

Art
ART IS THE DESIRE OF A CHILD TO EXPRESS THEMSELVES AND RECORD THE REACTIONS OF THEIR PERSONALITY TO THE WORLD IN WHICH THEY LIVE

Curriculum Drivers:
Personal – our world - context – society
Originality – oracy – adventure – risk – aspiration – creativity
Well-being – mental and physical – meta cognitive – learning powers
Environment and Nature – environment – sustainability
Real – Here and Now - current affairs – topical

Knowledge (SL)

Skills (SL)

Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 1	To use a range of materials creatively to design and make products	-Record simple ideas from first-hand observations and from their imaginations. Explore from first-hand experience -With support, ask and answer questions about the starting points for my work. -Try out ideas and change my mind.		•
	To use drawing, painting and sculpture to develop and share their ideas and experiences and imagination	Drawing	-Draw a simple sketch of an object or something from their imagination. -Draw something that they can see. -Begin to show an understanding of proportion and size -Draw lines of different thickness and shapes	
		Painting	-Mix and match colours to artefacts and objects. -Paint a picture of what I see -Mix paint to make different colours	
		Sculpture	-Manipulate clay in a variety of ways e.g kneading, rolling and shaping. -Make a sculpture from recycled, natural and man-made materials. -Make a sculpture for a purpose (eg: candle holder) -Cut, roll and coil clay	
	To develop a wide range of art and design techniques in using colour, patterns, texture, shape, form and space.	Colour	-Mix paint to make different colours -Know which colours are primary colours -Mix primary colours to create secondary colours.	
		Pattern	-Make marks in print with a variety of objects, including natural and made objects. -Block printing using different objects.	
		Texture	-Talk about how different materials feel different. -Mix different materials including photocopied material, fabric, plastic, tissue, magazines, crepe paper.	
	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.	-With support explore the work of artists, craftspeople and designers from different times and cultures (eg African Art) -With support discuss what is different and what is similar.		

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Year 2	To use a range of materials creatively to design and make products	<ul style="list-style-type: none"> -Record and explore ideas from first-hand observations, using their imagination -Ask and answer question about the starting point for their artwork. -Ask and answer questions about the processes they have used in their artwork. -Develop ideas and try things out. -Edit and redraft their artwork and explain why 		•
	To use drawing, painting and sculpture to develop and share their ideas and experiences and imagination	Drawing	<ul style="list-style-type: none"> -Sketch ideas, or an object, demonstrating some attention to detail and proportion -With support, experiment with the visual elements; line, form and pattern. -Use a range of media to create a drawing Eg: crayons, pastels, felt tips, charcoal and ballpoint. -Begin to discuss use of shadows, use of light and dark. -Draw on a range of media (Eg: card, fabric, paper, tissue paper) -Use a computer programme to draw 	
		Painting	<ul style="list-style-type: none"> -Begin to experiment with tools and techniques (eg: layering, mixing media, scraping through, wax resist) -Add texture to paint 	
		Sculpture	<ul style="list-style-type: none"> -Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. -Understand the safety and basic care of materials and tools. -With support, experiment with, constructing and joining recycled, natural and man-made materials. 	
	To develop a wide range of art and design techniques in using colour, patterns, texture, shape, form and space.	Colour	<ul style="list-style-type: none"> -Mix primary colours and shades using different types of paint. -With support, mix secondary colours, shades and tones. 	
Pattern		<ul style="list-style-type: none"> -Create simple repeated printed pattern -Recognise pattern in the environment. 		
Texture		<ul style="list-style-type: none"> -Show an awareness of surface, texture and the feel of different qualities collecting, sorting and rubbing -Sort and group materials for different purpose e.g colour, texture. -Create textures collages from a variety of media. 		
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.	<ul style="list-style-type: none"> -Explore the work of artists, craftspeople and designers from different times and cultures. -Discuss differences and similarities in the work of artists, crafts people and designers from different times and cultures. 			

