



Exodus 35:35 “He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers—all of them skilled workers and designers.”

Curriculum Intent

Our Pupils Are Artists

The intent of our Art and Design curriculum at The Good Shepherd Academy is to equip pupils with the skills and knowledge to interpret our changing world in a creative and personal way.

Pupils will learn about the lives and works of artists, architects and designers throughout history. They will understand how art has been inspired by social history and use fine art techniques to replicate significant works of art.

Our pupils will be confident working individually and collaboratively, using a wide range of techniques with precision and confidence. They will use a range of media skillfully and safely.

Art promotes a strong sense of self-identity in our pupils, personal expression will be central to art teaching.

What is the theory behind our Art and Design Curriculum?

Your role as an art educator is to provide activities that are stimulating and challenging, ones that are relevant to the environment in which they live and deepen their cultural capital, where cultural capital is a rich, diverse experience.

This progression model links to Bloom’s revised taxonomy of 2001, the art & design National Curriculum for England for Key Stage One and Two as well as the National Society for Education in Art and Design’s progression framework.

Paul Carney - NSEAD registered Art & Design Education Consultant

Paul Carney’s model forms the basis of our four knowledge strands.

	Factual	Conceptual	Procedural	Metacognitive
Bloom's Revised Taxonomy Center for Excellence in Learning and Teaching (CELT)	The basic elements a student must know to be acquainted with a discipline or solve problems.	The interrelationships among the basic elements within a larger structure that enable them to function together.	How to do something, methods of inquiry and criteria for using skills, algorithms, techniques and methods.	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
NSEAD Framework for Progression	Knowledge Knowledge of process and context	Generating Ideas Skill of designing and developing ideas	Making The skill of making art, craft and design	Evaluating Skills of judgement and evaluation
National Curriculum	Know about great artists, craft makers and designers, and understand the historical development of their art forms.	Produce creative work, exploring their ideas and recording their experiences.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Evaluate and analyse artistic works using the language of art, craft and design.

Our curriculum is divided into 4 main **Areas for Attainment**:

<p>Knowledge (Factual) Learn about great Artists, Crafters & Designers Learn how artists use formal elements</p>	<p>Generating Ideas (Conceptual) Explore ideas Record Feelings & Experiences</p>
<p>Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluation (Metacognition) Evaluate and Analyse own & others work</p>



These Areas for Attainment are then applied through 5 **Key Concepts**:

Draw	Paint	Print	Collage	Sculpture
Taught in every single year group.		Taught in every phase – EYFS, KS1, LKS2 and UKS2.		

Pupils will be taught 3 Key Concepts each academic year. With each Unit of Work lasting **approximately** 6 weeks with a 1.5/ 2 hour lesson weekly.

Inline with National Curriculum 2014 pupils will be taught how to use a sketchbook to visualize their initial ideas, research, plan, develop and evaluate their artistic practice. Art and Design is an experiential curriculum – the process is more important than the outcome. Sketchbooks should reflect this aim. Sketchbooks in Art and Design do not reflect the academy’s presentation policy for the majority of the written curriculum. The L.O’s should be taken from the Knowledge Organiser for the Unit and do not need writing out on every page. The short date can be written either on the Knowledge Organiser or on the sketchbook page itself. Children should be taught to care for and clean artistic equipment and tools. Children should be suitably dressed for Art and Design – sleeves rolled up, tie tucked in, apron or coverall if needed.

EYFS -Nursery			
	Advent	Lent	Pentecost
	Draw	Paint	Collage
Knowledge	Pupils should orally describe their work & learn the meaning of the words colour, line and shape.		
Generating Ideas	Create art from personal experiences and imagination.		
Making Skills	Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles.	Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes
Evaluation	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.		
Vocabulary	Paint, pencil, colour (inc. colour names), line, shape (inc. some shape names).		
EYFS -Reception			
	Advent	Lent	Pentecost
	Draw	Paint	Collage and Print
Knowledge	Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. Pupils should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern.		
Generating Ideas	Learn how ideas change, grow and develop as work is produced and can talk about their own practice. Create art from personal experiences and imagination.		
Making Skills	Pupils draw things they like and learn to draw for pleasure and relaxation.	Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface.	Use simple wax resist using crayons and ink is used to make pictures.

