

Goldenhill Primary Academy



Art and Design Policy September 2023

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.



Art and Design Policy



Date	Review Date	Coordinator	Nominated Governor
September 2023	September 2024	Mrs Lisa Keay	Grahame Colclough

Mission statement

Goldenhill Primary Academy aims to develop a happy, friendly, secure and disciplined atmosphere in a learning community where everyone counts'

Ethos:

At Goldenhill Primary Academy our well-balanced curriculum that promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the Academy Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as an academy have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Curriculum Intent

The aim of our curriculum is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. Our broad and balanced curriculum has been carefully designed

to ensure coverage and progression. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

Aims

- ▶ Engage children through interesting topics and hands-on activities.
- ▶ Make meaningful links between subjects.
- ▶ Develop children's skills, knowledge and understanding of a range of themes and concepts.
- ▶ Make effective connections to the real world.
- ▶ Help children to think creatively and solve problems.
- ▶ Develop children's capacities to work independently and collaboratively.
- ▶ Enable children to make choices about their learning.
- ▶ Take account of children's interests and fascinations.











Our approach:

- ▶ develops children to the best of their abilities
- ▶ helps children to find their passions and interests
- ▶ facilitates children's acquisition of knowledge, skills and understanding
- ▶ helps children to develop intellectually, emotionally, socially, physically and morally
- ▶ assists children in becoming independent, responsible, useful, confident and considerate members of the community
- ▶ promotes a positive attitude towards learning, so children enjoy coming to school
- ▶ helps children to acquire a solid basis for lifelong learning
- ▶ creates and maintains an exciting and stimulating learning environment
- ▶ ensures that each child's education has continuity and progression
- ▶ enables children to contribute positively within a culturally diverse society

Our Big Ideas:

Underpinning our curriculum are the following 'Big Idea's' that are evident in our curriculum planning and delivery.

Big ideas

 <p>Humankind Understanding what it means to be human and how human behaviour has shaped the world.</p>	 <p>Nature Understanding the complexities of the plant and animal species that inhabit the world.</p>
 <p>Processes Understanding the many dynamic and physical processes that shape the world.</p>	 <p>Place Understanding the visual, cultural, social, and environmental aspects of places around the world.</p>
 <p>Creativity Understanding the creative process and how everyday and exceptional creativity can shape the world.</p>	 <p>Comparison Understanding how and why things are the same or different.</p>
 <p>Investigation Understanding the importance of investigation and how this has led to significant change in the world.</p>	 <p>Significance Understanding why significant people, places, events and inventions matter and how they have shaped the world.</p>
 <p>Materials Understanding the properties of all matter, living and non-living.</p>	 <p>Change Understanding why and how things have changed over time.</p>

Our Curriculum Principle

General Principles <i>Our curriculum will give children the opportunity to:</i>		
Principles and purpose:	Links to Academy Vision	Links to Academy Values
See clear links between different aspects of their learning.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be explorers, take risks and never be afraid of being wrong ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Honesty Respect Curiosity Independence
To develop knowledge and skills for the next stage of life.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily ○ Show manners, courtesy and respect to others ○ Have a positive 'I can' attitude 	Kindness Bravery/Resilience Honesty Respect Curiosity Independence
Experience the challenge and enjoyment of learning.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content 	Bravery/Resilience Honesty

	<ul style="list-style-type: none"> ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can 'attitude 	<p>Curiosity Independence</p>
Develop new skills through a variety of interesting contexts.	<ul style="list-style-type: none"> ○ Develop life skills ○ Believe in themselves ○ Be explorers, take risks and never be afraid of being wrong 	<p>Bravery/Resilience Curiosity Independence</p>
Learn within a coherent and progressive framework.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily ○ Show manners, courtesy and respect to others ○ Have a positive 'I can 'attitude 	<p>Bravery/Resilience Curiosity</p>
Understand the purpose and value of their learning and see its relevance to their past, present and future.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be explorers, take risks and never be afraid of being wrong ○ Show manners, courtesy and respect to others ○ Have a positive 'I can 'attitude 	<p>Respect Curiosity Independence</p>
Develop and demonstrate their creativity.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can 'attitude 	<p>Kindness Bravery/Resilience Honesty Respect Curiosity Independence</p>
Develop a rich and deep subject knowledge.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Be explorers, take risks and never be afraid of being wrong 	<p>Kindness Bravery/Resilience Honesty Respect Curiosity Independence</p>
Explore the breadth and depth of the national curriculum (our exciting creative curriculum)	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths 	<p>Bravery/Resilience Curiosity Independence</p>

