



Art Policy

Jotmans Hall Primary School



Approved by:	Local Governing Board of Jotmans Hall Primary School PENDING
Date approved:	September 2026
Review due:	September 2028

Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Eric the Owl Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.

Subject Intent

At Jotmans Hall, we intend our high-quality Art & Design curriculum to be fully inclusive to every child. Our aims are not just to fulfil the requirements of the National Curriculum for Art & Design; providing a broad, balanced and differentiated curriculum but one that offers the skills and inspiration to give all children the confidence to express themselves artistically.

We intend to inspire in pupils a curiosity and fascination about the art world, its many styles, movements and fields as well as cultural, political and social aspects. Children learn to understand and appreciate the work of artists, designers, architects and craftspeople and look at the way they have shaped the future and expressed the world through their eyes. Art & Design reflects society and changing times, encapsulating past and present. Children are offered adventures in media, colour, pattern and technique and be given the skills to make them their own, develop a critical eye and be able to develop their work, take risks and celebrate their own style.

Rolling Program

Year A			
	KS1	LKS2	UKS2
Autumn	Drawing-abstract and realistic	Drawing – shading for 3D	Drawing - perspective
Spring	Collage- combining materials	Collage-materials for effect	Collage-materials for mood/contrast
Summer	Textiles -paper weaving, fabric strips	Textiles- continuous weaving	Textiles- tie dye
Year B			
	KS1	LKS2	UKS2
Autumn	Printing-objects, polystyrene	Printing-repeating, rotating	Printing -Lino
Spring	Painting -primary, secondary	Painting – tints, shades, contrasts, detail	Painting – tones, mood, 3D effects
Summer	3D- paper, card, carving soap	3D-clay coil canopic jars	3D- south American masks

Aims and outcomes

Early Years Foundation Stage (EYFS)

(See EYFS Curriculum Policy)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.

Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

National Curriculum

The national curriculum for art and design 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.

Teaching and learning

At Jotmans Hall, we believe in regular practice of skills in all subjects to build knowledge and skill progression.

In each Art & Design lesson, children are introduced to a new topic through research and vocabulary. Each new lesson has 'Sticky Questions' - retrieval questions to start, recapping previous learning and ends with Question Quiz questions based on the main learning. The children have practical activities trying out new skills, techniques, materials or styles. Most recording happens in the sketchbook which is a record of progress unless the artwork is too big or too bulky or for display.

Lessons range from 40mins -2hrs depending on single or double lessons.

Children often share their work as a gallery at the end, an opportunity to appreciate elements of others art, using appropriate vocabulary, in context.

Assessment is made half termly, based on answers to Sticky Questions and Key Question Quiz, along with observation and outcome. We use the Insight platform to record termly assessments.

Cross-curricular links

Art and Design is richly integrated into other subjects

-In Literacy, children learn vocabulary to discuss artwork as well as using artwork to inspire poetry and descriptive writing or factual writing.

-In Maths, pattern work can be explored effectively in artwork (symmetry, shape and space, pattern etc.)

-In History, many artworks are sources of evidence about the past

-In Computing, we use drawing and printing programs and refer to artist's styles

-In Science, knowledge of using natural and manmade materials and their properties can be key

- In Design Technology children design, choose ideas based on aesthetics and form as well as function, using modelling and other art-based techniques

- in Music, to draw in response to mood and imagined images in pitch, dynamics, tempo, timbre, harmony and melody.

In RE- artwork often represents Gods and Goddesses in different religions and artwork is an expression of reverence and celebration in many cultures such as rangoli patterns and the use of patterns in Islamic buildings.

Implementation

EYFS	Through practical activities, play and exploration, the children in EYFS work towards the skills needed to achieve these elements of the Early Learning Goals, by the end of their Reception year: Expressive Arts and Design - Creating with Materials: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories. Physical Development - Fine Motor Skills: - Use a range of small tools, including scissors, paintbrushes and cutlery.
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		- Begin to show accuracy and care when drawing. Understanding the World - The Natural World: - Explore the natural world around them, making observations and drawing pictures of animals and plants. The Characteristics of Effective Learning: Playing and Exploring (engagement) / Active Learning (motivation) / Creating and Thinking Critically (thinking)		
		Autumn	Spring	Summer
Year 1/2	Year A	Drawing	Collage	Textiles
	Year B	Printing	Painting	3D Art