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Year 3	<p>To create a sketch book to record their observations and use them to review and revisit ideas.</p>	<ul style="list-style-type: none"> -Record and explore ideas from first-hand observation -Use imagination in their art ideas -Look at, compare and discuss different purposes to art -Use a range of vocabulary to explain, describe and develop my ideas -Develop some resilience and show some resourcefulness when faced with challenges in their artwork -With support, compare ideas, methods and approaches in their artwork and say what they think works well and what needs improving -Say what they think about the artwork other children have created. -With support, present finished pieces and explain their development 	<ul style="list-style-type: none"> •
	<p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay.</p>	<p>Drawing</p> <ul style="list-style-type: none"> -Make quick sketches / collect recorded aspects of a bigger picture by drawing or collating materials -Explore pattern, line, form and texture including use of light and dark to create shadows. -Choose and use a range of drawing tools effectively (eg pencil, charcoal) -Observe closely 	
		<p>Painting</p> <ul style="list-style-type: none"> -Mix secondary colours, shades and tones -Use a variety of tools to create different techniques (wax resist) -With support I can identify techniques used by an artist and try to imitate -Experiment with colour and mood 	
		<p>Sculpture</p> <ul style="list-style-type: none"> -Begin to choose different materials for sculptures- eg mask making. -Manipulate clay –coiling and joining techniques -Understand the safety and basic care of materials and tools. -Experiment with a range of materials to explore sculpture. 	
	<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 art, craft and design</p>	<ul style="list-style-type: none"> -Understand some techniques used in joining, layering and combining. -Create images using different materials, selecting specific materials for an effect. -Use a variety of objects, materials and techniques including fabric printing, resist printing and rubbings. -With support, interpret shape and pattern in the environment. Eg: pattern on animal skin, a leaf, shell, railings etc. -Begin to understand printed pattern in the wider world- eg: packaging, computer generated design 	
	<p>About great artists, architects and designers in History.</p>		