	<p>Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.</p> <p>Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.</p>	<p>They learn how to look after brushes and equipment.</p> <p>Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.</p> <p>They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours.</p> <p>They paint patterns & add things to paint to make textures such as sand, grit, salt.</p>	<p>Art is made by cutting, sewing, gluing and forming fabrics.</p> <p>Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials.</p> <p>Pupils make simple printing blocks from soft materials they have cut, shaped or moulded.</p>
Evaluation	<p>Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.</p> <p>Develop skills in orally describing their thoughts, ideas and intentions about their work.</p> <p>Compare their art to significant works of art recognising what is the same and what is different.</p>		
Vocabulary	<p>Pattern, texture, tone, material</p> <p>Paint, pencil, colour (inc. colour names), line, shape (inc. some shape names)</p>		
End of EYFS Expectations	<ul style="list-style-type: none"> • Drawing - Pupils should be able to draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals. They should have practiced shading techniques through simple colouring exercises and experimented making different marks using a range of tools and techniques. • Painting - Pupils should have had experience of painting. They should know how to hold a paintbrush comfortably, be able to mix and apply basic colours to make secondary colours. They should have experienced painting lines, dots, patterns and shapes, trying to paint neatly to edges. • Media - They should have experienced a range of craft activities such as modelling with clay, cutting with scissors, simple printing and creating things using fabrics and textures. They should have made digital art using cameras and editing apps. • Ideas - Pupils should have made art from observation and using their imagination. • Knowledge - Pupils should have seen the work of significant artists and discussed their personal opinions of them. • Evaluation - They should have talked about how art makes them feel and the emotions it evokes. 		

Year 1

	Advent Collage and Print	Lent Paint	Pentecost Drawing
	Pop art Yayoi Kusama Roy Lichtenstein	Pointillism Seurat	Still life plants
Knowledge	Describe the work of notable artists, artisans and designers using visual language. They describe the content and the feelings & emotions conveyed by the work.		
Generating Ideas	Use some of the ideas of artists studied to create pieces. Develop their ideas – try things out, change their minds.	Record and explore first hand observations Recognise when they are using formal elements and describe how they are using them.	Record and explore first hand observations Identify what they might change in their current work. Recognise when they are using formal elements and describe how they are using them.
Making Skills	Use repeating or overlapping shapes. Recognise print in the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.	Explore a range of tools, brushes of different thicknesses, sponges, fingers, found materials etc Identify primary colours by name Mix paint colours adding white to make tints and black to make tones. Create textured paint by adding sand/ plaster	Experiment with a variety of media: pencil, pencil crayon, felt tip, ball point pen, chalk, charcoal, rubbers. Begin to control the types of marks made with the range of media. Draw on different surfaces. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying.
Evaluation	Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.		
Vocabulary	Sketch, shade, tint, primary colours, print, rubbing, texture, 2d shapes, weave, plait, media, observe. Pattern, texture, tone, material, paint, pencil, colour, line, shape		

Year 2

	Advent Drawing	Lent Sculpture	Pentecost Paint and Print
	Dragons	Andy Goldsworthy	Coastal Art Van Gogh Alfred Wallis
Knowledge	Analyse and evaluate creative works using the language of art and design. Explore the work of artists, craftspeople and designers from different times and cultures.	Explore the work of artists, craftspeople and designers from different times and cultures. They describe the content, feelings & emotions conveyed by the work to a more competent level.	Analyse and evaluate creative works using the language of art and design. Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.
Generating Ideas	Ask and answer questions about the starting points for their work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.	I can create pieces of art collaboratively. Study the work of artists and cultures and use elements of it to influence their own work.	Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make.
Making Skills	Experiment with a variety of media: pencil, pencil crayon, felt tip, ball point pen, chalk, charcoal, rubbers. Draw lines of different sizes and thickness. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Continue to investigate textures and produce an expanding range of patterns. Use known shapes and invented shapes to create images.	I can collect, sort and group materials for different purposes in different ways/shapes, i.e. texture, colour. Cut, form, tear, join and shape a range of materials (such as found and natural) to create forms & make things they have designed, invented or seen. Modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first.	Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Identify primary and secondary colours by name. Continue to mix shades and tones. Mix primary colours to make secondary colours. Create colour wheels. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
Evaluation	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.		
Vocabulary	Image, textiles, printing, palette, secondary colours, shade, tone, natural, man-made, observe, construct, texture, background, foreground, portrait, landscape. Sketch, shade, tint, primary colours, print, rubbing, texture, 2d shapes, weave, plait, line, materials, media, observe.		