Year 1/2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Yr A Autumn- Drawing	How can we draw what we see? How do we draw portraits? How can we use pencils, charcoal, pen, chalk or pastel for different effects? How can we use line to create pattern and texture? How do other artists draw?	pencil, pen, thickness, control, pastel, chalk, charcoal, light, dark, smudge, blend, thick lines, thin lines, outline, solid colour	Demonstrate how to hold a pencil/drawing medium properly Know that charcoal is made from burnt wood Recognise that pencil and pen give a hard edge whereas pastel, chalk and charcoal give a softer line Recognise that the face can be	Explore abstract line journeys with different drawing mediums and different colours of paper Learn to smudge and blend chalk, charcoal and pastel Explore the effects of different mediums on different paper, esp	Observation, Sticky knowledge questions /Key Question Quiz/debate

			rounder, squarer, heart shaped or oval Understand how to space out key features on the face (See knowledge organiser) Understand that drawing is the first stage with most artwork and for most artists	black for chalk and pastel. Practice observational drawing on simple objects, including portraits and self portraits Study artists treatment of drawing - Picasso, Van Gogh, Modigliani	
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Year A	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Spring- Collage	What is collage? What can I use in collage? What do other artists use in collage? What effects can I create? What real or imagined images can I create? How can I create texture? How can I attach my elements?	collage, texture, glue, scissors, rip, tear, shred, fringe, fold, curl, scrunch, bend, coil, tone, colour, pattern, image, real, imagined, abstract, overlap, media, thick, thin, tissue, fabric, card, rough, smooth, soft, fluffy, grainy, shiny	Understand that collage is artwork created from a blend of materials and techniques Recognise that collage creates texture in a way that other artforms cannot Know how to attach collage items to paper Understand that collage can be planned or exploratory Know how to describe the textures in their collage	Learn to cut, fold, bend, rip and tear for effect Learn to curl paper Create patterns Create real or imagined images, from a drawing Overlap tissue to create colour Learn to create landscapes with different textures, colours and media Explore how the texture of some media suits the mood or image being created Study the work of Matisse, Andy Goldsworth	Observation, Sticky knowledge questions /Key Question Quiz/debate

Year A	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Summer – Textiles	What kinds of fabrics are there? How do they feel? What can we do with fabric? What techniques can we learn to use with fabric? How do artists and craftspeople and designers use fabric in their work?	cotton, felt, wool, silk, leather, thread, needle, weave, loom, colour, pattern, contrast	Know some different types of fabric Know that some fabrics are natural and some man-made Identify some properties of fabric-stretchy, shiny, thick Know that cotton, wool and silk are woven in threads to make fabric Watch a video of wool, cotton or felt being made	Choose fabrics in order to create a specific effect, thick then thin Learn to cut different fabrics and notice which fray and don't fray, link this to which are woven Learn to weave first with paper, add details Weave wool around twigs to create webs, add found objects or from a small circle cut out of a and trimmed to the rest of the paper plate. Learn to use weaving skills on a card loom with lengths of fabric Realise that the tighter the weaving, the thicker and	Sticky knowledge Questions/ Key question quiz outcome

				stringer the fabric is produced Use contrasting colours etc. Study the fabrics created by Alexandra Bircken, Enid Marx or the patterns in fabric of Peruvian textiles	
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Year B	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn – Printing	What is printing? What tools and techniques do we use? How can we get different effects? What kind of images print well? Which image printed the way I liked it to look?	printing, press, block, roller, stamp, printing ink, transfer, image, repeat, polystyrene, objects, texture, relief, clear, simple, pattern, outline	Know that printing is the process of transferring an image from one place to another Understand the process of relief print making to dig into the polystyrene tile Understand the image needs to be clear and simple to be effective Understand that the greater pressure applied to the roller then the clearer the image	Study prints by artists such as Matisse Look at patterns created in African and South American artwork Explore simple images, animals, patterns and objects in the natural world Sketch to explore images and how to simplify them to the printing tile	Sticky knowledge Questions/ Key question quiz outcome