	<ul style="list-style-type: none"> ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily ○ Show manners, courtesy and respect to others ○ Have a positive 'I can 'attitude 	
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Well -being		
<i>Our curriculum will give children the opportunity to:</i>		
Principles and purpose:	Links to Academy Vision	Links to Academy Values
Develop self-esteem and confidence in their abilities.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can 'attitude 	Bravery/Resilience Independence
Develop healthy lifestyles.	<ul style="list-style-type: none"> ○ Be happy and content ○ Achieve their potential 	Respect Independence
Learn how to respect themselves and others.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Honesty Respect
Reflect and think mindfully about their learning.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Be successful ○ Believe in themselves ○ Focus on their strengths 	Kindness Respect Curiosity
Work in a range of groups and settings.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be successful ○ Achieve their potential ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Honesty Respect
Learn in a peaceful and supportive environment.	<ul style="list-style-type: none"> ○ Love learning forever ○ Be happy and content 	Kindness Independence
Follow their own interests and be themselves.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily ○ Have a positive 'I can 'attitude 	Bravery/Resilience Honesty Curiosity Independence

Recognise that people are good at different things.	<ul style="list-style-type: none"> ○ Love learning forever ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Have a positive 'I can' attitude 	Kindness Honesty Respect
Build respectful friendships.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Honesty Respect

Pupil Voice		
<i>Our curriculum will give children the opportunity to:</i>		
Principles and purpose:	Links to Academy Vision	Links to Academy Values
Make a positive contribution to the school and local community.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Show manners, courtesy and respect to others 	Kindness Respect
Say what they like and dislike about their learning.	<ul style="list-style-type: none"> ○ Develop life skills ○ Believe in themselves 	Bravery/Resilience Honesty Independence
Make choices about things that are important to them.	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Believe in themselves ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can' attitude 	Bravery/Resilience Honesty Independence
Contribute to planning their own learning.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Believe in themselves ○ Show manners, courtesy and respect to others ○ Have a positive 'I can' attitude ○ Be explorers, take risks and never be afraid of being wrong 	Bravery/Resilience Honesty Respect Curiosity Independence
Explore ways of becoming an active citizen (engaged member of society)	<ul style="list-style-type: none"> ○ Develop life skills ○ Be happy and content ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Show manners, courtesy and respect to others ○ Have a positive 'I can' attitude 	Kindness Respect Curiosity Independence
Take part in age-appropriate discussions.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Believe in themselves ○ Be explorers, take risks and never be afraid of being wrong 	Bravery/Resilience Honesty Respect Curiosity

	<ul style="list-style-type: none"> ○ Show manners, courtesy and respect to others 	Independence
Take part in democratic activities across the curriculum.	<ul style="list-style-type: none"> ○ Develop life skills ○ Achieve their potential ○ Believe in themselves ○ Be explorers, take risks and never be afraid of being wrong ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Honesty Respect Curiosity Independence
Express their opinions on a range of different topics and issues.	<ul style="list-style-type: none"> ○ Develop life skills ○ Believe in themselves ○ Have a positive 'I can 'attitude 	Bravery/Resilience Honesty

