

St Anne's CE (Aided) Primary School



Art Policy

Our School Vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that Art makes a valuable and distinctive contribution to children's education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

Purpose of Study (*National Curriculum 2014*)

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Knowledge and Understanding

The children's understanding and knowledge of art will be broadened through learning about great artists, architects and designers in history.

Subject Content

EY

Expressive arts and design

Exploring and using media and materials:

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stage 1

Children will:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture 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
- learn 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.

Key stage 2

Children will continue 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.

Children will:

- create sketch books to record 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.

Art Curriculum Implementation

At St Anne's a topic-based approach to curriculum planning is employed within the school. The teaching of Art is organised through half-termly topics.

We start with the Art: Progression in Knowledge, Skills and Understanding- Appendix 1

Coverage is balanced with an enquiry based approach to teaching and learning. Opportunity is given for study "in depth" in each half termly plan (MTP). Across each Key Stage, half termly plans provide opportunities to visit Galleries, linking high schools and work with local artists.

Children should be taught procedures and skill in using sources and gradually make more independent studies using these materials. Children should have experience of different medias including drawing, 3D, painting, printing, textiles and use of ICT.

Children should learn about attitudes and ideas of art, in the past and present, and reflect upon them in debate, discussion and role play, recognising that we see through our own values.

Children should read about and study a range of artists and different areas of art.

Teaching and Learning Strategies

Teachers should provide balance in teaching approaches and identify suitable progression in knowledge, understanding and skills across each planning stage to continue to challenge pupils.

Teachers should make links between units of work and encourage children to use previous knowledge in approaching new work.

Children should be given opportunity, where possible, to use ICT to communicate and handle information including simulation software.

A variety of teaching methods best suited to activities and interests of the children will be used. These may include:



- Discussion and debate.
- Individual and group investigation.
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- Role play and drama
- Fieldwork, visits to galleries of site.
- Use of artefacts.

Resources

Resources specific to individual topics are kept in classrooms.

Visits

Visits and visitors are excellent tools to stimulate children's creativity. Appropriate visits and visitors are planned in at the beginning of a topic.

Assessment

School policies on assessment and feedback apply to art. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of art at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward through subject specific feedback. Progress will be measured against statements given on the Progression of Knowledge, Skills and Understanding document which will allow for monitoring of progress within and across year groups.

Subject Leadership

The Art Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of art education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan.

Equality

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be helped to understand events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of art and artists that they are studying.
- Use a wider and more demanding range of sources.

Art has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly artists studied, need to be carefully selected.

Children should be introduced to aspects of their own culture in Art. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that “development” and “developing” are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

SMSC and British Values

As part of moral development, Art provides opportunities for discussion as to what is right and wrong. Art also allows opportunities for collaborative learning, enabling pupils to co-operate together.

CPD

CPD is determined the needs of staff and the availability and suitability of courses offered.

Cross Curricular

When and where appropriate, opportunities may arise to promote historical learning across the curriculum. This could be through links with:

- Literacy – e.g. speaking & listening, drama activities, explanation texts, instructions
- RE – e.g. telling stories, studying Religious Art
- Computing – e.g. using research tools, creative packages
- History – e.g. studying artists, art through the years