Year B	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Spring – Painting	What are the primary and secondary colours ? How do you hold a paintbrush? Which paintbrush suits which purpose? What effects can I achieve with different types of paint? What can I add to paint to change it? What are the different parts of a painting called?	poster paint, watercolour, , brush, wash, thicker . thinner, primary, secondary, mix, foreground, background, middle ground, lighter, darker,	Know that the primary colours are red, blue and yellow Know that the secondary colours are mixed from the primary Know how to make a wash, know how to make paint thicker Know how to hold a paintbrush know to choose a bigger paintbrush to cover a large space and a smaller paintbrush for smaller detail Know that many paintings have a background, middle ground and foreground	Make recognisable images (drawing in pencil first) Use the appropriate colour (if observational work) Mix paint to match intended colour Add white or black to lighten and darken Use correct terminology for parts of their painting Add sand/glue/flour and experiment with texture Study the work of Van Gogh, Kandinsky, Lowry	Sticky knowledge Questions/ Key question quiz outcome

Year B	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Summer – 3D	What is 3D art? What can we make 3D art from? How can we change materials to make them 3D? How can we make something from 2D into 3D? How can we carve?	Sculpture, modelling, carving, bending, twisting, folding, cutting, feathering, abstract, realistic, texture	Know that 3D art can be called sculpture Know that sculptures can be small but are often big and can be displayed inside or outside Know that 3D art can be made from different materials Know that some 3D art is modelled and others are carved from harder materials Know that 3D art can be realistic or abstract	Explore ways to shape paper by twisting, folding, bending, curling, cutting and feathering Learn to observe and draw and then turn observation into small elements that build into bigger ones Create a 3D bird using paper, curling, feathering, create texture Study the work of Barbara Hepworth Create abstract carvings in soap in the style of her work	Sticky knowledge Questions/ Key question quiz outcome

Year A LKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn - Drawing	What drawing skills do I need to improve on? How can I make things look more realistic? How can I create light and shade? How can I use different kinds of pencil as well as other mediums? What effects can I create with pencil? Can I use charcoal and pastel to make outlines	HB, B pencil softness/hardness, graphite, pastel, chalk, charcoal, shading, cross hatching, hatching, bracelet shading	Know that there are portraits and self-portraits and that these show neck and shoulders Know that there are ways to mark out features of the face Identify different softness/hardness of pencil Identify different shading styles Understand the effect of thicker and thinner lines as creating an optical illusion	Explore how to set out portraits and add shading under eyes, lips and nose Investigate how to add shading to drawing of simple 3D shapes Experiment with different types of pencil Study and try out the techniques of Bridget Riley Through history, study cave paintings and aboriginal art	Sticky knowledge Questions/ Key question quiz outcome

Year A LKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Spring - collage/ multimedia	How can I manipulate collage to make clear images? What are mosaics? How can I use the same techniques to tell stories? How do artists use mosaic techniques now? How can I use collage to create something realistic or surreal?	mosaic, tile, clay, porcelain, glass, mirror, paper, cut, match, geometric, shapes, fit, tessellate, materials, effect, border, grout, outline, inlaid	Know that mosaics were created by the Romans Know that mosaic means an image made of regular or irregular pieces Identify images as mosaics Know about a modern movement called surrealism Look at the work of Magritte	Draw designs of mosaics Cut and stick-coloured shapes to create an old style Understand mosaic design Design a modern mosaic Make a modern mosaic with coloured shapes or using ICT Study surrealism and look at collage techniques, using magazines and juxtapositioning images in a dream like combination	Sticky knowledge Questions/ Key question quiz outcome

Year A LKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Summer – textiles	How did people in the past use weaving techniques? How was fabric used? What designs were made using fabric? How did fabric carry symbols of families? How can we create contrast between fabrics? How do colours combine/contrast?	tapestry, weaving, loom, knotting, plaiting, wool, felt, man - made, natural, felt, felting, beads, buttons	Know that tapestries were created to tell stories and record history Understand how to create plaits and knots Identify kinds of fabric, man-made and natural Watch how fabrics are made Know that by creating knots and plaits, shapes can be made	Learn to create knots and plaits Create shapes by plaiting and knotting Make a wall hanging by using the skills learnt so far Combine colours to create logos Study the Bayeux tapestry and look at how stories are told with textiles	Sticky knowledge Questions/ Key question quiz outcome

