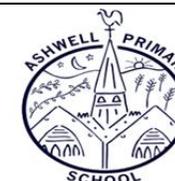


Ashwell Primary School

Art & Design Curriculum

Knowledge and Skills Organiser – Craft & Design



Year 1 – Craft & Design (Spring 1 – Woven Wonders)		Year 2 – Craft & Design (Autumn 2 – Map it out)
Exploring Ideas	<ul style="list-style-type: none"> Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli; exploring different media and techniques.
Sketchbooks	<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Making Skills	<ul style="list-style-type: none"> Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique to make fibre art. 	<ul style="list-style-type: none"> Respond to simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.
Knowledge of artists	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Make links between pieces of artwork they explore.
Evaluating and analysing	<ul style="list-style-type: none"> Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> Explain their ideas and opinions about their own art and the artwork of others, giving reasons. Begin to talk about how they could improve their own work.

Year 3 – Craft & Design (Autumn 1 – Ancient Egyptian Scrolls)		Year 4 – Craft & Design (Autumn 1 – Fabric of Nature)
Generating Ideas	<ul style="list-style-type: none"> ▪ Generate ideas from a range of stimuli, using research and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> ▪ Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Sketchbooks	<ul style="list-style-type: none"> ▪ Use sketchbooks for a wider range of purposes, for example recording things using drawings and annotations, planning and taking next steps in a making process. 	<ul style="list-style-type: none"> ▪ Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making Skills	<ul style="list-style-type: none"> ▪ Learn a new making technique (paper making) and apply it as part of their own project. ▪ Investigate the history of a craft technique and share that knowledge in a personal way. ▪ Design and make creative work for different purposes, evaluating the success of the techniques used. 	<ul style="list-style-type: none"> ▪ Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. ▪ Design and make art for different purposes and begin to consider how this works in creative industries.
Knowledge of artists	<ul style="list-style-type: none"> ▪ Use subject vocabulary to describe and compare creative works. ▪ Use own experiences of techniques and making processes to explain how art works may have been made. 	<ul style="list-style-type: none"> ▪ Use subject vocabulary confidently to describe and compare creative works. ▪ Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluating and analysing	<ul style="list-style-type: none"> ▪ Confidently explain their ideas and opinions about their own artwork and the artwork of others, giving reasons. ▪ Use sketchbooks as a part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> ▪ Build a more complex vocabulary when discussing their own artwork and the artwork of others. ▪ Evaluate their work more regularly and independently during the planning and making process.

Year 5 – Craft & Design (Autumn 1 – Architecture)		Year 6 – Craft & Design (Spring 2 – Photo Opportunity)
Generating Ideas	<ul style="list-style-type: none"> ▪ Develop ideas more independently from their own research. ▪ Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. 	<ul style="list-style-type: none"> ▪ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	<ul style="list-style-type: none"> ▪ Confidently use sketchbooks for purposes including recording observations and research. ▪ Use sketchbooks to record the testing of materials and work towards an outcome more independently. 	<ul style="list-style-type: none"> ▪ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	<ul style="list-style-type: none"> ▪ 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. ▪ Extend ideas for designs through sketchbook use and research, justifying choices made during the design process. 	<ul style="list-style-type: none"> ▪ Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. ▪ Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.
Knowledge of artists	<ul style="list-style-type: none"> ▪ Research and discuss the ideas and approaches of artists across a variety of disciplines. ▪ Describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> ▪ Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines. ▪ Describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	<ul style="list-style-type: none"> ▪ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. ▪ Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> ▪ Give reasoned evaluations of their own work and the work of others which takes into account the context and intention. ▪ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.