Art: Progression in Knowledge, Skills and Understanding

Key Stage 1

	Nursery	Reception	Rec/ Year 1	Year 1/ 2	Year 2	End of Key Stage Expectations
Drawing (Pencil, charcoal, inks, chalk, pastels, ICT Software)	<ul style="list-style-type: none"> - Explores colour and how colour can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Beginning to be interested in and describe the texture of things. - Realises that tools can be used for a purpose. 	<p>Know how to use a variety of drawing tools.</p> <p>Know how to create different lines.</p> <p>Know how to explore different textures.</p> <p>Begin to represent people in drawings.</p>	<p>Children know how to show how people are feeling in drawings.</p> <p>Children know how to use pencils to create lines of different thickness in drawings.</p> <p>Children begin to know how to create different textures.</p> <p><u>Year 1 Expectation:</u> Children know how to show how people are feeling in drawings.</p> <p>Children know how to use pencils to create lines of different thickness in drawings.</p> <p>Children begin to know how to create different textures.</p>	<p><u>Year 1 Expectation:</u> Children know how to show how people are feeling in drawings.</p> <p>Children know how to use pencils to create lines of different thickness in drawings.</p> <p>Children begin to know how to create different textures.</p> <p><u>Year 2 Expectation:</u> Children know how to use different grades of pencil in my drawing for a specific purpose.</p> <p>Children know how to use charcoal, pencil, pens and pastels.</p> <p>Children know how to create different tones using light and dark.</p> <p>Children know how to show patterns and texture in drawings.</p> <p>Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p><u>Year 2 Expectation:</u> Children know how to use different grades of pencil in my drawing for a specific purpose.</p> <p>Children know how to use charcoal, pencil, pens and pastels.</p> <p>Children know how to create different tones using light and dark.</p> <p>Children know how to show patterns and texture in drawings.</p> <p>Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> - 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

Painting

Year 1 Expectation:

Children know how to communicate something about themselves in their painting.

Children know how to create moods in their paintings.

Children know that thick and thin brushes have different effect.

Children know how to paint a picture of something they can see.

Children know the names the primary and secondary colours.

Children begin to mix secondary colours and shades.

Children know that some paints are different.

Year 1 Expectation:

Children know how to communicate something about themselves in their painting.

Children know how to create moods in their paintings.

Children know that thick and thin brushes have different effects.

Children know how to paint a picture of something they can see.

Children know the names the primary and secondary colours.

Children begin to mix secondary colours and shades.

Children know that some paints are different.

Year 2 Expectation:

Children know how to mix paint to create all the secondary colours.

Children begin to make tints by adding white.

Children begin to make tones by adding black.

Year 2 Expectation:

Children know how to mix paint to create all the secondary colours.

Children begin to make tints by adding white.

Printing

Year 1 Expectations:

Children know how to print with a variety of objects, including natural and made objects.

Children know how to make rubbings.

Children know how to design and make my own printing block.

Children know how to create a repeating pattern in print.

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Children know how to make rubbings.

Children know how to design and make my own printing block.

Children know how to create a repeating pattern in print.

Year 2 Expectations:

Children know how to use a variety of techniques, inc. monoprint, block, relief and resist printing.

Children know how to design patterns of increasing complexity and repetition.

Children know how to print using a variety of materials, objects and techniques.

Year 2 Expectations:

Children know how to use a variety of techniques, inc. monoprint, block, relief and resist printing.

Children know how to design patterns of increasing complexity and repetition.

Children know how to print using a variety of materials, objects and techniques.

Collage			<p><u>Year 1 Expectation:</u> Children know how to use a wide variety of techniques such as gluing and sticking, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</p>	<p><u>Year 1 Expectation:</u> Children know how to use a wide variety of techniques such as gluing and sticking, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</p> <p><u>Year 2 Expectations:</u> Children know how to create textured collages from a variety of media.</p> <p>Children know how to make a simple mosaic.</p>	<p><u>Year 2 Expectations:</u> Children know how to create textured collages from a variety of media.</p> <p>Children know how to make a simple mosaic.</p>	

Sculpture

Year 1 Expectation:

Children know how to add texture by using tools.

Children know how to manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

Children know how to experiment with, construct and join recycled, natural and man-made materials.

Children know how to explore shape and form.

Year 1 Expectation:

Children know how to add texture by using tools.

Children know how to manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

Children know how to experiment with, construct and join recycled, natural and man-made materials.

Children know how to explore shape and form.

Year 2 Expectation:

Children know how to manipulate clay for a variety of purposes, inc. thumb pots and models.

Children know how to build a textured relief tile.

Children know and understand the safety and basic care of materials and tools.

