

# Art at Copperfield

Creating  
Drawing  
Painting  
Sculpting  
Print Making  
Sketching  
Collaging  
Risk Taking  
Innovating  
Inventing  
Critical Thinking  
Enquiring  
Critiquing  
Engaging  
Expressing  
Discussing  
Identifying styles  
Identifying artists  
Connecting with the world  
Responding to ideas  
Exploring Ideas  
Collecting visual information



Subject Leadership

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### Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

### All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

## How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

***'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.***

*This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.*

### *Our Curriculum Statement*

*Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, and pedagogical developments, and a range of strategies are implemented to improve practice, and to better meet the needs of pupils more effectively'*

**Our Four Drivers, making a well sequenced and ambitious curriculum.**

### **Ethical, informed Individuals.**

*At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.*

### **Ambitious Capable Learners (Skills and Knowledge).**

*Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.*

### **Experiences to Inspire**

*Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.*

### **Successful in Society**

*Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.*

## **Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework**

### **INTENT**

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced, and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

### **IMPLEMENTATION**

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
  - check learners' understanding systematically
  - identify misconceptions accurately
  - provide clear, direct feedback
  - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
  - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
  - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
  - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
  - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer

8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
  - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
  - Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

### **IMPACT**

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
  - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
  - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
  - *read widely and often, with fluency and comprehension appropriate to their age*
  - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

## ON A PAGE Art at Copperfield Academy

**Intent:** At Copperfield we want to give all children access to art; to engage their passion. We want to teach them the fundamental basic skills in all key areas (drawing, painting, sculpture, collage, textiles and printing) that will then allow them to engage and explore art at their own level, helping to develop their own styles.

Children will have access to a wide range of resources, be taught skills in different medium, gain knowledge of many different famous artists and styles, create art in response to other artists and be allowed to begin to create their own styles.

Art helps children develop motor skills, social skills, language skills, presentation skills, decision making, risk taking and inventiveness. It boosts critical thinking and connections with the outside world. We want to develop creative, well-rounded pupils.

**Implementation:** Lessons are planned to follow the National Curriculum guidelines and Reach2 Art sequencing. This ensures that art planning is showing sequential progression both within and across the year groups.

Each year group gets 3 blocks (alternate terms) of 6 lessons per year.

Assessment and monitoring are done through live marking and feedback. Each year group will have a set of targets to reach by the end of the year. These will be ticked off as they are achieved and highlighted if exceeded.

Planning is done termly. Materials and resources are sourced in advance.

We intend to fully engage and excite children by enabling them access to resources and medium they may never otherwise use, by rewarding and displaying outstanding work, by curating an end of year exhibition and by inspiring them to flourish in the arts.

**Impact:** Children will be competent and confident in all the main forms of art. Their skills and styles will develop over time. They will be able to talk about famous artists and their work, recognise work from different periods and cultures; to produce work in response to other artists and to develop their own style. They will become 'critical' artists, asking questions, critiquing work, developing styles, assessing their peers. Above all at Copperfield we want our children to enjoy art and allow it to develop their creativity in all areas of life.

## ART OVERVIEW

EYFS	Drawing	Painting	Sculpture	Collage	Textiles	Printing
	<p>Begin to understand how to add detail to a drawing (3 – 4)</p> <p>Know how to use drawing to represent ideas like movement or loud noises (3 – 4)</p> <p>Know how to show different emotions in their drawings – happiness, sadness, fear etc. (3 – 4)</p>	<p>Know how to mix colours (3 – 4)</p>	<p>Know how to join different materials (3 – 4)</p> <p>Know how to make a sculpture.</p>	<p>Begin to understand how to use different materials to develop their ideas. (3 – 4)</p> <p>Know which materials to use to express ideas. (3 – 4)</p> <p>Know how to join different materials. (3 – 4)</p>	<p>Know how to create imaginative works of art with a range of textured fabrics, wool, beads, buttons and ribbons</p>	<p>Know how to create repeating patterns.</p>
	Autumn		Spring		Summer	
Year 1	Self - portraits		Colour Mixing		Manipulative Magic	
	<p>Understand the concept of a self-portrait.</p> <p>Know the key features of a self-portrait.</p> <p>Know the effects created by the different materials including weight of line.</p> <p>Know about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Know how to use drawing and painting to develop ideas</p> <p>Know how to use <u>colour</u> for a purpose</p>		<p>Know how to mix colours to create secondary colours and the different effect of adding more/less of a colour.</p> <p>Explain the effects of using different size brushes.</p> <p>Know about the work of Wassily Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Understand primary colours.</p> <p>Know what a concentric pattern is.</p>		<p>Know what clay is and where it is sourced.</p> <p>Know the different uses of clay.</p> <p>Know about the work of William De Morgan, describing the different characteristics of pottery.</p> <p>Know that pattern and texture can be made with a variety of tools.</p>	
Year 2	Portraits		Still Life		Decorative Pottery	
	<p>Understand why portraits have been used throughout history.</p> <p>Understand how portraits are used in their daily lives e.g., stamps.</p> <p>Discuss Rembrandt's portrait work.</p> <p>Understand why light and dark areas are used in portraits.</p> <p>Explain what shades, tints and tones are.</p> <p>Understand the need for proportion when drawing.</p> <p>Know how to use shading to create a 3D form.</p>		<p>Know about the work of Giorgio Morandi and his specialism - still life.</p> <p>Explain the main idea of realism.</p> <p>Know how focal points change when objects are rearranged.</p> <p>Know how to create shadow using light.</p> <p>Explain how to make a painting look realistic.</p>		<p>Know about the work of Emma Bridgewater.</p> <p>Know the process of firing and glazing.</p> <p>Know different types of clay and their uses.</p> <p>Know uses of clay and the appropriateness of different materials for different purposes.</p> <p>Know why <u>tools</u> are used.</p>	