Pedagogy		
<i>Our curriculum will give children the opportunity to:</i>		
Principles and purpose:	Links to Academy Vision	Links to Academy Values
Excites, promotes and sustains children's interest.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Achieve their potential ○ Focus on their strengths ○ Have a positive 'I can 'attitude 	Curiosity Independence
Enables and fosters children's natural curiosity.	<ul style="list-style-type: none"> ○ Love learning forever ○ Be happy and content ○ Believe in themselves ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can 'attitude 	Curiosity
Promotes innovation and entrepreneurialism.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can 'attitude 	Bravery/Resilience Curiosity Independence
Promotes problem solving, creativity and communication.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Respect Curiosity Independence
Offers all children a memorable experience at the start of every topic.	<ul style="list-style-type: none"> ○ Love learning forever ○ Be happy and content ○ Have a positive 'I can 'attitude 	Curiosity

Enables children to reflect on and evaluate their learning.	<ul style="list-style-type: none"> ○ Love learning forever ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Have a positive 'I can 'attitude 	Bravery/Resilience Independence
Promote a deep rooted knowledge that lasts forever.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Have a positive 'I can 'attitude 	Independence Curiosity

Enrichment		
<i>Our curriculum will give children the opportunity to:</i>		
Principles and purpose:	Links to Academy Vision	Links to Academy Values
Providing on and off-site subject or topic related activities.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily ○ Show manners, courtesy and respect to others ○ Have a positive 'I can 'attitude 	Kindness Bravery/Resilience Respect Curiosity Independence
Developing partnerships with external providers that extend children's opportunities for learning.	<ul style="list-style-type: none"> ○ Be successful ○ Achieve their potential ○ Believe in themselves ○ Focus on their strengths ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily ○ Show manners, courtesy and respect to others 	Kindness Bravery/Resilience Honesty Respect Curiosity Independence
Welcoming parents and carers to take part in children's learning and experiences.	<ul style="list-style-type: none"> ○ Be happy and content ○ Believe in themselves ○ Show manners, courtesy and respect to others 	Respect
Offering opportunities for children to learn outdoors.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Be happy and content ○ Be explorers, take risks and never be afraid of being wrong ○ Be healthy, eating and exercising healthily 	Bravery/Resilience Curiosity Independence
Holding specialist curriculum days or weeks.	<ul style="list-style-type: none"> ○ Love learning forever ○ Develop life skills ○ Focus on their strengths 	Kindness Bravery/Resilience Respect Curiosity

	<ul style="list-style-type: none"> ○ Be explorers, take risks and never be afraid of being wrong 	Independence
Using quality resources in and out of the classroom.	<ul style="list-style-type: none"> ○ Love learning forever ○ Be explorers, take risks and never be afraid of being wrong 	Curiosity Independence

Arts and Design

“Every child is an artist. The problem is how to remain an artist once he grows up.”
Pablo Picasso

Purpose of study

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

National Curriculum 2014

1 Rationale

1.1 The Art and Design curriculum at Goldenhill Primary Academy aims to give the children the opportunity to learn how to handle and use a wide range of tools and materials skilfully and provide quality experience of the work of artists, craft workers and designers in order to enable them to make judgements about the nature of expression and quality. For this purpose art and design is taught using the Kapow scheme of work. The Kapow scheme is teaching and learning that is mapped to the 2014 Primary National Curriculum, to ensure comprehensive coverage of national expectations.

1.2 Art and design provides children with the opportunity to express their emotions, ideas and imagination through a variety of exciting and stimulating materials.

2 Aims

2.1 Equip children with the skills, concepts and knowledge for them to express their responses to ideas, feelings and experiences in a visual and tactile form.

2.2 Develop children's understanding of colour, form, lines, tones, texture, shape, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.

2.3 Develop children's aesthetic awareness and enable them to make informed, critical responses about their work and that of others.

2.4 Encourage children to value the contribution made to their world by artists, craft workers and designers from a range of cultures.

2.5 To develop skills of evaluation and judgement about their own work as well as that of others and promote knowledge and understanding of art.

2.6 Pupils will be given opportunities to use computing to express their ideas through paint programs and the use of the I Pads.

