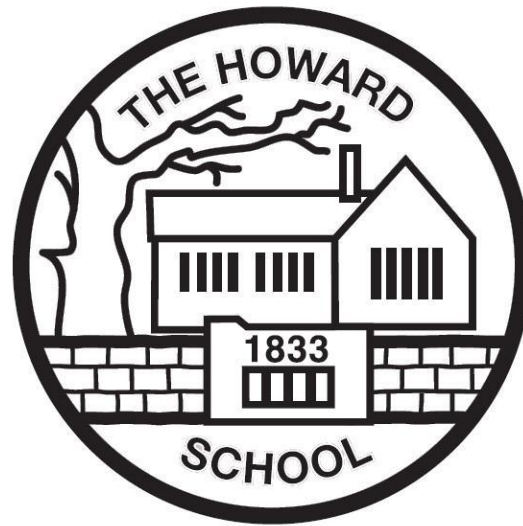


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



**Art and Design
Curriculum – Essential Knowledge**

Intent

At Ackworth Howard J&I School, we believe in nurturing the Arts and aspire to cultivate the gifts and talents of every child. We aim to develop: the mind (creativity, imagination, resourcefulness, innovation and enterprise); body (consideration of others, risk taking); and spirit (understanding of the impact on the wider world and culture, wealth and well-being of the nation) of each child.



Mind

Art at our school is an inspiring and practical subject that engages, inspires and challenges learners, equipping them with the knowledge and skills in order to experiment, invent, critically evaluate and be creative for themselves and for an audience. Learners build curiosity and excitement through rich first hand experiences and visits.



Body

Learners collaboration skills are developed through their art work. Children work practically through exploration, and by responding to inspiration from the life and works of artists, designers and architects. The unique talents of every child are embraced.



Spirit

We nurture the aspirations and hopes of our children so they can achieve highly. The children will express their own emotions and feelings through their own personal style. They will have a greater understanding of local artists and those in the wider world and through different times in history, developing an awareness of the contribution to the culture, creativity and wealth of the nation.

Early Years Art and Design

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Reception Physical Development</p> <p>Expressive Arts and Design</p> <p>ELG</p>	<p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>Physical Development – Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Art and Design – Creating with Materials</p> <ul style="list-style-type: none"> • 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. 	<p>Printing</p> <ul style="list-style-type: none"> ▪ Create finger and handprints ▪ Explore printing with found objects – sponges, cotton buds, building bricks, corks and fruit and vegetables. ▪ Print sequential patterns ▪ Use stencils to create patterns ▪ Print on paper and on fabric. <p>Collage/Textiles</p> <ul style="list-style-type: none"> ▪ Sort threads and fabrics and talk about colour and texture. ▪ Identify and talk about clothes and textiles in the environment. ▪ Make pictures and collages using vivelle and other fabrics. ▪ Thread and weave into garden netting, fencing and mesh. ▪ Print onto fabrics.

Early Years Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Draw Observation Memory Imagination Shape colour	Paint Mix Brush Shape Size Colour Red Yellow Blue Green Orange Purple	Model Glue Tape Cut Glue Stick Materials Paper Straw Pipe cleaner Clay Wood Metal Plastic	Print Finger Hand Sponge Fruit Cork Patterns Stencil	Sort Thread Weave Fabric Sequin Net

Intended Learning Outcomes

- Talk about their creations.
- Use and explore a variety of resources, techniques and equipment, making choices and decisions along the way.
 - Explore colour, texture, shape and patterns.
 - Develop hand-eye coordination and fine motor skills.
- Develop mathematical language e.g. position, size, shape, comparisons.
 - Manipulate a range of equipment and tools.
 - Develop their own ideas over a period of time.
- Use resources purposefully expressing real life experiences.
 - Talk through their ideas.

Key Vocabulary and Questions

- Names of materials and equipment, e.g. brush, printer, stamper, roller, charcoal etc.
- Imaginative/descriptive language – when children are talking about creative work e.g. pattern, print, mark, paint, dab, shade, colour, splash, spray, spatter, press etc.
- Vocabulary associated with line and shape – round, curved, bendy etc. What are you going to make? What do the objects/posters/photographs show us? What colours can you see? / What textures can you feel? What did you use to make your painting, printing? How did you ...? What do you think about your ...? Why did you choose to use that colour/shape/brush?

Year 1

National Curriculum

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ackworth Howard's Knowledge Essentials

Year 1

Drawing

- Introduce a range of tools which can produce marks on a variety of backgrounds.
- Use parts of a pencil to create different mark making effects.
- To begin to produce simple observational drawings of objects.
- Understand the difference between portrait and self portrait.
- Draw faces putting features in the correct places.
- Create moods in their drawings.