Children know how to experiment with, construct and join recycled, natural and man-made materials more confidently.

Year 2 Expectation:

Children know how to manipulate clay for a variety of purposes, inc. thumb pots and models.

Children know how to build a textured relief tile.

Children know and understand the safety and basic care of materials and tools.

Children know how to experiment with, construct and join recycled, natural and man-made materials more confidently.

Use of Sketchbooks			<p><u>Year 1 Expectation:</u> Children begin to demonstrate their ideas through photographs and in their sketch books.</p>	<p><u>Year 1 Expectation:</u> Children begin to demonstrate their ideas through photographs and in their sketch books.</p> <p><u>Year 2 Expectation:</u> Children know how to set out their ideas, using 'annotation' in their sketch books.</p> <p>Children know how to keep notes in their sketch books as to how I have changed their work.</p>	<p><u>Year 2 Expectation:</u> Children know how to set out their ideas, using 'annotation' in their sketch books.</p> <p>Children know how to keep notes in their sketch books as to how I have changed their work.</p>	
Study of Great Artists, Architects and Designers in History			<p><u>Year 1 Expectation:</u> Children know how to be able to describe what can be seen and give an opinion about the work of an artist.</p> <p>Children know how to ask questions about a piece of art.</p>	<p><u>Year 1 Expectation:</u> Children know how to be able to describe what can be seen and give an opinion about the work of an artist.</p> <p>Children know how to ask questions about a piece of art.</p> <p><u>Year 2 Expectation:</u> Children know how to suggest how artists have used colour, pattern and shape.</p> <p>Children know how to create a piece of work in response to another artist's work.</p>	<p><u>Year 2 Expectation:</u> Children know how to suggest how artists have used colour, pattern and shape.</p> <p>Children know how to create a piece of work in response to another artist's work.</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>

Art: Progression in Knowledge, Skills and Understanding

Key Stage 2

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6	End of Key Stage Expectations
Drawing (Pencil, charcoal, inks, chalk, pastels, ICT Software)	<p>Year 3 Expectation: Children know how to show facial expressions in their drawings.</p> <p>Children know how to use sketches to produce a final piece of work.</p> <p>Children know how to use different grades of pencil and other implements.</p> <p>Children know how to shade to show different tones and texture.</p> <p>Children know how to use close observation in my drawings.</p>	<p>Year 3 Expectation: Children know how to show facial expressions in their drawings.</p> <p>Children know how to use sketches to produce a final piece of work.</p> <p>Children know how to use different grades of pencil and other implements.</p> <p>Children know how to shade to show different tones and texture.</p> <p>Children know how to use close observation in my drawings.</p> <p>Year 4 Expectation: Children know how to show facial expressions and body languages in my drawings.</p> <p>Children know how to identify and draw simple objects and use marks and lines</p>	<p>Year 4 Expectation: Children know how to show facial expressions and body languages in my drawings.</p> <p>Children know how to identify and draw simple objects and use marks and lines to produce texture.</p> <p>Children know how to use line, shape and colour to represent figures and forms in movement and know how to show reflections.</p> <p>Children know how to identify and draw the effect of light.</p> <p>Children know how to work on scale and proportion.</p> <p>Year 5 Expectation: Children know how to use shading to create mood and feeling.</p> <p>Children know how to organise line, tone, shape and colour to</p>	<p>Year 5 Expectation: Children know how to use shading to create mood and feeling.</p> <p>Children know how to organise line, tone, shape and colour to represent figures and forms of movement.</p> <p>Children know and show the effects of light on objects from different directions.</p> <p>Children know how to work on the concept of perspective.</p> <p>Year 6 Expectation: Children know how to create sketches to communicate emotions and a sense of self with accuracy and imagination.</p> <p>Children know how to use a full range of pencils, charcoal or pastels when creating an observational drawing.</p> <p>Children know how to interpret and present</p>	<p>Year 6 Expectation: Children know how to create sketches to communicate emotions and a sense of self with accuracy and imagination.</p> <p>Children know how to use a full range of pencils, charcoal or pastels when creating an observational drawing.</p> <p>Children know how to interpret and present different textures.</p>	<p>Pupils should be taught</p> <ul style="list-style-type: none"> - 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. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