Year B LKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn- Printing	How is printing used? What is collagraph printing? How can we create our own printing blocks? How do artists and craftspeople use printing? How can we make clear images? How can printing create mood and detail?	collagraph, block, repeat, overprint, rotate, texture, detail, overlay, imprint, ink, transfer, press, pressure, roller, string print	Know that printing can be rotated by degrees to alter the effect Identify how the print is being made Identify texture and understand how to create it Know that the thicker the lines on a print, the clearer and bolder the image Simple designs look better Overlaying creates mood	Explore and sketch out ideas with collagraphs Intentionally choose sharp images to produce clear prints Investigate overprinting with different colour combinations Make own string print based on a drawing Look at wording and images in posters created for WW1/2, study the patterns of William Morris	Sticky knowledge Questions/ Key question quiz outcome

Year B LKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Spring – Painting	How can I mix exact colours? How can I make colour lighter/darker? How can I use small, medium and large paintbrushes appropriately? How can I be more accurate with my painting? How can I create mood in my painting? How can I make my painting more realistic?	primary, secondary, watercolour, complementary, tertiary, thin, thick, point, match, mix, observe, foreground, background, middle ground, mood, shade, tint, darker, lighter, shadow, hi light, impression	Identify which colours are primary and secondary Know how to mix secondary from primary colours Know how to make different tints and shades by adding white/black Know that darker, cooler tones create darker moods and lighter tones and warmer colours create happier mood Know that there was an art movement called the impressionists	Learn to mix colours and match them to the real life colour Learn to use the tip of a fine brush for detail Learn to build up painting with lighter colours first Learn to create a background with a wash learn to create mood by choosing cooler or warmer colour palette and mixing tones Experiment with darker and lighter shades to create shading Study painters such as Monet, Seuret, Delauny	Sticky knowledge Questions/ Key question quiz outcome

Year B LKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Summer – 3D Art	What can sculptures be made of? What kind of art is best to sculpt? How does the sculpting process work? How can I create a sculpture that people recognize? What can I learn from sculptors and artists?	sculpture, sculptor, sculpt, clay, metal, glass, stone, marble, model, carve, manipulate, build up, frame, dimensions, form, shape, abstract, simplify, texture, tactile, smooth, rough, contrast, setting, slip	Know that a sculptor makes sculptures Know that some artists are also sculpt Know that most sculptures are kept outside and are on a large scale Know that sculpting can be modelling, carving or joining materials to create something 3D Identify clay, Modroc and papier mache as materials to create 3D art with Know that clay sticks by using slip	Explore sculpture and research images that interest them Make notes of the effect the sculptures have Find out about the coil pot method Make canopic jars using coil pot method Design canopic jar decoration Decorate canopic jar and use a sealing layer such as watered down PVA	Sticky knowledge Questions/ Key question quiz outcome

Year A UKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn – Drawing	How can I make my drawing more realistic? How can I record detail more effectively? How can different mediums improve my drawing? How can I draw figures realistically? How can I draw landscapes realistically?	Hb, B, H soft, hard pencil, charcoal, pastel, chalk, blend, smudge, shade, shading, cross hatching, hatching, shadow, tone, dimension, subtle, perspective	Know how to space out features of the face in portraits and self portraits Know how to use shading to give a more realistic sense of dimensions Know how to smudge and blend to make shading and colour more subtle Know how foreground, middle ground and background can be manipulated for effect	Learn how to create more realistic spacing of the face and shading under eyes, nose and mouth Learn how to smudge and blend to create hi-lights and shadow Use shading styles appropriately Learn how to look closely at colours in the face-greys, greens as well as 'skin' colour Learn to manipulate features in order to express feeling in portraits Draw landscapes using lines of perspective Study David Hockney's use of perspective	Sticky knowledge Questions/ Key question quiz outcome

Year A UKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Spring – Collage/mixed media	What do I already know about collage and artists that use it? How can I build up collage? How can collage help make images more interesting? How can I use collage and texture to represent subject matter's mood	tessellate, rotate, fit, overlay, move, media, reposition, texture, words, thick, thin, depth, mood, colour palette, representation, image, symbolic, edit, develop, adapt, explore, dry layout	Know that collage can use any materials Understand that collage can be used to add depth and interest to artwork Understand how colour choices reflect mood Understand that collage can be arranged in different ways before decisions are made	Learn to use a wider range of collage materials (media) Learn to consider a tonal range of colour Learn to experiment with placing of collage materials in a dry layout Identify when contrasts work effectively Identify key shapes, patterns or colours that are needed to represent an image Study Picasso and fellow cubists, research collage artists to find those whose work and style appeals	Sticky knowledge Questions/ Key question quiz outcome