Painting

- To be able to mix primary colours in order to make secondary colours.
- To use a colour wheel to identify the colours to mix.
- Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad
- experiment with a wide range of applicators – brushes, sponges, rollers, combs, pads and cotton buds.
- To hold the applicators correctly.
- Communicate something about themselves and moods in their paintings.

Sculpture

- Make models from balls of paper, tubes and masking tape.
- Cover models with tissue paper and glue.
- Know about health and safety rules (washing hands , use of tools and keeping clay off the floor)

Year 1

National Curriculum

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ackworth Howard's Knowledge Essentials

Year 1 continued

Printing

- Make marks in print with a variety of objects, including natural and made objects.
- Design own blocks with card and print with sponge rollers.
- Carry out different printing techniques e.g.· finger, hand, fruit and vegetable, cotton buds etc....
- Make rubbings and recognise pattern in the environment.
- Print onto paper and textile.

Collage/Textiles

- Cut and tear paper and card for their collages.
- Gather and sort the materials they will need.
- Simple stitch into fabrics and designs.
- Weave into netting and using weaving boards.
- Use fabric paints and crayons
- Identify and name different forms of textiles.

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history.

- Describe what they can see and like in artists work.
- Ask sensible questions about a piece of art.
- use inspiration from famous artists to recreate their own art.

- Vincent Van Gogh**
- Roger Hargreaves**
- William Morris**

Year 1 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Textiles/Collage</u>
portrait self portrait line drawing Detail observational landscape cityscape Building Pastels Drawings line bold Size space.	Applicator Brush Sponge Primary Secondary Colours Shades Tones Light Dark Hot Cold mood	Models Tubes Paper Card Tissue Materials Tape Stick Glue Slot Clay Roll Cut Decorate	Design Block Mono Roller Sponge Press Stencil Pattern	Cut Tear Gather Sort Materials Design Fabric Stitch Weave

Year 2

National Curriculum

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ackworth Howard's Knowledge Essentials

Year 2

Drawing

- Draw objects from observation, memory and imagination.
- Experiment with techniques to create a range of lines, forms, and shapes using graded drawing pencils.
- Experiment using a range of pencils , pens and crayons pressing on hard, soft, different lines, dots and marks etc
- Draw with charcoal and pastels, blending and smudging.
- Children to use Sketch Books whilst mark making
- Begin to show an awareness of pattern and texture in their drawing.

Painting

- Teach basic brush skills e.g. correct amount of paint on the brush, long and short strokes, different directions etc.
- How to use more water to lighten colours.
- Mix tints and shades (adding black and white) of one colour.
- Produce a wash using large brushes and sponges.
- Use correct brush size for different parts of painting.

Sculpture

- To reinforce understanding that sculpture is viewed from all angles.
- Ask and answer questions about sculpture, what is it made of? what is it for?
- To produce recognisable 3D representations using a range of resources.
- Use clay to make small sculptures.
- Begin to join clay parts together and add line and shape to their clay work.

Year 2

National Curriculum

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ackworth Howard's Knowledge Essentials

Year 2 continued

Printing

- To make own simple print block using a variety of materials.
- Begin to create screen prints.
- Create prints by pressing, rolling, rubbing and stamping.

Collage and Textiles

- Create individual and group collage.
- Use different types of materials on their collage and explain why.
- Colour fabric using natural dye such as tea, beetroot or berries.
- Join fabrics using glue
- Sew fabrics together
- Create part of class patchwork.

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history.

Children can:

- describe the work of famous, notable artists and designers;
- express an opinion on the work of famous, notable artists;
- use inspiration from famous.

Kandinsky

Monet

Anthony Browne

Year 2 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Observation Memory Imagination Portrait light dark Tone Shadow Line Pattern Texture Form shape outline Pressure Blend smudge	Applicator Brush Thick Fine Watercolour Primary Secondary Colours Mix Tints Shades	Angles Structure Design Decorate Clay pot Join Line shape	Screen Print Mono Pressing Rolling Rubbing Stamping	Individual Collaborate Group Materials Repeated Pattern Fabric Natural Dye Sew Patchwork

Year 3

National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas .
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Ackworth Howard's Knowledge Essentials

Year 3

Drawing

- To look closely during observational drawing.
- Experiment with different grades of pencil and use them to scribble, shade cross hatch, dot dash and spiral.
- Plan, refine and alter their drawings as necessary.
- Use their sketchbook to collect and record visual information from different sources.
- Draw for a sustained period of time.
- To appreciate that light and dark tones can provide depth in drawings.
- Teach that light and dark tones in pencil ,charcoal and pastel drawings help to show form and shape incorporating landscape work.