Year 3	Cubism	Textiles	Sculpture
	<p>Know how the work of Picasso links to collage.</p> <p>Know where Picasso's inspiration came from.</p> <p>Know that Collage is the form of artwork that is made by assembling different pieces to create a new, finished work of art.</p> <p>Know how different artists create collages.</p> <p>Know that cubism is art made of simple geometric shapes.</p> <p>Know how to arrange different materials to create different effects.</p> <p>Know which adhesives work best for different materials.</p>	<p>Explain the work of <del>Gunta Stobrawa</del> Gunta Stobrawa focusing on the different media she used and the styles she is associated with.</p> <p>Know how different cultures use weaving.</p> <p>Know how the industrial revolution moved weaving from hands to machines.</p> <p>Know which materials work best for weaving, knotting, and plaiting and explain the effect they have on fabrics.</p> <p>Know where cotton comes from.</p>	<p>Know the work of Alexander Carter and how it links to sculpture.</p> <p>Know how sculptures can be created and their purpose.</p> <p>Know how wire can be manipulated to create sculptures.</p>
Year 4	Interior Designers	Fashion Designers	Impressionism
	<p>Know that block printing is a technique for printing text, images, or patterns.</p> <p>Know that block printing is used for 'runs' of prints e.g., wallpaper.</p> <p>Know that block printing is good for making repeated patterns.</p> <p>Understand printed designs and the process of block printing.</p> <p>Know key facts about the Arts &amp; Crafts movement and the key artist, William Morris.</p>	<p>Explain the work of Vivian Westwood, focusing on the different media she used and the styles she is associated with.</p> <p>Explain what embroidery means.</p> <p>Know how clothes are customised.</p> <p>Know how embroidery has changed over time.</p> <p>Know different stitching techniques.</p>	<p>Know about the work of Claude Monet.</p> <p>Know the techniques used by Monet in his artwork.</p> <p>Understand and use contrast, colour, and shading.</p> <p>Explain the characteristics of impressionism.</p> <p>Name Impressionist artists and describe their style.</p> <p>Understand the difference between watercolour and acrylic and explain why acrylics are being used.</p> <p>Explain the impact of using different papers.</p>

Year 5	Digital Collage	Abstract Sculpture	Drawing for illustration
	<p>Explain the art of collage.</p> <p>Explain the work of David Hockney.</p> <p>Explain how overlapping is used to create the illusion of 3D.</p> <p>Know how to take photographs in sections.</p> <p>Explain the qualities of using photographs when collaging.</p>	<p>Know the work of Antoni Gaudi and his distinctive style.</p> <p>Explain neo-Gothic art.</p> <p>Know the role of an architect.</p> <p>Know the different modelling techniques that can be used to sculpt clay.</p> <p>Understand that trencadis is a type of mosaic.</p>	<p>Know that an illustration is a decoration, interpretation or visual explanation of a text, concept, or process.</p> <p>Know that an illustration can be a picture or a diagram and that helps to make something clear or attractive.</p> <p>Know the illustrations of a range of illustrators: Quentin Blake, Beatrix Potter, Axel Sheffler, Roy Lichtenstein.</p> <p>Explain how to effectively use line, shade, style, and colour.</p>
Year 6	Ultimate Selfie	Relief Printing and Colour	Sculpture and Animation
	<p>Know how a photograph is made and how photography has changed over time.</p> <p>Know how portraits and self-portraits differ.</p> <p>Know how light can change a photograph.</p> <p>Know the difference between portraits and landscapes and how the composition differs.</p> <p>Explain the work of Annie Lebovitz.</p> <p>Explain how a specific emotion or characteristic can be highlighted.</p> <p>Know the work of Nick Park and the Aardman studios.</p> <p>Know the features of animation and Claymation.</p> <p>Know the roles needed to create an animation e.g., director, model movers, lighting.</p>	<p>Understand the history of relief printing and the impact on mass production of products.</p> <p>Know about the work of Andy</p> <p>Understand the term pop art.</p>	<p>Know the work of Nick Park and the Aardman studios.</p> <p>Know how to create a 3D sculpture for animation.</p> <p>Know how to reposition clay models.</p>

