

## Danson Primary School- Art and Design – Craft & Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating Ideas</b>	<ul style="list-style-type: none"> <li>I can explore and play with a range of media to make child-led creations.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore my own ideas using a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>I begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop my ideas and plan more purposefully for an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop ideas more independently from my own research.</li> <li>I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes.</li> </ul>
<b>Sketchbooks</b>	N/A	<ul style="list-style-type: none"> <li>I can use sketchbooks to explore ideas in an open-ended way.</li> </ul>	<ul style="list-style-type: none"> <li>I can experiment in sketchbooks, using drawing to record ideas.</li> <li>I can use sketchbooks to help make decisions about what to try out next.</li> </ul>	<ul style="list-style-type: none"> <li>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> </ul>	<ul style="list-style-type: none"> <li>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a systematic and independent approach, research, test and develop ideas and plan using sketchbooks.</li> </ul>
<b>Making skills (including formal elements)</b>	<ul style="list-style-type: none"> <li>I can design something and stick to the plan when making.</li> <li>I can cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can select colours, shapes and materials to suit ideas and purposes.</li> <li>I can design and make something that is imagined or invented.</li> <li>I can begin to develop skills such as measuring materials, cutting, and adding decoration.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to a simple design brief with a range of ideas.</li> <li>I can apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</li> <li>I can follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn a new making technique (papermaking) and apply it as part of their own project.</li> <li>I can investigate the history of a craft technique and share that knowledge in a personal way.</li> <li>I can design and make creative work for different purposes, evaluating the success of the techniques used.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn new making techniques, compare these and make decisions about which method to use to achieve a particular outcome.</li> <li>I can design and make art for different purposes and begin to consider how this works in creative industries.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</li> <li>I can extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</li> <li>I can justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</li> </ul>
<b>Knowledge of Artists</b>	<ul style="list-style-type: none"> <li>I begin to enjoy looking at and talking about art.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to my own work.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about art they have seen using some appropriate subject vocabulary.</li> <li>I can make links between pieces of art.</li> </ul>	<ul style="list-style-type: none"> <li>I can use subject vocabulary to describe and compare creative works.</li> <li>I can use my own experiences to explain how art works may have been made.</li> </ul>	<ul style="list-style-type: none"> <li>I can use subject vocabulary confidently to describe and compare creative works.</li> <li>I can use my own experiences of techniques and making processes to explain how art works may have been made.</li> </ul>	<ul style="list-style-type: none"> <li>I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> </ul>

<p><b>Evaluating and Analysing</b></p>	<ul style="list-style-type: none"> <li>I can talk about my artwork, stating what I feel they did well.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and compare features of my own and other's artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain my ideas and opinions about my own and other's artwork, giving reasons.</li> <li>I can begin to talk about how I could improve my own work.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently explain my ideas and opinions about my own and other's art work, giving reasons.</li> <li>I can use sketchbooks as part of the problem-solving process and make changes to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can build a more complex vocabulary when discussing my own and others' art.</li> <li>I can evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the processes used by myself and by other artists, and describe the particular outcome achieved.</li> <li>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can give reasoned evaluations of my own and others' work which takes account of context and intention.</li> <li>I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p>	<p>Art, Artist, Craft, Knot, Loom, Plait, Thread, Threading, Warp, Weaving, Weft</p>	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<p>Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p>Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p>	<p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>
<p><b>National Curriculum</b></p>	<p><b>Development Matters</b></p> <p><b>Three and Four-Year-Olds</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p><b>Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Early Learning Goals</b> Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To know about great artists, architects and designers in history.</li> </ul>				