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Year 4	To create a sketch book to record their observations and use them to review and revisit ideas.	<ul style="list-style-type: none"> -Record and explore from first-hand observation and using my imagination -Develop through questioning, discussion, research and experience, which ideas I will use in my artwork -Create, design and make for different purposes and audiences -Develop resilience and resourcefulness when faced with challenges in my artwork -Compare ideas, methods and approaches in my artwork and say what I think works well and what needs improving -Say what I think about the artwork other children have created. -Present finished pieces and explain my development in simple steps 	
	To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay.	Drawing	<ul style="list-style-type: none"> -Begin to show understanding of scale and perspective in my drawing -Draw parts of the human form in a range of contexts (EG: portraits) -Use computer programmes where appropriate to record or design -Draw from still life (real objects) -Explore different ways of drawing using different marks (Eg: cross hatching for shading)
		Painting	<ul style="list-style-type: none"> -Mix secondary colours to create subtle shades and tones -Begin to use a variety of tools to create different techniques and make choices -Identify techniques used by an artist and try to replicate their style -Use colour to reflect mood or emotion (may be linked to an artist) -Use colour to represent what they have observed in the natural and man-made world
		Sculpture	<ul style="list-style-type: none"> -Choose different materials for sculptures. eg transparent, waterproof, soft, durable -Manipulate clay – slabbing, coiling, joining techniques and applying decorative marks and glazing -Understand the safety and basic care of materials and tools and can adhere to them. -Know the names of some sculptors -Experiment with, construct and join recycled, natural and man-made materials.
	Pupils should be taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of art, craft and design	<ul style="list-style-type: none"> -Express and communicate ideas by mixing different media creating images, moods and responses to different stimuli. -Use a variety of objects, materials and techniques including relief press and fabric printing, resist printing and rubbings. -Interpret shape and pattern in the environment and replicate it in my own work -Understand printed pattern in the wider world- eg: packaging, computer generated, fashion 	
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Year 5	To create a sketch book to record their observations and use them to review and revisit ideas.	<ul style="list-style-type: none"> -With attention to detail, observe, compare and discuss different approaches to art, referring to previous learning and link it to their own ideas -Record ideas/ inspiration from different sources in a sketch book. -Collate ideas and use a range of vocabulary to explain, describe and evaluate -Compare ideas, methods and approaches in their art work and say what they think works well and what needs improving -Be specific and say what they think about the art work other children have created. -Present finished pieces and explain my development 		
	To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay.	Drawing	<ul style="list-style-type: none"> -Draw from first hand observation, experience and imagination -Have a growing awareness of drawing techniques and tools to create dark and light, form and texture -Begin to show understanding of scale, perspective and proportion in my drawings -Use computer programmes where appropriate to record or design and say why I chose them. -Draw from still life (individual or groups of real objects) 	
		Painting	<ul style="list-style-type: none"> -Control and experiment with particular qualities of tone, shade, hue and mood. -Use a range of materials to paint with (Eg: water colours, acrylic, poster paint) -Identify techniques used by an artist and replicate their style in my own work 	
		Sculpture	<ul style="list-style-type: none"> -Shape, form, model and join to create a 3D form -Begin to understand the concepts of form and function and offer opinions -Make informed choices of my use of media -Begin to consider light, form and shadow in different spaces 	
	Pupils should be taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of art, craft and design	<ul style="list-style-type: none"> -Print a repeating pattern -Mix colours by overlapping my printing -With support, choose appropriate techniques, materials and methods of printing -With support, print a pattern for a purpose 		
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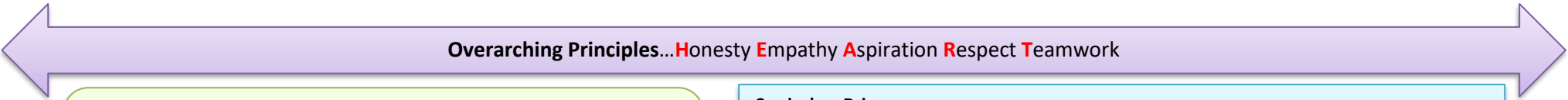
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Year 6	To create a sketch book to record their observations and use them to review and revisit ideas.	<ul style="list-style-type: none"> -Effectively communicate with different audiences when developing and exploring new ideas from a range of sources and inspiration -Record and collate ideas in my sketch book / portfolio -Share collections and compare with others -Use specific terms and references to explain, describe my designs -Evaluate my art work, and the art work of others, against a specific design brief and give feedback on ideas, methods and approaches eg: sculpture, relief, engraving, texture, batik -Create their own criteria for success and explain their reasoning -Describe, in detail, how their art work has developed and how they might develop it further. 	
	To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay.	Drawing <ul style="list-style-type: none"> -Draw, in detail, from first hand observation, experience and imagination -Draw increasingly accurate drawings of people (portraits) -Draw preparatory sketches for painting or model making -Demonstrate perspective and scale -Choose, with increasing independence, the materials and tools needed for a task (eg: charcoal, pencil, ink) -Draw still life outlines and shading -Draw facial expression and emotion 	
		Painting <ul style="list-style-type: none"> -Explore and evaluate the texture of paint and the impact upon the final piece -Make choices about the materials to paint with (eg: water colours, acrylic, poster paint) -Consider how artists have used colour in various ways to symbolise, challenge or define 	
		Sculpture <ul style="list-style-type: none"> -Shape, form, model and join to create a 3D form independently -Work on a larger scale using a range of materials and textures -Work with clay – representing aspects of the world around them and their significance 	
	Pupils should be taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of art, craft and design	<ul style="list-style-type: none"> -Effectively use a range of techniques to combine, contrast and enhance -Express and communicate ideas by mixing different media; creating images, moods and responses to different stimuli -Create a collage to represent a place, environment or time. 	
About great artists, architects and designers in History.	Ted Harrison		



Overarching Principles...Honesty Empathy Aspiration Respect Teamwork

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