

Art & Design Overview of Long Term Planning



Current subject leader: Liz Stewart / Sue Dean

Year 1	Style/ traditions 1ab 2c 3a 4ac 5cd	Starting points (Themselves) 1ab 2abc 3b 4ab	Structure 1ab 2abc 3b 4abc	
Year 2	• Style/ traditions 1ab 2c 3a 4ac 5cd	• Starting points (Stories) 1ab 2abc 3b 4ab	• Structure 1ab 2abc 3b 4abc	
Year 3	• Style/ traditions 1abc 2abc 3a 4ac	• Starting points (Music) 1abc 2abc 3a 4ac	• Structure 1abc 2abc 3b 4ab	
Year 4	• Style/ traditions 1abc 2abc 3a 4ac	• Starting points (Drama) 1abc 2abc 3a 4ac	Structure 1abc 2abc 3b 4ab	
Year 5	Style/ traditions 1abc 2abc 3a 4ac	• Starting points (Environment- Natural and man-made) 1abc 2abc 3a 4ac	Structure 1abc 2abc 3b 4ab	
Year 6	Style/ traditions 1abc 2abc 3a 4ac	• Starting points (Images) 1abc 2abc 3a 4ac	Structure 1abc 2abc 3b 4ab	

Art & Design Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

Art & Design. Year 1. Area 1 Styles and Traditions	
<p><u>Outcomes & Assessment Judgement Based from Level Descriptors</u></p> <p>National Curriculum Level 1c Some children will not have made so much progress & will: Pupils respond to ideas.(1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They describe what they think or feel about their own and others' work.(3)</p> <p>National Curriculum Level 1a Age Related Expectation we need to be delivering at is that the majority of children will: Pupils respond to ideas.(1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They describe what they think or feel about their own and others' work.(3)</p> <p>National Curriculum Level 2c The AA/AA+ children will have progressed further & will also: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in other people's work</p>	<p><u>Programme of Study</u></p> <p>1a) record from firsthand observation, experience and imagination, <i>and explore ideas</i> 1b) ask and answer questions about the starting points for their work, and develop their ideas. 2a) investigate the possibilities of a range of materials and processes 2c) represent observations, ideas and feelings, and design and make images and artefacts. 3a) review what they and others have done and say what they think and feel about it 4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space 4c) differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers] . 5c) using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture] 5d) investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet] .</p> <p>(Focus study-Modigliani, primarily using ICT)</p>
	<p><u>Key Skills to be delivered during the coverage above</u></p> <ul style="list-style-type: none"> • Information Technology • Improving own learning and performance • Thinking Skills • Enquiry skills • Creative thinking skills • Evaluation skills • Working with others • Communication.

Art & Design. Year 1 Area 2 Starting points

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 1c

Some children will not have made so much progress & will: Pupils respond to ideas.(1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They describe what they think or feel about their own and others' work.(3)

National Curriculum Level 1a

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils respond to ideas.(1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They describe what they think or feel about their own and others' work.(3)

National Curriculum Level 2c

The AA/AA+ children will have progressed further & will also: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in other people's work

Programme of Study

- 1a) record from first hand observation, experience and imagination, *and explore ideas*
1b) ask and answer questions about the starting points for their work, and develop their ideas.
2a) investigate the possibilities of a range of materials and processes
2b) try out tools and techniques and apply these to materials and processes, including drawing
2c) represent observations, ideas and feelings, and design and make images and artefacts.
3b) try out tools and techniques and apply these to materials and processes, including drawing
4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space

4b) materials and processes used in making art, craft and design 5a) exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]

5c) using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]

(Focus study-Themselves and their experiences)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- **Communication.**

Art & Design. Year 1 Area 3. Structure

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 1c

Some children will not have made so much progress & will: Some children will not have made so much progress & will: Pupils respond to ideas.(1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They describe what they think or feel about their own and others' work.(3)

National Curriculum Level 1a

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils respond to ideas.(1) They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They describe what they think or feel about their own and others' work.(3)

National Curriculum Level 2c

The AA/AA+ children will have progressed further & will also: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in other people's work