		<p>to produce texture.</p> <p>Children know how to use line, shape and colour to represent figures and forms in movement and know how to show reflections.</p> <p>Children know how to identify and draw the effect of light.</p> <p>Children know how to work on scale and proportion.</p>	<p>represent figures and forms of movement.</p> <p>Children know and show the effects of light on objects from different directions.</p> <p>Children know how to work on the concept of perspective.</p>	<p>different textures.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting</p>	<p><u>Year 3 Expectation:</u> Children know how to make tints by adding white.</p> <p>Children know how to make tones by adding black.</p> <p>Children know how to create a background using a wash.</p> <p>Children know how to use a range of brushes to create different effects in painting.</p> <p>Children know how to experiment with different effects including: blocking in colour, washes and thickened paint etc.</p>	<p><u>Year 3 Expectation:</u> Children know how to make tints by adding white.</p> <p>Children know how to make tones by adding black.</p> <p>Children know how to create a background using a wash.</p> <p>Children know how to use a range of brushes to create different effects in painting.</p> <p>Children know how to experiment with different effects including: blocking in colour, washes and thickened paint etc.</p>	<p><u>Year 4 Expectation:</u> Children know how to make and match colours with increasing accuracy.</p> <p>Children know how to use more specific colour language e.g. tint, tone, shade etc</p> <p>Children know how to choose paints and implements appropriately.</p> <p><u>Year 5 Expectation:</u> Children know how to successfully use shading to create mood and feeling.</p> <p>Children know how to create all the colours I need.</p> <p>Children know how to</p>	<p><u>Year 5 Expectation:</u> Children know how to successfully use shading to create mood and feeling.</p> <p>Children know how to create all the colours I need.</p> <p>Children know how to demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p><u>Year 6 Expectation:</u> Children know how to choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Children know how to</p>	<p><u>Year 6 Expectation:</u> Children know how to choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Children know how to work from a variety of sources, including those researched independently.</p> <p>Children know how to show an awareness of how paintings are created (composition).</p>	

		<p><u>Year 4 Expectation:</u> Children know how to make and match colours with increasing accuracy.</p> <p>Children know how to use more specific colour language e.g. tint, tone, shade etc</p> <p>Children know how to choose paints and implements appropriately.</p>	<p>demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p>	<p>work from a variety of sources, including those researched independently.</p> <p>Children know how to show an awareness of how paintings are created (composition).</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Printing</p>	<p><u>Year 3 Expectation:</u> Children know how to make a two colour print.</p> <p>Children know how to print using a variety of materials, objects and techniques including layering.</p> <p>Children know how to explore patterns and shape, creating designs for printing.</p>	<p><u>Year 3 Expectation:</u> Children know how to make a two colour print.</p> <p>Children know how to print using a variety of materials, objects and techniques including layering.</p> <p>Children know how to explore patterns and shape, creating designs for printing.</p> <p><u>Year 4 Expectation:</u> Children know how to print onto different materials using up to four colours.</p> <p>Children know how</p>	<p><u>Year 4 Expectation:</u> Know how to print onto different materials using up to four colours.</p> <p>Know how to broadly select the kinds of material to print with in order to get the effect wanted.</p> <p>Know how to use resist printing including marbling, silkscreen and cold water paste.</p> <p><u>Year 5 Expectation:</u> Children know how to explain techniques, including the use of poly-blocks, relief, mono and resist printing.</p>	<p><u>Year 5 Expectation:</u> Children know how to explain techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Children know how to build up layers and colours/textures.</p> <p>Children know how to organise work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Children know how to choose inks and overlay colours.</p> <p><u>Year 6 Expectation:</u></p>	<p><u>Year 6 Expectation:</u> Children know how to overprint using different colours and patterns.</p> <p>Children know how to look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.</p>	