## KEY ASSESSMENT CRITERIA

	EYFS	Yr. 1	Yr. 2
<b>Skills</b>	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>1. work purposefully responding to colours, shapes, materials etc.</li> <li>2. create simple representations of people and other things</li> </ol>	<ol style="list-style-type: none"> <li>1. recognise that ideas can be expressed in art work</li> <li>2. experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. try out different activities and make sensible choices about what to do next</li> <li>2. use drawing to record ideas and experiences</li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>3. work spontaneously and enjoy the act of making/creating</li> <li>4. sustain concentration and control when experimenting with tools and materials</li> </ol>	<ol style="list-style-type: none"> <li>3. try out a range of materials and processes and recognise that they have different qualities</li> <li>4. use materials purposefully to achieve particular characteristics or qualities</li> </ol>	<ol style="list-style-type: none"> <li>3. deliberately choose to use particular techniques for a given purpose</li> <li>4. develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i></li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>5. recognise and describe key features of their own and others' work</li> </ol>	<ol style="list-style-type: none"> <li>5. Show interest in and describe what they think about the work of others</li> </ol>	<ol style="list-style-type: none"> <li>5. When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i></li> </ol>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
<b>Knowledge and understanding</b> <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> <li>6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</li> <li>7. how to explain what they are doing</li> </ol>	<ol style="list-style-type: none"> <li>6. how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ol>	<ol style="list-style-type: none"> <li>6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> <li>7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i></li> </ol>

	Yr. 3	Yr. 4
<b>Skills</b>	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>gather and review information, references and resources related to their ideas and intentions.</li> <li>use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ol>	<ol style="list-style-type: none"> <li>select and use relevant resources and references to develop their ideas.</li> <li>use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>select, and use appropriately, a variety of materials and techniques in order to create their own work.</li> </ol>	<ol style="list-style-type: none"> <li>investigate the nature and qualities of different materials and processes systematically.</li> <li>apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i></li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i></li> </ol>	<ol style="list-style-type: none"> <li>regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ol>
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
<b>Knowledge</b> <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> <li>about and describe the work of some artists, craftspeople, architects and designers</li> <li>and be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ol>	<ol style="list-style-type: none"> <li>about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ol>

	Yr. 5	Yr. 6
<b>Skills</b>	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</li> </ol>	<ol style="list-style-type: none"> <li>independently develop a range of ideas which show curiosity, imagination and originality</li> <li>systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i></li> <li>use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ol>	<ol style="list-style-type: none"> <li>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</li> <li>Independently select and effectively use relevant processes in order to create successful and finished work</li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ol>	<ol style="list-style-type: none"> <li>provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</li> </ol>
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
<b>Knowledge and understanding</b> <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> <li>research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>how to describe the processes they are using and how they hope to achieve high quality outcomes</li> </ol>	<ol style="list-style-type: none"> <li>how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ol>

## VOCABULARY PROGRESSION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Line</b>	Straight Curve Long Short Bold Faint Sharp Thin Thick	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight Sketch(ing)	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight Sketch(ing) Density	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight density Sketch(ing) Cross-hatching Shadow	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight density Sketch(ing) Cross-hatching Shadow
<b>Tone</b>	Light Dark Shadow Reflected Solid Bright	Light Dark Shadow Reflected Solid Bright	Light Dark Shadow Reflected Solid Bright shade tint Contrast	Light Dark Shadow Reflected Solid Bright shade tint Contrast	Light Dark Shadow Reflected Solid Bright shade tint Contrast tint Depth Opaque Transparent Wash Mood	Light Dark Shadow Reflected Solid Bright shade tint Contrast Depth Opaque Transparent tint Wash Mood	Light Dark Shadow Reflected Solid Bright shade tint Contrast Depth Opaque Transparent tint Wash Mood
<b>Colour</b>	Primary Secondary Mix Mixed Bright	Primary Secondary Mix Mixed Bright Light Dark	Primary Secondary Mix Mixed Bright Light Dark	Primary Secondary Mix Mixed Bright Light Dark	Primary Secondary Mix Mixed Bright Light Dark	Primary Secondary Mix Mixed Bright Light Dark	Primary Secondary Mix Mixed Bright Light Dark