Painting

- Look at and study a colour wheel for the colours you want to use in your work . (follows on from work in KS1)
- Mix and match colours for purposes.
- Learn to apply paints with control and using correct equipment.
- Explore links between colours and feelings in their paintings.
- Think about the composition of their work and perspective e.g. objects nearer will be more vibrant than far away objects.

Sculpture

- Add and build up onto their work to create texture.
- Cut and join wood safely and effectively.
- Look at the changes in their clay model as it dries and is fired.
- Produce larger clay sculptures using pinching and carving techniques, with more intricate details.
- Make a simple papier mache object.
- Work with life size materials.

Year 3

National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas .
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Ackworth Howard's Knowledge Essentials

Year 3 continued

Printing

- Make and print card blocks in two different colours.
- Talk about the processes used to produce a simple print.
- To explore pattern and shape, creating designs for printing.
- Print onto different materials and fabrics.

Collage/Textiles

- Children are able to cut accurately.
- Show an awareness and name a range of different fabrics.
- Begin to overlap and layer materials to experiment with different final looks.
- Begin to use mosaic and montage.
- Decorate fabric with tie dye.
- Make a class wall hanging by putting individual pieces together.
- Begin to use more than one stitch.

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

To learn about great artists, architects and designers in history.

Children can:

- use inspiration from famous artists to replicate a piece of work.
- reflect upon their work inspired by a famous notable artist and the development of their art skills.
- express an opinion on the work of famous, notable artists and refer to techniques and effect.

Unknown stoneage artist (Lion man)

Frida Khalo

David Hockney

Atta Kwami

Year 3 Art Vocabulary

Essential Vocabulary

Drawing	Painting	Sculpture	Printing	Collage/Textiles
Portrait Pencil Grade Scribble Shade Dot Cross hatch Dash Circle Spiral expression light dark Tone Shadow Pattern Texture Form shape outline	Brush Appropriate Size Control Equipment Accuracy Effects Colours Shades Feelings Moods Composition Perspective Vibrant	Materials Texture Nets Models Clay Intricate Patterns Carving Pinching Technique	Card blocks Fabrics Mono printing	Fabrics Accurately Overlap Layer Mosaic Montage Decorate Design Tie dye

Year 4

National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas .
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Ackworth Howard's Knowledge Essentials

Year 4

Drawing

- Collect images and information independently in a sketchbook.
- Use research to inspire drawings from memory and imagination.
- Use mirrors, viewfinders and magnifying glasses to aid observation.
- To create a wide range of tones using graded drawing pencils .
- Begin to show facial expressions and body language in their drawings of people.
- To know that things are further away are lighter and greyer..
- Look at and discuss examples of drawings, look at tones in them and discuss why they have dark and light areas.
- Have opportunities to develop further drawings featuring the third dimension and perspective.

Painting

- To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow.
- Work in monochrome (shades of one colour)
- Look at and make own paintings with background, foreground and middle ground.
- To learn how to apply paint with increasing control.
- Choose and use the correct size brush.
- Use different types of paint for different effects.
- Start to develop a painting from a drawing.

Sculpture

- Design and make masks.
- Make a slip to join pieces of clay
- Begin to sculpt clay into larger shapes with intricate detail, using carving techniques.

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">▪to create sketch books to record their observations and use them to review and revisit ideas .▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)▪about great artists, architects and designers in history.	<p><u>Year 4 continued</u></p> <p><u>Collage/Textiles</u></p> <ul style="list-style-type: none">▪Use ceramic mosaic to produce a piece of art.▪Combine visual and tactile qualities.▪Change fabric structures by pulling threads out of hessian and replacing with coloured threads. <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none">▪use inspiration from famous artists to replicate a piece of work.▪reflect upon their work inspired by a famous notable artist and the development of their art skills.▪express an opinion on the work of famous, notable artists and refer to techniques and effect. <p><u>Grayson Perry</u> <u>Leonardo Da Vinci</u> <u>Illustrator – Nick Harris</u></p>

Year 4 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Portrait Observation Line Tone Scale Texture depth light dark Shadow Pattern Form shape outline Facial expression Dimension Perspective	Texture Light Dark Shade Tone Complimentary Blocking Monochrome Background Foreground Middle ground Moods	Tissue paper Glue Sculptors Slab pot Slip Carving Technique Decorate Coil Masks Modroc	Accurate Mono Relief Fabric Repeating patterns Resist Marbling Silkscreen Cold water paste	Ceramic Mosaic Visual Tactile Fabric Structures Thread Hessian

Year 5

National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas .
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Ackworth Howard's Knowledge Essentials

Year 5

Drawing

- Use a variety of source material for their work and use a sketch book to develop ideas.
- Use a new media, such as pen and ink.
- To be able to demonstrate the illusion of depth using different tones, white and black with charcoal and pastels.
- Work in a sustained and independent way from observation, experience and imagination.
- To use viewing frames to focus on detail.
- Develop further simple perspective in using a single focal point and horizon.
- Understand apply the skills of hatching and cross hatching.

