (composition). Monochromatic, tone, tine and shade
	Printing	Explain a few techniques, incl. the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.
	Collage	Develop experience in embellishing using more advanced joining techniques. Experiment with a range of collage techniques and materials such as tearing overlapping and over layering.
	Sculpture 3D form	Describe the different qualities involved in sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Understand that sculpture can be found in galleries or in public spaces Understand that architectural structures can be sculptural. Maquette, public art, architectural.
	Digital Media	Record, collect, and manipulate an image with precision and give reasons for your choices.



Billingshurst Primary School – Art, Craft and Design Curriculum

Year 6 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to develop their 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>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	Exploring and generating ideas	
	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of influential artists, craftspeople and designers working in different times and cultures and describe their work using appropriate vocabulary.</p> <p>Use sketchbooks to independently research and develop their own ideas and techniques.</p>	
	Evaluating & developing work	
	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate their sketchbook to demonstrate how they are going to use the work of artists to influence their own work.</p> <p>Annotate their sketchbooks using reasoned reflections on how they have adapted their work taking into account the starting point.</p> <p>Can describe, interpret and explain work, ideas and practises of influential artists in different historic, social and cultural contexts.</p>	
	Drawing	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, texture, form, space, colour.</p> <p><i>Perspective, contour, visual planes, figurative.</i></p>
	Painting	<p>Use colour to express mood or emotion.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>



Billingshurst Primary School – Art, Craft and Design Curriculum

	Printing	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Work relatively independently.</p> <p>Alter and modify work independently.</p>
	Collage	<p>Create a photomontage from a range of sources and materials.</p> <p>Independently be expressive and analytical to adapt, extend and justify their work.</p> <p>Photomontage</p>
	Sculpture	<p>Develop figurative sculpture understanding the concept of a plinth.</p> <p>Create sculpture and constructions with increasing independence using chosen materials.</p> <p>Plinth</p>
	Digital Media	<p>Scan, retrieve and manipulate an image with precision and give reasons for your choices.</p> <p>Create layered image from original ideas – sketch book or artwork.</p>