End of KS1 Expectations	<ul style="list-style-type: none"> • Drawing - Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly. • Painting – there should be an increased ability to control brushes and paint to render ideas & observations. They should have used different paints and surfaces, be able to mix primary & secondary colours confidently and use different painting techniques such as stippling, dripping, spattering etc. • Media - there should be a well-developed ability to apply formal elements in their work using drawing, painting, craft and mixed media. Pupils should have designed & invented complex forms to solve problems. • Ideas – Should understand how to develop ideas over time. Express ideas about things they want to make. Use imagination to invent and create. Select aspects of significant art to incorporate in own work. • Knowledge – Learn how artists use formal elements in work to create effects, ideas and feelings. Study significant works of art. • Evaluation – Identify similarities and differences in own and others work. Make choices and decisions. Give and receive constructive praise and criticism.
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Year 3

	Advent Draw and Paint Prehistoric Cave Art	Lent Sculpture Bronze age Beaker	Pentecost Print and Collage Rainforest Henri Rousseau
Knowledge	Comment on artworks using visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	Replicate some of the techniques used by notable artists, artisans and designers. Make copies of small areas of the artist’s work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
Generating Ideas	Collect information, sketches and resources. Sketchbooks are used to practice and try out ideas & techniques.	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.
Making Skills	Use different hardnesses of pencils to show line, tone and texture.	Learn to secure work to continue at a later date.	Create printing blocks using relief or impressed method

	<p>Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use light and dark within painting. Mix colour, shades and tones with increasing confidence.</p>	<p>Join two parts successfully. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p>	<p>Develop print techniques i.e. mono-printing, block printing, relief or impressed method Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p>
Evaluation	<p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Uses evaluation to understand what they need to do to improve and that all artists do this. They offer advice, confidence and praise to others.</p>		
Vocabulary	<p>Impressed printing, relief printing, colour wash, printing block, hatching, cross hatching.</p> <p>Image, textiles, printing, palette, secondary colours, shade, tone, natural, man-made, observe, construct, texture, background, foreground, portrait, landscape, sketch, shade, tint, primary colours, print, rubbing, texture, 2d shapes, weave, plait, line, materials, media.</p>		

Year 4

	Advent Paint Joseph Turner	Lent Sculpture Roman Mosaic	Pentecost Draw Andy Warhol
Knowledge	<p>Replicate some of the techniques used by notable artists, artisans and designers. Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present.</p>	<p>Comment on artworks using visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)</p>	<p>Comment on artworks using visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.) Replicate some of the techniques used by notable artists, artisans and designers. Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p>
Generating Ideas	<p>Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries so their sketchbook becomes a very personal space.</p>	<p>Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. Develop initial ideas into final work adapting work as it progresses.</p>	<p>Create original pieces that are influenced by studies of others. Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p>