Painting

- To learn how to apply paint with increasing control.
- To choose and use the correct size brush.
- To use different types of paint for different effects and layer paints to add detail to background colours.
- Use knowledge of primary, secondary and complementary colours to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes.
- Reproduce tones and shades to reproduce the objects in 2D.
- Look at use of colour in perspective e.g. landscapes and sunsets
- Start to develop their own style and express their emotions through their painting.

Year 5

National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas .
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Ackworth Howard's Knowledge Essentials

Year 5 continued

Printing

- Continue to gain experience in overlaying colour.
- Print onto different materials
- Show experience in a range of mono printing techniques.
- Develop screen printing
- Work back into prints with stitching, collage or drawing.

Collage/Textiles

- Demonstrate experience in 3d weaving
- Gain experience and experiment with batik – use more than one colour.
- Combine stitching techniques to produce an end piece.

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

To learn about great artists, architects and designers in history.

Children can:

- Recognise the art of key artists and begin to place them in key movements or historical events.

Abstract space artist – Peter Thorpe

Illustrator – John Tenniel

Year 5 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Line Texture Pattern Shape Form Tone Smudge Blend Hatch Hard Soft Light Heavy Mural Fresco Portrait Graffiti Illusion Pen Ink	Control Care Accuracy Layer Background Tones Mood feeling Expression Emotions Style	Marquette Prototype Carve Technique Model Frame Armature Modroc	Overlay Mono Screen Stitch	Visual Tactile Weaving Stitch Embroidery Batik Thread Fabrics Knitting lace

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">▪to create sketch books to record their observations and use them to review and revisit ideas .▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)▪about great artists, architects and designers in history.	<p><u>Year 6 continued</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none">▪To draw using a range of media, including pastels, charcoal and inks.▪ Communicate emotions through sketching and have a sense of accuracy and imagination.▪To be able to demonstrate the illusion of depth using line, tone and hatching .▪To use viewing frames to focus on detail.▪To compose pictures with foreground and background, applying skills of perspective. <p><u>Painting</u></p> <ul style="list-style-type: none">▪Work in a sustained way and establish their own style of painting▪Purposely control and use a range of techniques with increasing accuracy.▪Experiment with different effects and textures including colour blocking, washes, thickened paint creating textural effects.▪Mix colour, shades and tones with confidence building on previous knowledge. <p><u>Sculpture</u></p> <ul style="list-style-type: none">▪Use wood and card scraps to make panels▪Create models on a range of scales▪Create work which is open to interpretation by the audience▪Research, design and make to a specific brief, e.g make a bowl

Year 6

National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas .
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Ackworth Howard's Knowledge Essentials

Year 6 continued

Printing

- Overprint using different colours.
- Print for a specific purpose such as Christmas cards or wrapping paper.
- Link print making to Numeracy by making a block and rotating it different degrees to make a design.

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

To learn about great artists, architects and designers in history.

Children can:

- give detailed observations about notable artists', artisans' and designers' work.
- offer facts about notable artists', artisans' and designers' lives.

▪Henry Moore

▪Banksy

Year 6 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Line	Control	Marquette	Methods	Mood board
Texture	Care	Prototype	Specific	Visual
Pattern	Accuracy	Carve	Purpose	Tactile
Shape	Layer	Technique	Block	Weaving
Form	Background	Model	Rotating	Stitch
Tone	Tones	Frame		Embroidery
Smudge	Mood feeling	Armature		Batik
Blend	Expression	Modroc		Thread
Hatch	Emotions	Research		Fabrics
Hard	Style	Design		Knitting
Soft		Evaluate		Lace
Light				Transfer paper
Heavy				
Mural				
Fresco				
Portrait				
Graffiti				
Illusion				
Pen				
Ink				
Perspective				
Horizon				
Composition				
Proportion				

Aspirational Outcomes...

- All children have the opportunity to develop a love and appreciation of art.
- All children explore their ideas and record their experiences when producing creative work.
- All children are provided with opportunities to develop confidence in order to be creative when using a wide range of materials.
- All children have the opportunity to acquire proficiency in drawing, painting, sculpture and other art, craft and design techniques.
- All children can evaluate and analyse creative works using the language of art, craft and design.
- All children know about great artists, craft makers and designers, and understand the historical and cultural developments of their art forms.
- All children take pride in and have a sense of personal ownership over their sketch book and artistic journey.