Programme of Study Area

- 1a) record from first hand observation, experience and imagination, *and explore ideas*
- 1b) ask and answer questions about the starting points for their work, and develop their ideas.
- 2a) investigate the possibilities of a range of materials and processes
- 2b) try out tools and techniques and apply these to materials and processes, including drawing
- 2c) represent observations, ideas and feelings, and design and make images and artefacts.
- 3b) try out tools and techniques and apply these to materials and processes, including drawing
- 4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
- 4b) materials and processes used in making art, craft and design
- 4c) differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers] .
- 5a) exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]
- 5c) using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]

Focus study- Man-made statues (Primarily in the local area eg Robin Hood statue, Ice Stadium sculpture)
Focus material- Playdough/ plasticine

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Application of number
- **Communication**

Art & Design. Year 2. Area 1 Styles and Traditions

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2c

Some children will not have made so much progress & will:

Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work(3)

National Curriculum Level 2b

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways of improving their own.(3)

National Curriculum Level 2a

The AA/AA+ children will have progressed further & will also: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and adapt their own work accordingly.(3)

Programme of Study Area

- 1a) record from firsthand observation, experience and imagination, and explore ideas
- 1b) ask and answer questions about the starting points for their work, and develop their ideas.
- 2a) investigate the possibilities of a range of materials and processes
- 2c) represent observations, ideas and feelings, and design and make images and artefacts.
- 3a) review what they and others have done and say what they think and feel about it
- 4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
- 4c) differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers] .
- 5c) using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]
- 5d) investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet] .

(Focus area- Andrew Goldsworthy, primarily using collage and ICT)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- **Communication**

Art & Design. Year 2 Area 2 Starting Points

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2c

Some children will not have made so much progress & will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work(3)

National Curriculum Level 2b

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways of improving their own.(3)

National Curriculum Level 2a

The AA/AA+ children will have progressed further & will also: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and adapt their own work accordingly.(3)

Programme of Study

1a) record from first hand observation, experience and imagination, *and explore ideas*

1b) ask and answer questions about the starting points for their work, and develop their ideas.

2a) investigate the possibilities of a range of materials and processes

2b) try out tools and techniques and apply these to materials and processes, including drawing

2c) represent observations, ideas and feelings, and design and make images and artefacts.

3b) try out tools and techniques and apply these to materials and processes, including drawing

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space

4b) materials and processes used in making art, craft and design 5a) exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]

(Focus area- Stories

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- **Communication.**

Art & Design. Year 2 Area 3 Structures

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2c

Some children will not have made so much progress & will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work(3)

National Curriculum Level 2b

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to of improving their own.(3) communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways

National Curriculum Level 2a

The AA/AA+ children will have progressed further & will also: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and adapt their own work accordingly.(3)

Programme of Study Area

- 1a) record from first hand observation, experience and imagination,*and explore ideas*
- 1b) ask and answer questions about the starting points for their work, and develop their ideas.
- 2a) investigate the possibilities of a range of materials and processes
- 2b) try out tools and techniques and apply these to materials and processes, including drawing
- 2c) represent observations, ideas and feelings, and design and make images and artefacts.
- 3b) try out tools and techniques and apply these to materials and processes, including drawing
- 4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
- 4b) materials and processes used in making art, craft and design
- 4c) differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers] .
- 5a) exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]
- 5c) using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]

Focus area- Natural Structures e.g Stonehenge, Coral Reef, Avebury Stone Circle, west Kennet Long Barrow
Focus material - Clay

Key Skills to be delivered during the coverage above

-
- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Application of number
- Communication

Art & Design. Year 3 Area 1 Style/Traditions

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2b

Some children will not have made so much progress & will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to of improving their own.(3) communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways

National Curriculum Level 2a

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and adapt their own work accordingly.(3)

National Curriculum Level 3c

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

Programme of Study Area

- 1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes
- 1b) question and make thoughtful observations about starting points and select ideas to use in their work
- 1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.
- 2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- 2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.
- 3a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- 4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- 4c) the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world] .
- 5c) using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
- 5d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet]

(Focus- Viking Art, primarily printing)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 3 Area 2 Starting Points

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2b

Some children will not have made so much progress & will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to of improving their own.(3) communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways

National Curriculum Level 2a

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to of improving their own.(3) communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways

National Curriculum Level 3c

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

(Focus area- Music)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 3 Area 3 Structure

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2b

Some children will not have made so much progress & will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to of improving their own.(3) communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and suggest ways

National Curriculum Level 2a

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas.(1) They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.(2) They comment on differences in others' work, and adapt their own work accordingly.(3)

National Curriculum Level 3c

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

Focus area-Famous Sculptors e.g Henry Moore, Praxiteles, (Ancient Greece) Michelangelo, Donatello, August Rodin, Barbara Hepworth, Anthony Gormley, Damien Hirst

Focus material – Box modelling

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Application of number
- Communication

Art & Design. Year 4 Area 1 Style/Traditions

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3c

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 3b

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 3a

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4c) the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world] .

5c) using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]

5d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet]

(Focus area- Turner primarily pastel)

Key Skills to be delivered during the coverage above

-
- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 4 Area 2 Starting Points

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3c

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 3b

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 3a

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

(Focus area- Drama)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 4 Area 3 Structures

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3c

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 3b

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information for their work.(1) They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 3a

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

Focus area- Architecture e.g. Ancient Worlds, Gaudi, John Belle, Nottingham Buildings

Focus materials – Papier Mache

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Application of number
- Communication

Art & Design. Year 5 Area 1 Style/Traditions

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3a

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 4c

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions .

National Curriculum Level 4b

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4c) the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world] .

5c) using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]

5d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet]

(Focus area – Impressionism primarily paint)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 5 Area 2 Starting points

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3a

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 4c

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions .

National Curriculum Level 4b

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

(Focus area- Environments, natural and man-made objects)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 5 Area 3 Structures

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3a

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 4c

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions .

National Curriculum Level 4b

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

to their views and describe how they might develop it further.

3b) adapt their work according

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

Focus area- Buildings e.g. Gaudi, cathedrals, castles, Taj Mahal, styles of housing

Focus materials – mod-roc

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Application of number
- Communication

Art & Design. Year 6 Area 1 Style / Traditions

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3/4

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information differences between their own and others' work, and adapt for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and and improve their own.(3)

National Curriculum Level 4

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions.(3)

National Curriculum Level 4/5

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and select visual and other information.(1) They use this in developing their work, taking account of the purpose.(1) They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.(2) They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context.(3) They adapt and refine their work to reflect their own view of its purpose and meaning.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4c) the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world] .

5c) using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]

5d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet]

(Focus area- African art, primarily textiles)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication

Art & Design. Year 6 Area 2 Starting points

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3/4

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 4

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions.(3)

National Curriculum Level 4/5

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and select visual and other information.(1) They use this in developing their work, taking account of the purpose.(1) They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.(2) They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context.(3) They adapt and refine their work to reflect their own view of its purpose and meaning.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

(Focus area – Images)

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Application of number
- Communication

Art & Design. Year 6 Area 3 Structure

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3/4

Some children will not have made so much progress & will: Pupils explore ideas and collect visual and other information for their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and design and make images and artefacts for different purposes.(2) They comment on similarities and differences between their own and others' work, and adapt and improve their own.(3)

National Curriculum Level 4

Age Related Expectation we need to be delivering at is that the majority of children will: Pupils explore ideas and collect visual and other information to help them develop their work.(1) They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.(2) They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.(3) They adapt and improve their work to realise their own intentions.(3)

National Curriculum Level 4/5

The AA/AA+ children will have progressed further & will also: Pupils explore ideas and select visual and other information.(1) They use this in developing their work, taking account of the purpose.(1) They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.(2) They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context.(3) They adapt and refine their work to reflect their own view of its purpose and meaning.(3)

Programme of Study Area

1a) record from experience and imagination, to select and record from firsthand observation and to explore ideas for different purposes

1b) question and make thoughtful observations about starting points and select ideas to use in their work

1c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

2a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

2b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques

2c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

3b) adapt their work according to their views and describe how they might develop it further.

4a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes

4b) materials and processes used in art, craft and design and how these can be matched to ideas and intentions

Focus area - Egyptian Structures e.g. pyramids, Sphinx and related artefacts

Focus materials – Wire structures

Key Skills to be delivered during the coverage above

- Information Technology
- Improving own learning and performance
- Thinking Skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Working with others
- Communication