		<p>to broadly select the kinds of material to print with in order to get the effect wanted.</p> <p>Children know how to use resist printing including marbling, silkscreen and cold water paste.</p>	<p>Children know how to build up layers and colours/textures.</p> <p>Children know how to organise work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Children know how to choose inks and overlay colours.</p>	<p>Children know how to overprint using different colours and patterns.</p> <p>Children know how to look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.</p>		
Collage	<p><u>Year 3 Expectation:</u> Children know the names of the tools and materials they have used.</p> <p>Children know how to experiment with a range of media e.g. overlapping, layering etc.</p>	<p><u>Year 3 Expectation:</u> Children know the names of the tools and materials they have used.</p> <p>Children know how to experiment with a range of media e.g. overlapping, layering etc.</p> <p><u>Year 4 Expectation:</u> Children know how to match the tool to the material.</p> <p>Children know how to refine and alter ideas and explain choices using an art vocabulary.</p> <p>Children know how to collect visual information from a variety of sources, describing with vocabulary based</p>	<p><u>Year 4 Expectation:</u> Children know how to match the tool to the material.</p> <p>Children know how to refine and alter ideas and explain choices using an art vocabulary.</p> <p>Children know how to collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p><u>Year 5 Expectations</u> Children know how to join fabrics in different ways, including stitching.</p> <p>Children know how to use different grades and uses of threads</p>	<p><u>Year 5 Expectations</u> Children know how to use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Children know how to use a range of media to create collage.</p> <p><u>Year 6 Expectations:</u> Children know how to show awareness of the potential of the uses of material.</p> <p>Children know how to be expressive and analytical to adapt, extend and justify their work.</p>	<p><u>Year 6 Expectations:</u> Children know how to show awareness of the potential of the uses of material.</p> <p>Children know how to be expressive and analytical to adapt, extend and justify their work.</p>	

		on the visual and tactile elements.	and needles. Children know how to use a range of media to create collage. Children know how to experiment with using batik safely.			
Sculpture	<p><u>Year 3 Expectation:</u> Children know how to join clay adequately and work reasonably independently.</p> <p>Children know how to construct a simple clay base for extending and modelling other shapes.</p> <p>Children know how to plan, design and make models</p>	<p><u>Year 3 Expectation:</u> Children know how to join clay adequately and work reasonably independently.</p> <p>Children know how to construct a simple clay base for extending and modelling other shapes.</p> <p>Children know how to plan, design and make models</p> <p><u>Year 4 Expectation:</u> Children know how to use a variety of materials.</p> <p>Children know how to make informed choices about the 3D technique chosen.</p> <p>Children know how to make a simple papier mache object.</p>	<p><u>Year 4 Expectation:</u> Children know how to use a variety of materials.</p> <p>Children know how to make informed choices about the 3D technique chosen.</p> <p>Children know how to make a simple papier mache object.</p> <p><u>Year 5 Expectation:</u> Children know how to show an understanding of shape, space and form.</p> <p>Children plan, design, make and adapt models.</p> <p>Children know how to talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p><u>Year 5 Expectation:</u> Children know how to show an understanding of shape, space and form.</p> <p>Children plan, design, make and adapt models.</p> <p>Children know how to talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p><u>Year 6 Expectation:</u> Children know how to describe the different qualities involved in modelling, sculpture and construction.</p> <p>Children know how to use recycled, natural and manmade materials to create sculpture.</p> <p>Children know how to plan a sculpture through drawing and other preparatory work.</p> <p>Children know how to develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Children know how to make a mould and use plaster safely.</p> <p>Children know how to create sculpture and constructions with increasing independence.</p>		