2.7 Help children to develop socially through collaborative work.

3 Equal Opportunities and inclusion

3.1 At Goldenhill Primary we often use art as a vehicle for celebrating cultural diversity. We believe that all pupils have an equal entitlement to quality learning experiences. Through the art curriculum there will opportunities to promote an awareness and appreciation of a wide range of cultures. All children will be encouraged and supported to reach their full potential. Every pupil's work will be valued and displayed appropriately at some time.

3.2 All children will be taught the skills and knowledge of Art and Design as outlined in the programmes of study in The National Curriculum 2014. The general requirements of study are for a broad and balanced programme of art activities which build on previous work and achievements.

3.3 At the school the following Areas of Study outline the basis for balanced programmes of art activities: drawing, painting, printmaking, collage, textiles, 2D and 3D work.

3.4 At Goldenhill Primary Academy children will have regular opportunities to draw and create from direct observation of the environment and have the opportunity to visit galleries and museums at least once in each key stage

3.5 At our school, an appreciation of the children's own perceptions and expression through their work is valued and promoted.

3.6 Children with special needs are given extra opportunities to use art to develop sensory perceptions, expression and build confidence.

4 The teaching and learning of Art

4.1 Teaching and learning will involve:

- Following an agreed scheme of work (Kapow combined Art and Design & Technology Scheme of work and long term plan)
- Cross curricular and topic links.
- An opportunity to use a wide range of media.
- Being taught a variety of skills needed to use different materials.
- Working from imagination and observation through painting, drawing, printing, ceramics, textiles and computing.
- Work in 2 and 3 dimensions.
- Selecting ideas and improving their work.
- Learning and using art vocabulary.
- Learning about artists from different cultures and ages.
- Visits to art galleries and museums.

4.2 Differentiation: Pupils will be given opportunities to work individually and as a whole class. Pupils will most often be making an individual response to a whole class task. Art and Design activities essentially require a personal response so for many activities a pupil will be able to respond at their own level within the group.

5 The role of the Teacher

5.1 Plan and deliver the Art and Design Curriculum following the guidelines contained in this document.

5.2 Follow the agreed Schemes of Work.

5.3 Look after resources and keep art areas tidy and accessible.

5.4 Ensure, where appropriate work is displayed in an informative and stimulating way.

6 The role of the Art and Design Subject Leader

6.1 To monitor the art curriculum and update the school's policy and schemes of work in accordance with the national guidelines and curriculum statements.

6.2 To review the Schemes of Work on an annual basis, in collaboration with the teachers. This review will inform necessary changes.

6.3 To support teachers in delivering the curriculum and arrange staff development and INSET training where appropriate.

6.4 To monitor art stock and alert the school business manager when orders of appropriate new stock are needed.

7 Resources

7.1 There is a wide range of art materials that can be found in the art cupboards.

7.2 Teachers / Teaching Assistants are responsible for collecting and returning all equipment.

7.3 Sketchbooks are used by children for independent and guided research. Each child's sketchbook will be passed on through the school to the next class teacher. They will then be used by teachers to track children's progress, growing confidence and ability to recognise and record aspects of their environment.

8 Safety

8.1 In a practical activity such as art, it is impossible to remove all risks. It is

important that pupils should be well supervised and taught how to use equipment correctly.

8.2 Children should wear protective clothing at all times and wash their hands and sanitise before and after an activity.

9 Record Keeping and Assessment

9.1 We assess the children's work in art and design through observations and questioning during lessons. Through the use of questions teachers can gain an insight into the reasons for the development of ideas and extend understanding further. Supportive and constructive feedback is often verbal and is provided to all pupils.

Teacher's record the progress made by children against the learning objectives for their lesson and use this information to plan future work. We also monitor programmes of study through the Kapow combined Art and DT scheme of work to ensure that all skills are adequately covered. Art and design assessment grids are completed for skills & knowledge for each unit and year group.

Art and Design review days including book scan of showcase books (showing progression from Yr1 – Yr6 in all key skills of Art e.g. Drawing), photos, class webpages and pupil voice.