Making Skills	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour • Use language of and mix primary and secondary colours and use tints and shades 	<p>Learn to secure work to continue at a later date. Add materials to provide interesting detail. Tessellate shapes to produce striking images. Demonstrate awareness in environmental sculpture Show awareness of the effect of time upon sculptures.</p>	<p>To create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone, understanding why they best suit. Draw for a sustained period of time at an appropriate level. Have opportunities to develop further drawings featuring the third dimension and perspective.</p>
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Evaluation	<p>Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Uses evaluation to understand what they need to do to improve and that all artists do this. They offer advice, confidence and praise to others.</p>
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Vocabulary	<p>Montage, colour wash, visual language</p> <p>Impressed printing, relief printing, colour wash, printing block, hatching, cross hatching, image, textiles, printing, palette, secondary colours, shade, tone, natural, man-made, observe, construct, texture, background, foreground, portrait, landscape, sketch, shade, tint, primary colours, print, rubbing, texture, 2d shapes, weave, plait, line, materials, media.</p>
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Year 5			
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	Advent Paint and Collage Peter Thorpe Abstract Space Art	Lent Sculpture Clay Dragon Eyes	Pentecost Drawing Portraits – Windrush - Refugees
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Knowledge	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> – Describe the art. Social, historical factors affect the work. • <i>Process</i> – When & how made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Use some of what they have learned from artist’s studies to produce original work.</p>	<p>Create original pieces that show a range of influences and styles.</p>	<p>Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists’ drawings they like, appreciate and admire to influence their own drawing style.</p>
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Generating Ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes.	Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.
Making Skills	Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Add collage to a printed or painted background	Use tools to carve and add shapes, texture and pattern. Make a slip to join two pieces of clay. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.
Evaluation	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.		
Vocabulary	Slip, pinch, slabbing, proportion, glaze, polish, mood board Montage, colour wash, visual language, impressed printing, relief printing, colour wash, printing block, hatching, cross hatching, image, textiles, printing, palette, secondary colours, shade, tone, natural, man-made, observe, construct, texture, background, foreground, portrait, landscape, sketch, shade, tint, primary colours, print, rubbing, texture, 2d shapes, weave, plait, line, materials, media.		
Year 6			

	Advent Paint	Lent Sculpture	Pentecost Drawing
	David Hockney Landscapes	Ancient Greeks	Frida Kahlo Self-portraits
Knowledge	<p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • <i>Content</i> – Describe the art. What social, historical factors affect the work? • <i>Process</i> – When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artist’s work to learn the techniques & processes used. Use some of what they have learned from their artist’s studies to produce original work.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Comment on artworks with a fluent grasp of visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)</p>		
Generating Ideas	<p>Experiment with techniques in sketchbooks to see what works and what doesn’t. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes.</p> <p>Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.</p> <p>Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media</p> <p>Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>		
Making Skills	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Use frameworks (such as wire or moulds) to provide stability and form, e.g. Calder. • Use recycled, natural and man-made materials to create sculptures <p>understand how to finish and present their work to a good standard.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <ul style="list-style-type: none"> • Develop their own style of drawing through: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
Evaluation	<p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.</p> <p>They should know that most artists struggle with this and that it is a vital part of the art process.</p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p>		
Vocabulary	Instillation, performance art, composition, positive, negative, space.		

	<p>Slip, pinch, slabbing, proportion, glaze, polish, mood board, montage, colour wash, visual language, impressed printing, relief printing, colour wash, printing block, hatching, cross hatching, image, textiles, printing, palette, secondary colours, shade, tone, natural, man-made, observe, construct, texture, background, foreground, portrait, landscape, sketch, shade, tint, primary colours, print, rubbing, texture, 2d shapes, weave, plait, line, materials, media.</p>
<p>End of KS2 Expectations</p>	<ul style="list-style-type: none"> • Pupils should be able to draw complex forms using 2D and 3D shapes to help them. They should have a grasp of basic one-point perspective and learned how to model forms using shading, light and tone. They should have drawn using a range of mark making techniques in a range of media, making their own choices and decisions when drawing. There should be an awareness of different styles of drawing for different purposes and reasons. • Painting – Pupils should paint with greater confidence and control, understanding how to mix and blend primary & secondary colours, create tone and textures and apply paint sensitively for purpose. They understand how to use and apply the formal elements when painting. • Media – Pupils should have designed and made art for different purposes. They should have explored craft techniques and developed their skill in cutting, joining and forming when working in a range of craft materials. • Ideas – Pupils will be familiar with using a sketchbook to record thoughts, ideas, feelings, research, investigations and explorations in media. They will be more confident at taking risks, working independently and mistake making. They will have worked from their imagination, from observation and used art to express their thoughts and feelings. • Knowledge – Pupils will have studied significant art in some depth and be aware of a basic chronological development of art over time. They will know the content, process, form, mood technique of deconstructing art. They will be aware of the different purposes of art in society and as a creative occupation. • Evaluation – Pupils will be sensitive to the inner difficulty of the creative process and be able to use discussion and feedback to build confidence in themselves and others.