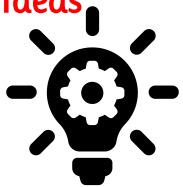
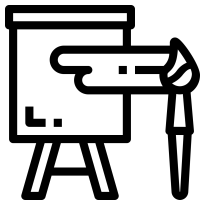
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Riccall Curriculum - ART and DESIGN (A&D)

	Phase 0 (F1 and F2)	Phase 1 (years 1/2)	Phase 2 (years 3/4)	Phase 3 (years 5/6)
Curriculum Intent: 	The biggest priority for Phase 0 is that pupils' individual creative voices are nourished and encouraged. They should experience authentic art making opportunities. Most importantly, they should be excited about what they want to create	The biggest priority for Phase 1 is that pupils' individual creative voices are continued to be nourished and encouraged. They should experience authentic art making opportunities. They are introduced to a sketch book to mark make and develop ideas. Most importantly, they should be excited about what they want to create and believe that they are "good at art".	The biggest priority for Phase 2 is that pupils' individual creative voices are nourished and opportunities are provided to explore areas of interest through authentic (not prescriptive) art making opportunities. Most importantly, they should be excited about creativity and believe that their artistic expression is valid.	The biggest priority for Phase 3 is that pupils begin a formal training in the elements of art and have the chance to explore their own creativity through a range of media, processes and ideas.
Disciplinary Knowledge 1: Developing Ideas 	Our EYFS gives children access to tools and resources all year round for children to explore, investigate and develop skills in all areas. They are introduced to and explore all skills throughout provision- focusing on sensory, rules and routines	Children can respond to ideas and starting points linked to their themes. They are able to explore ideas and collect visual information to strengthen their understanding. They are able to explore different methods and materials as ideas develop.	Children can develop ideas from starting points throughout the curriculum. They are able to collect information, sketches and resources. They can use their sketch book to adapt and refine ideas as they progress, exploring ideas in a variety of ways. They comment on artworks from significant artists as well as their peers using visual language.	Children can develop and imaginatively extend ideas from different starting points throughout the curriculum. They are able to collect information, sketches and resources and present ideas imaginatively in a sketchbook. They use the qualities of materials to enhance ideas and are able to spot the potential in unexpected results as work progresses. Commenting on artworks from a broad range of sources with a fluent grasp of visual language.

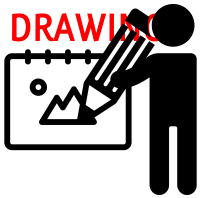
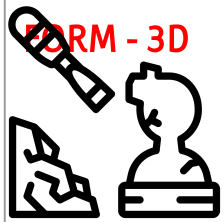
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Disciplinary Knowledge 2: To take inspiration from the Greats 	**Phase 0 (F1 and F2)** They will look at various artists linked to seasonal change in the outdoor environment.	**Phase 1 (years 1/2)** Children can describe the work of notable artists, artisans and designers. · They are able to use some of the ideas of artists studied to create pieces.	**Phase 2 (years 3/4)** Children can replicate some of the techniques used by notable artists, artisans and designers. · Using this as inspiration they can create original pieces that are influenced by studies of others.	**Phase 3 (years 5/6)** Give details (including own sketches) about the style of some notable artists, artisans and designers. · Show how the work of those studied was influential in both society and to other artists. · Create original pieces that show a range of influences and styles.
Substantive knowledge 1: **PAINTING** 	Paint can be applied evenly and with some accuracy to create a finished product representing something from the real world. Explore and and discover the experience of paint. Mark making using a range of tools such as card, brushes, sticks, sponges, fingers etc.	**YEAR 1** - Paint can be applied evenly, accurately and consistently to create a finished product representing something from the real world. Experiment with the use of colour, Create patterns with a range of tools. **YEAR 2** - Paint can be applied accurately and consistently, including some emergent highlights and lowlights representing depth in the real world. Introduce different types and sizes of brushes and to understand which ones should be used for a particular purpose. Explore the effects of different strokes and materials.	**YEAR 3 -** Consistent and accurate painting coupled with a growing understanding of depth and tone results in a sophisticated representation of the real world. **YEAR 4 -** Consistent and accurate painting coupled with a growing understanding of depth and tone results in a sophisticated representation of the real world with increasing independence.	**YEAR 5 -** Observational painting is accurate, with highlights and lowlights used to create increasingly convincing depth, texture and realism. **YEAR 6 -** Painting evidences convincing scale, depth, texture, and tone through the majority of a piece.

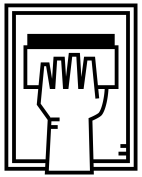
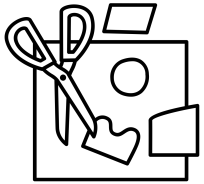
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Substantive Knowledge 2: **DRAWING** 	**EYFS -** Mark making representing things in the real world. Mark making using a range of materials on a variety of surfaces and scales. Develop controlled fine manipulative skills through accurate movements.	**YEAR 1** - Draw things in the real world whilst observing. Make marks for a specific purpose in line with the current theme or topic. **YEAR 2** - Draw recognizably from observation with some rendering. Draw from something remembered or imagined, as well as from direct experience.	**YEAR 3 -** Increase awareness of composition, scale, texture and tone. Increase accuracy of manipulating tools. **YEAR 4 -** Use sketches to create larger scale drawings. Elements of near and far should be considered.	**YEAR 5 -** Observational drawings are accurate using perspective and or shading for depth texture and realism **YEAR 6 -** Observational drawing evidences convincing scale, depth, texture, and tone through the majority of a piece.
Substantive Knowledge 3: **FORM - 3D** 	**EYFS -** Purposeful play with materials such as sand, clay and construction kits to develop an understanding of 3D representations.	**YEAR 1 -** Make constructions using simple joining and fastening technuiques. Develop a safe use of tools such as scissors. **YEAR 2 -** Use a starting point to create a simple 3D piece out of materials such as paper, string, rods, wire, clay etc.	**YEAR 3 -** Use simple processed to explore 3D respresentations, such as pressing models into playdough and casting with plaster. **Year 4 -** Papier mache over simple moulds, mask making, materials constuctions to explore 3D in more depth. Experiment with a range of different fastenings.	**YEAR 5 AND 6** Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media

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Substantive Knowledge 4: **PRINTING** 	**EYFS -** Direct printing - use hands, feet, vegetables, sponges etc. Experiment with resources to develop an understanding of repeat and overlap.	**YEAR 1-** Continue to print directly from a range of materials. Experiment with building in texture. **YEAR 2 -** Experiment with different printing techniques.	**YEAR 3 -** Explore different approaches to printing. Recording textures/patterns and colour mixing through overlapping colour prints **YEAR 4 -** Use sketchbook for recording textures and patterns. Explore and interpret environmental and man-made patterns. Modify and adapt print.	**YEAR 5 AND 6** Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints
Substantive Knowledge 5 **COLLAGE** 	**EYFS -** Collect and arrange materials. Cut, tear, glue and re-arrange materials to create an image based on an idea or feeling.	**YEAR 1 -** Introduction of different adhesives to create a desired effect. Experiment further with overlap and compying a picture. **YEAR 2 -** Develop skills relating overlapping and overlaying. Develop awareness of contrasts in textures and colours.	**YEAR 3** - range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary **YEAR 4** - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	**YEAR 5 AND 6** Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.