9.2 Annual Report to parents will include a statement related to the children's achievement in Art.

10 The Foundation Stage

10.1 We encourage creative work in Foundation as this is part of the

Early Years of the National Curriculum. Consequently, EYFS (updated Sept 2021), will also begin using Kapow to teach art and design. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

10.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Art and Design in the national curriculum

A high-quality art and design curriculum should engage, inspire and challenge children, equip them with the knowledge and skills to experiment, invent, imagine and create works of art, craft and design.

The [Art and design national curriculum documentation](#) also states that children should be able to, 'think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

Art and Design across the Key Stages

All year groups are taught progressive skills and knowledge (both substantive and disciplinary knowledge). Within the substantive knowledge there is practical knowledge (making skills- including the formal elements and theoretical knowledge (which involves the knowledge of artists). Disciplinary knowledge involves evaluating and analysing.

The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.

They are taught skills and knowledge in drawing, painting and mixed media, sculpture and design and craft and design. Within these areas of art and design the pupils will generate ideas, use sketchbooks, develop their making skills (including formal elements), develop their knowledge of artists and evaluate and analyse.

Formal elements for KS1 are pattern, texture, tone, colour, form, shape and line.

Formal elements for KS2 are colour, form, shape, line, pattern, texture and tone.

Example of progression e.g. Drawing - develop their making skills (including formal elements),

Year 1 - Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.

Year 2 - Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.

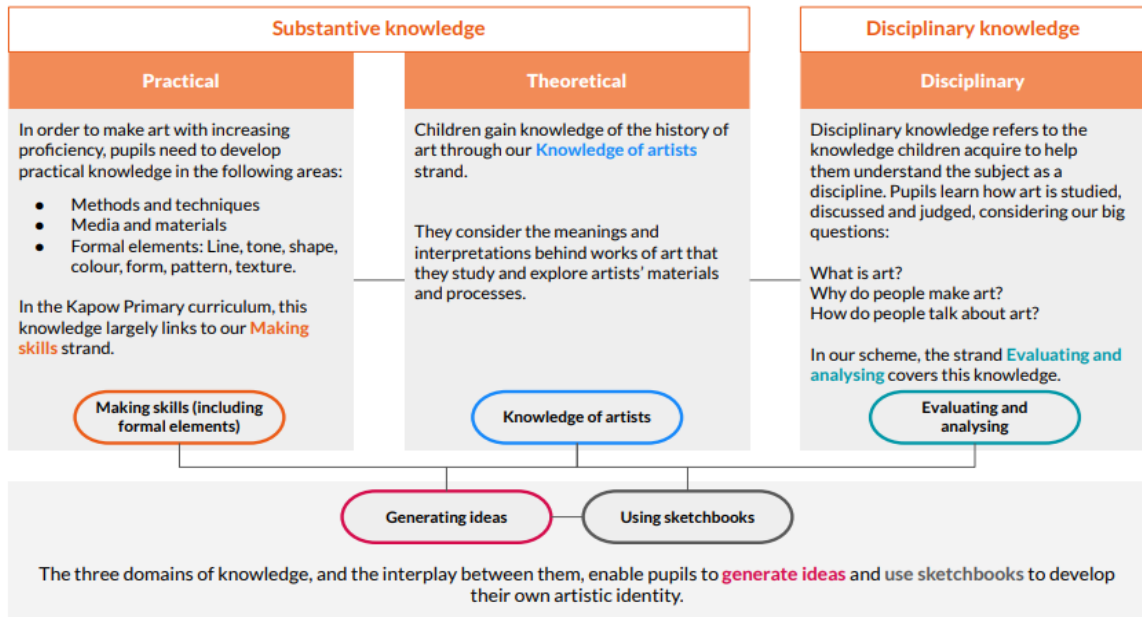
Year 3 - Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Year 4 - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.

Year 5 - To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.

Year 6 - Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.

See Art and Design progression maps for full progression of skills and knowledge across the year groups in all areas and units of the Kapow combined scheme of work for Art and Design and Design and Technology.



In response to the [Ofsted research review series: Art and design](#) publication (Ofsted, 2023) we have shown how the different types of knowledge build in our progression of skills for Art and design. This page shows how those forms of knowledge are interconnected.