Year A UKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Summer – Textiles	What do we know about the textiles industry? What do textile designers do? How is tie dye used? What colour combinations look good? What patterns can I create?	textiles, silk, cotton, muslin, ombre, bleed, dye, tie dye, natural/man-made, pattern, colour, chromatography, wax, resist, fabric dye, complimentary, embroidery	Understand that cotton is the most commonly used natural fabric Know that the fashion and textile industry is the biggest industry in the world Know about fast fashion and waste, and the sustainable future of clothing Identify tie dye as a style Understand that different ties will create different patterns	Learn about the fashion and textile industry Learn how to make choices that are sustainable Find out how dyes are made Research tie dye patterns and how they are created Test out tie dye Choose colour combinations for effect	Sticky knowledge Questions/ Key question quiz outcome

Year B UKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn- Printing	What are the origins of printmaking? What kinds of images print effectively? Which colours look effective together? How does printmaking help develop my ideas? Which printmakers can help me develop my style and ideas? What is lino printing?	collograph, press, lino, screen, silk screen, stencil, rotate, texture, overlay, detail, mood, colour, overprint, style, ink, mood, effect, pattern, logos	Know the different types of printing Know that printing is used in different industries on an industrial scale as well as in art Understand that complementary colours work well together as a contrast Understand that key patterns and shapes have been used throughout time and can help identify	Learn how to cut into card/paper skillfully to create clear images for stencils Learn how to overlay images in stages to build up a print Learn how to use complimentary colours to bring out contrast Learn how to add texture for contrast Use ICT to plan out , rotate and play with images Study Lichtenstein, Warhol	Sticky knowledge Questions/ Key question quiz outcome

Year B UKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Spring – Painting	How can I make my painting more realistic? How can I capture light and shade in painting? How can I develop my style in painting? How can I create mood in my painting?	watercolour, acrylic, oil, poster, wash, pastel, bold, primary, secondary, complimentary, tertiary, shade, tone, tint, brush, palette, tone, texture, pure, perspective, mood, pointillism	Know how to mix secondary colours and match Know how to create tonal shades Know how to build up colour in paintings Know how to use brushes appropriately know how to create foreground, middle ground, background and focal point know how pointillism is created and why	Learn to plan out paintings with background, middle ground and foreground Learn how to make a focal point to paintings Learn how to give an impression of background images and detail in foreground Learn to build up colour in painting Experiment with styles of painting Study modern abstract as well as realist, Klimt, Degas, O'Keefe	Sticky knowledge Questions/ Key question quiz outcome

Year B UKS2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Summer- 3D Art	How are 3D forms developed? Which techniques will help me achieve the aesthetic I want? How do I make an impact with my sculpture? How can I use colour and texture in 3D work? What effect does the setting for my 3D art have?	dimensions, depth, width, length, breadth, impact, colour, texture, form, shape, bold, subtle, enhance, material, organic, architectural, architect, geometric, natural, sculptural, tactile, contrast, abstract, realistic, simplified, Modroc, plaster	Know different types of sculpture materials Know of sculptors and their work/style Know some modelling techniques Know that sculptors choose where to exhibit their sculptures for maximum effect Know that in South America they have a carnival and wear masks to celebrate	Learn how to build ideas and draw out designs for sculpture Learn how to develop ideas that will work in 3D and show different angles in drawings Learn how to create impact with colour, shape and texture Learn to use materials and textures that suit the subject matter Use the correct terminology to describe sculpture Learn how to Modroc to model masks and use a structure to support its form	Sticky knowledge Questions/ Key question quiz outcome

Assessment

Assessment in Art is ongoing and is used to inform teaching, identify progress and ensure that pupils develop their knowledge, skills and understanding over time. Teachers assess pupils through observation, discussion, questioning and the evaluation of work produced, including evidence within sketchbooks and final pieces. At the end of each topic, teachers make a summative judgement against the relevant curriculum objectives and record this on Insight. These judgements are used to monitor individual and cohort progress, identify pupils who may require additional support or challenge, and inform future curriculum planning.

Links to policies

- Early Years Policy
- Assessment Policy
- Curriculum and Personal Development Policy