				<p>work.</p> <p>Children know how to develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Children know how to make a mould and use plaster safely.</p> <p>Children know how to create sculpture and constructions with increasing independence.</p>		
Sketch books	<p><u>Year 3 Expectation:</u> Children know how to use their sketch book to express feelings about a subject and to describe likes and dislikes.</p> <p>Children suggest improvements to their work by keeping notes in their sketch book.</p>	<p><u>Year 3 Expectation:</u> Children know how to use their sketch book to express feelings about a subject and to describe likes and dislikes.</p> <p>Children suggest improvements to their work by keeping notes in their sketch book.</p> <p><u>Year 4 Expectation:</u> Children know how to make notes in their sketch book about techniques used by artists.</p> <p>Children know how to use their</p>	<p><u>Year 4 Expectation:</u> Children know how to make notes in their sketch book about techniques used by artists.</p> <p>Children know how to use their sketchbook to express feelings about various subjects and outline my likes and dislikes.</p> <p>Children know how to produce a montage all about art work.</p> <p>Children know how to use their sketchbook to adapt and improve their original idea.</p> <p><u>Year 5 Expectation:</u></p>	<p><u>Year 5 Expectation:</u> Children know how to keep notes about the purpose of their work in their sketch book.</p> <p>Children know how to use their sketch book and compare and discuss ideas with others.</p> <p>Children know how to use their sketch book so it contains detailed notes, and quotes explaining about items.</p> <p><u>Year 6 Expectations</u> Children know how to adapt and refine their work to reflect its meaning and purpose, keeping</p>	<p><u>Year 6 Expectations</u> Children know how to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>	<p>Pupils should be taught:</p> <p>- to create sketch books to record their observations and use them to review and revisit ideas</p>

		<p>sketchbook to express feelings about various subjects and outline my likes and dislikes.</p> <p>Children know how to produce a montage all about art work.</p> <p>Children know how to use their sketchbook to adapt and improve their original idea.</p>	<p>Children know how to keep notes about the purpose of their work in their sketch book.</p> <p>Children know how to use their sketch book and compare and discuss ideas with others.</p> <p>Children know how to use their sketch book so it contains detailed notes, and quotes explaining about items.</p>	<p>notes and annotations in their sketch books.</p>		
<p>Study of Great Artists, Architects and designers in History</p>	<p><u>Year 3 Expectation:</u> Children know how to compare the work of different artists.</p> <p>Children know how to identify techniques used by different artists.</p> <p>Children know how to recognise when art is from cultures.</p> <p>Children know how to recognise when art is from different historical periods.</p>	<p><u>Year 3 Expectation:</u> Children know how to compare the work of different artists.</p> <p>Children know how to identify techniques used by different artists.</p> <p>Children know how to recognise when art is from cultures.</p> <p>Children know how to recognise when art is from different historical periods.</p> <p><u>Year 4 Expectation:</u> Children know how to experiment with styles from great</p>	<p><u>Year 4 Expectation:</u> Children know how to experiment with styles from great artists.</p> <p>Children know how to explore work from other periods of time.</p> <p>Children know how different artists developed their specific techniques.</p> <p><u>Year 5 Expectation:</u> Children know how to research the work of an artist and use their work to replicate a style.</p>	<p><u>Year 5 Expectation:</u> Children know how to research the work of an artist and use their work to replicate a style.</p> <p>Children know how to explain what my work is influenced by.</p> <p><u>Year 6 Expectation:</u> Children know how to explain the style of art used and how it has been influenced by a famous artist.</p> <p>Children know how to understand what a specific artist is trying to achieve in any given situation.</p>	<p><u>Year 6 Expectation:</u> Children know how to explain the style of art used and how it has been influenced by a famous artist.</p> <p>Children know how to understand what a specific artist is trying to achieve in any given situation.</p> <p>Children know why art can be very abstract and what message the artist is trying convey.</p>	<p>Pupils should be taught:</p> <p>- about great artists, architects and designers in history.</p>

		artists. Children know how to explore work from other periods of time. Children know how different artists developed their specific techniques.		Children know why art can be very abstract and what message the artist is trying convey.		
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