		Complementary	Complementary Dull	Complementary Dull	Complementary Dull	Complementary Dull	Complementary Dull Contrasting
Composition	Background Foreground Design	Background Foreground Design	Background Foreground Design Layout	Background Foreground Design Layout	Background Foreground Design Layout Perspective	Background Foreground Design Layout Perspective	Background Foreground Design Layout Perspective
Shape	Pointed Sharp Straight Square Spherical Size Mass Solid	Pointed Sharp Straight Square Spherical Size Mass Solid	Pointed Sharp Straight Square Spherical Size Mass Solid 2D 3D	Pointed Sharp Straight Square Spherical Size Mass Solid 2D 3D	Pointed Sharp Straight Square Spherical Size Mass Solid 2D 3D	Pointed Sharp Straight Square Spherical Size Mass Solid 2D 3D	Pointed Sharp Straight Square Spherical Size Mass Solid 2D 3D
Texture	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky reflective	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky reflective	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky reflective	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky reflective Porous/non-porous	Rough Smooth Hard Soft Dry Wet Matt Shiny Bumpy Silky reflective Porous/non-porous
Pattern	Repeat Simple Continuous Stripes zig zag dot/dotted	Repeat Simple Continuous Stripes zig zag dot/dotted	Repeat Simple Continuous Stripes zig zag dot/dotted	Repeat Simple Continuous Stripes zig zag dot/dotted	Repeat Simple Continuous Stripes zig zag dot/dotted	Repeat Simple Continuous Stripes zig zag dot/dotted	Repeat Simple Continuous Stripes zig zag dot/dotted
Genre specific	Image Portrait Landscape Drawing	Image Portrait Landscape Drawing	Image Portrait Landscape Drawing	Image Portrait Landscape Drawing	Image Portrait Landscape Drawing	Image Portrait Landscape Drawing	Image Portrait Landscape Drawing

	Painting Sculpture/ modelling	Painting Sculpture/ modelling culture Explore/experiment Artist Sculptor	Painting Sculpture/ modelling Explore/experiment Artist Sculptor culture Realism Classical Modern Application	Painting Sculpture/ modelling Explore/experiment Artist Sculptor culture Realism Classical Modern Application Craft Evaluation Appreciation Similarities Differences design	Painting Sculpture/ modelling Explore/experiment Artist Sculptor culture Realism Classical Modern Application Craft Evaluation Appreciation Similarities Differences Design	Painting Sculpture/ modelling Explore/experiment Artist Sculptor culture Realism Classical Modern Application Craft Evaluation Appreciation Similarities Differences Design Character design	Painting Sculpture/ modelling Explore/experiment Artist Sculptor culture Realism Classical Modern Application Craft Evaluation Appreciation Similarities Differences Design Character design Production Animation Screen printing Mass production
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Portraits	Nose Eyes Face Symmetry Ears Half Quarter Eyebrows Hair Self-portrait/ portrait	Nose Eyes Face Symmetry Ears Half Quarter Eyebrows Hair Self-portrait/ portrait Profile Size Shape	Nose Eyes Face Symmetry Ears Half Quarter Eyebrows Hair Self-portrait/ portrait Profile Size Shape Expression 2D/3D portraits Proportion				Nose Eyes Face Symmetry Ears Half Quarter Eyebrows Hair Self-portrait/ portrait Profile Size Shape Expression 2D/3D portraits Proportion Angle Composition
Collage				Cut Tear Scrunch		Cut Tear Scrunch	

				Fold Layer glue, adhesive, PVA, multi-purpose		Fold Layer glue, adhesive, PVA, multi-purpose Overlay Stitch	
3D Work	Roll Pinch Press Cut Dry Wet Moist Knead	Roll Pinch Press Cut Dry Wet Moist Knead Sculpt Smooth Air-dry	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Hollow Solid Modelling Useful/decorative	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Hollow Solid Modelling Useful/decoration Armature (supportive structure)		Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Useful/decoration Glaze Armature (supportive structure) Fired Kiln Decorative/utilitarian Manufactured/ handmade	
Textiles				Textile Material Thread Sew Stitch Glue Tie Weave Knit Knot Synthetic/natural Dye Warp Weft	Textile Material Thread Sew Stitch Glue Tie Weave Knit Knot Synthetic/natural Dye Warp Weft Tapestry Sewing patterns (e.g. Instructions/templates) Fabric types (e.g. wool,		

					felt, silk, cotton, acrylic, leather) Embellishment Embroidery Stitch names (e.g. tacking, running, blanket, gathering, cross stitch)		
Digital Media						Digital photography Editing Lighting Composition Camera Angles Layering Exporting Foreground Background	Digital photography Editing Lighting Composition Camera Angles Layering Exporting Foreground Background Audience Frame Transition Animation Storyboard Time-lapse Sound Movement (smooth, jittery) Stop-motion 2D animation 3D animation
Printing	Stamp Press				Stamp Press Block print Engraving Roller Dye Layer Pattern Repeat Transfer		Stamp Press Block print Engraving Roller Dye Layer Pattern Repeat Transfer Stencil

## OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes?