

## Statutory National Curriculum Objectives – Art and Design

<b>EYFS</b>	<p>Early Learning Goal:</p> <ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>
<b>KS1</b>	<p>Pupils should be taught:</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> <li>know 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</li> </ul>
<b>KS2 LOWER</b>	<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"> <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>about great artists, architects and designers in history</li> </ul>
<b>KS2 UPPER</b>	<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>about great artists, architects and designers in history</li> </ul>
<b>Skill</b>	<b>Early Years</b>

<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Enjoy using graphic tools, fingers, hands, chalk, pens and pencils</li> <li>• Use and begin to control a range of media</li> <li>• Draw on different surfaces and coloured paper</li> <li>• Produce lines of different thickness and tone using a pencil</li> <li>• Start to produce different patterns and textures from observations, imagination and illustrations</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs</li> <li>• Recognise and name the primary colours being used</li> <li>• Mix and match colours to different artefacts and objects</li> <li>• Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</li> </ul>
<b>3D Form Inc Textiles</b>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration</li> <li>• Cut shapes using scissors and other modelling tools</li> <li>• Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</li> </ul>
<b>Developing Ideas</b>	<ul style="list-style-type: none"> <li>• Look and talk about what they have produced, describing simple techniques and media used</li> </ul>
<b>Responding to Art</b>	<ul style="list-style-type: none"> <li>• Look and talk about what they have produced, describing simple techniques and media used</li> </ul>
<b>Texture, colour, pattern line and tone</b>	<ul style="list-style-type: none"> <li>• Enjoy playing with and using a variety of textiles and fabric</li> <li>• Decorate a piece of fabric</li> <li>• Show experience in simple stitch work</li> <li>• Show experience in simple weaving: paper, twigs.</li> <li>• Show experience in fabric collage: layering fabric</li> <li>• Use appropriate language to describe colours, media, equipment and textures</li> </ul>

Skill	Year 1	Year 2
<b>Drawing</b>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>I can layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</li> <li>I can use of a sketchbook and work out ideas for drawings.</li> <li>I can draw for a sustained period of time from the figure and real objects, including single and groups objects.</li> <li>I can experiment with the visual elements: line, shape, pattern and colour.</li> </ul> <p>KEY VOCAB:</p> <p>Line, tone, texture, shape, pattern, compare.</p>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>I can layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</li> <li>I can use of a sketchbook and work out ideas for drawings.</li> <li>I can draw for a sustained period of time from the figure and real objects, including single and groups objects.</li> <li>I can experiment with the visual elements: line, shape, pattern and colour.</li> </ul> <p>KEY VOCAB:</p> <p>Sketchbook, layer, smudge, blend, tone, texture, shape, pattern, differences, similarities, background, muted colours, earth colours, geometric, repetition</p> <p>ARTISTS/DESIGNERS: Magdalene Odundo, Thandiwe Muriu</p>
<b>Painting</b>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>Learn about a range of famous artists who use painting and printing.</li> <li>Use a range of materials creatively to design and make products.</li> <li>Use drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>Talk about the work of an artist, craft maker or designer, describing the differences and similarities.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>I can create a mood in my art work.</li> <li>I can ask questions about a piece of art.</li> </ul>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>Learn about a range of famous artists who use painting and printing.</li> <li>Use a range of materials creatively to design and make products.</li> <li>Use drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>Talk about the work of an artist, craft maker or designer, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Learn about the different types of printing eg. Mono printing, print blocks.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can describe a piece of art.</li> <li>• I can use a printing technique</li> <li>• I can create texture.</li> <li>• I can mix secondary colours and shades using different types of paint</li> </ul> <p>KEY VOCAB: Primary colours, secondary colours, texture, print</p>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can mix paint to create all secondary colours</li> <li>• I can make colours lighter and darker by using white and black paint. Tints and tones.</li> <li>• I can use colour vocabulary to describe the tints and tones I have created.</li> <li>• I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• I can name different types of paint and their properties.</li> <li>• I can work on a range of scales e.g. large brush on large paper etc.</li> </ul> <p>KEY VOCAB: Shade, tone, acrylic paint, water colour paint, poster paint, brush mark, artefact, objects, layering, scraping, dripping, pouring, spilling, annotate, develop, monoprint, printing ink</p> <p>ARTISTS/DESIGNERS: Henri Rousseau, Hannah Woodhouse, Jackson Pollock</p>
<p><b>Texture, colour, pattern line and tone</b></p>	<ul style="list-style-type: none"> <li>• Investigate textures by describing, naming, rubbing, copying</li> <li>• Produce an expanding range of patterns and textures</li> <li>• Begin to understand how colours can link to moods and feelings in art.</li> <li>• Use printmaking to create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience in surface patterns/ textures and use them when appropriate</li> <li>• Investigate textures and produce an expanding range of patterns</li> <li>• Use line and tone in different media to consider shape, shade, pattern and texture</li> <li>• Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>• Express links between colour and emotion</li> </ul>
<p><b>3D Form (inc Textiles)</b></p>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Describe how a sculpture is made</li> <li>• Describe the shapes in an artist's work or my own</li> <li>• Create collages using pattern, texture and colour</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• I can explore sculpture with a range of malleable media, especially clay.</li> </ul>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Describe how a sculpture is made</li> <li>• Describe the shapes in an artist's work or my own</li> <li>• Create collages using pattern, texture and colour</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>• I understand the safety and basic care of materials and tools.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can experiment with, construct and join recycled, natural and manmade materials.</li> <li>• I can explore shape and form.</li> </ul> <p>KEY VOCAB: Sculpture, Manipulate, Shaping, Slip, Form</p>	<ul style="list-style-type: none"> <li>• I can experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>• I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> </ul> <p>KEY VOCAB: Pattern, compare, contrast, ceramics, clay, slab, pinch pot, slip, score, smooth, texture, shape, form, rough, cracked, dry, silky, shiny</p>
<b>Developing Ideas</b>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Look and talk about what they have produced, describing simple techniques and media used</li> <li>• Start to record simple media explorations in a sketch book</li> </ul>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to plan and develop simple ideas</li> <li>• Use a sketchbook to plan and develop simple ideas</li> <li>• Build information on colour mixing, the colour wheel and colour spectrums</li> <li>• Collect textures and patterns to inform other work</li> </ul>
<b>Responding to Art and Design</b>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes</li> <li>• Explore 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</li> </ul>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work</li> <li>• Express thoughts and feelings about a piece of art</li> <li>• Reflect and explain the successes and challenges in a piece of art created</li> <li>• Explain how a piece of art makes them feel – link to emotions.</li> <li>• Identify changes they might make or how their work could be developed further.</li> </ul>

Skill	Year 3	Year 4
<b>Drawing</b>	<p><b>KEY KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> <li>Compare and contrast ideas, methods and approaches in their own and other's work.</li> </ul> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>I can layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</li> <li>I can use a sketchbook to work out my ideas for drawings and annotate my work.</li> <li>I can draw for a sustained period of time from the figure and real objects, including single and groups objects</li> <li>I can experiment with the visual elements: line, shape, pattern, texture and colour.</li> <li>I can use sketchbooks to collect and record visual information from different sources.</li> <li>I can show awareness of perspective in my drawings.</li> </ul> <p><b>KEY VOCAB:</b></p> <p>Landscape, foreground, background, distance, abstract, natural, mixed media, collage, line, tone, shape, form, outline, pattern, landscape, mixed media, wash, detail, perspective, layout, position, emotion, mood, balanced, foreground, background, middle ground</p> <p><b>ARTISTS/DESIGNERS:</b> Paul Klee, classic mosaics from the Roman Empire period</p>	<p><b>KEY KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> <li>Compare and contrast ideas, methods and approaches in their own and other's work.</li> <li>Understand the stages of portrait drawing and observation.</li> </ul> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>I can layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</li> <li>I can use a sketchbook to work out my ideas for drawings and annotate my work.</li> <li>I can draw for a sustained period of time from the figure and real objects, including single and groups objects</li> <li>I can experiment with the visual elements: line, shape, pattern, texture and colour.</li> <li>I can use sketchbooks to collect and record visual information from different sources.</li> <li>I can adapt my work and talk about how to develop my ideas.</li> <li>My drawings can include features of the third dimension and perspective.</li> </ul> <p><b>KEY VOCAB:</b></p> <p>Mark making, blend, harmonious, opaque, translucent, symmetry, eye line, complex, geometric, cubism, positive and negative shape, repetition, horizontal, vertical, proportion, space, embellish, mathematical, emotion, parallel, perimeter</p> <p><b>ARTISTS/DESIGNERS:</b> Bridget Riley, Stephen Conroy, Kandinsky, Mondrian</p>
<b>Painting</b>	<p><b>KEY KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>Learn about a range of famous artists who use painting and printing.</li> <li>Talk about the work of an artist, craft maker or designer, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>KEY KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>Learn about a range of famous artists who use painting and printing.</li> <li>Talk about the work of an artist, craft maker or designer, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work on a range of scale eg. Thin brush on a small picture.</li> <li>• Use drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>• Experiment with a wide range of art and design techniques such as Blocking in colour, washes and thick textual effects.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can create tints, hues and tone through mixing paint successfully.</li> <li>• I can use specific colour vocabulary to describe my work.</li> <li>• I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• I can name different types of paint and their properties.</li> <li>• I can work on a range of scales e.g. large brush on large paper etc.</li> </ul> <p>KEY VOCAB:</p> <p>Hue, tone, tints, vivid, intense, dappled, dim, transparent, muted, composition, detail, pattern, tone, colour, line, shape, form, texture, primary colour, secondary colour, contrast, complement, cold and warm colours</p> <p>ARTISTS/ DESIGNERS: Jen Arangi, Paul Cezanna, Katsushika Hokusai</p>	<ul style="list-style-type: none"> <li>• Work on a range of scale eg. Thin brush on a small picture.</li> <li>• Use drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>• Confidently control types of marks made when painting and printing.</li> <li>• Consider layers when painting or printing to create texture and perspective.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can create tints, hues and tone through mixing paint successfully and use specific colour vocabulary to describe my work.</li> <li>• I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• I can work on a range of scales e.g. large brush on large paper etc.</li> <li>• I can begin to create atmosphere and light effects through the use of colour mixing.</li> </ul> <p>KEY VOCAB:</p> <p>Tinged, rustic, monotone, faded, opaque, bleak, delicate, monoprint, printing Ink, complimentary and contrasting colours, opaque, wash, dry brush technique, graduated wash, hue, intensity, lifting paint, palette, pigment, tint, value, wet into wet technique, impressionist, loose brush strokes, light, reflection</p> <p>ARTISTS/DESIGNERS: Monet, Hockney, Hokusai</p>
<p><b>Texture, colour, pattern line and tone</b></p>	<ul style="list-style-type: none"> <li>• Create textures and patterns with a wide range of drawing implements</li> <li>• Create textures and patterns with a wide range of drawing implements</li> <li>• Create art works from natural materials to show an awareness of different viewpoints of the same object</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone</li> <li>• Use complimentary and contrasting colours for effect</li> </ul>
<p><b>3D Form (inc Textiles)</b></p>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Model and develop work.</li> <li>• Describe how a sculpture is made using mixed media.</li> <li>• Describe the shapes in an artist’s work or my own.</li> <li>• Combine medias to create a sculpture e.g. mosaic</li> </ul>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Plan sculpture through drawing, annotating and other preparatory work.</li> <li>• Develop skills in using clay including slabs, coils and slip.</li> <li>• Explore cutting, shaping and impressing patterns into clay.</li> <li>• Recognise sculpture forms in the environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate experience in the understanding of different ways of finishing work.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can plan, design, make and evaluate my sculpture.</li> <li>• I can explore sculpture with a range of malleable media, especially clay.</li> <li>• I can experiment with, construct and join recycled, natural and manmade materials.</li> <li>• I can explore shape and form.</li> </ul> <p>KEY VOCAB:</p> <p>Mosaic, tiles, base, grout, scoring, design, annotate, collage, construct, assemble, installation, function, equipment, join, template, build, develop, model, structure, mechanism, construct, connect, modify, improve, Mosaic, tiles, grout, design, composition, layout, regular, irregular, flat, opaque, glass, ceramic, surface, tessellation, transfer</p> <p>ARTISTS/DESIGNERS: Khalil Chishtee, Ptolemy Elrington</p>	<ul style="list-style-type: none"> <li>• Demonstrate experience in handling clay successfully.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can create pattern and textures on a malleable media</li> <li>• Join pieces of clay using scoring, blending and slip.</li> <li>• I can work in relief eg. tile and freestanding eg. Pinch pot</li> </ul> <p>KEY VOCAB:</p> <p>Score, slip, smooth, function, equipment, join, template, build, develop, model, structure, mechanism, construct, connect, modify, improve, equipment, join, template, build, develop, model, structure, mechanism, construct, connect, modify, improve</p> <p>ARTISTS/DESIGNERS:</p> <p>Michelangelo, Rodin</p>
<b>Developing Ideas</b>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works</li> <li>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works</li> <li>• Identify interesting aspects of objects as a starting point for work</li> <li>• Use a sketch book to express feelings about a subject</li> <li>• Make notes in a sketch book about techniques used by artists</li> <li>• Annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</li> <li>• Express likes and dislikes through annotations</li> <li>• Use a sketch book to adapt and improve original ideas</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work</li> </ul>
<b>Responding to Art and Design</b>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Continue to explore 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</li> <li>• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</li> </ul>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Respond to art from other cultures and other periods of time</li></ul> |  |
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Skill	Year 5	Year 6
Drawing	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Use a sketchbook to collect and develop ideas and annotate as you work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Develop an awareness composition, scale and proportion in their drawings.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can create intricate patterns and textures using different grades of pencil and other media to create line, mark and develop tone.</li> <li>• I can show examples of composition</li> <li>• I can use different techniques for different purposes eg. Cross hatching, shading and stippling.</li> <li>• I can adapt my work according to my views and describe how I might develop it further.</li> </ul> <p>KEY VOCAB:</p> <p>Design, composition, repetition, asymmetric, complex, detailed, organic, nature, delicate, space, shape, calm, tranquil, representational, mixed media, line, tone, texture, shape, bold, outline, bright, brash, comic, speech bubble, facial proportions, features, emotion</p> <p>ARTISTS/DESIGNERS:</p> <p>William Morris, Walter Crane</p> <p>Pop Art – Lichtenstein and Warhol</p>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Draw for a sustained period time over a number of sessions working on one piece.</li> <li>• Develop their own style of drawing through line, tone, pattern, texture, tonal contrast and mixed media.</li> <li>• Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• Use a sketchbook to collect and develop ideas and annotate as you work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Develop an awareness composition, scale and proportion in their drawings.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can experiment with multi layered mixed media.</li> <li>• I can show examples of composition and detailed annotation using specific artistic vocabulary.</li> <li>• I can use different techniques for different purposes eg. Cross hatching, shading and stippling.</li> <li>• I can adapt my work according to my views and describe how I might develop it further.</li> <li>• I can explore marking making with confidence.</li> </ul> <p>KEY VOCAB:</p> <p>Mixed media, resistance, sketchy, impressionism, expressionism, tone, line, shape, texture, scrape, scratch, emotion, monotone, gloomy, expressive, impression, sombre, harsh, centred, proportion, figure, rounded, overlapping rough, ridged.</p> <p>ARTISTS/DESIGNERS:</p> <p>Henry Moore, Picasso</p>

<b>Painting</b>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Talk about the work of an artist, craft maker or designer, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• Mix colour, shades and tones with confidence, building on previous knowledge. Understand which works well in their work and why.</li> <li>• Confidently control the types of marks made and experiment with different effects and textures.</li> <li>• Begin to create atmosphere and tone through shadow and highlights.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can plan work to make effective use of space and work in a sustained and independent way.</li> <li>• I can mix colour, shade and create tone with increasing confidence.</li> <li>• I can confidently control the types of marks made and experiment with different effects and textures.</li> <li>• I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</li> <li>• I can use complementary and contrasting colours successively.</li> <li>• I can show emotion and atmosphere through my painting.</li> </ul> <p>KEY VOCAB:</p> <p>Shade, atmosphere, geometric, composition, scale, proportion, organic, watercolour, intricate detail, observational drawing, tonal contrast, negative and positive space, atmosphere, vibrant, bold, gradient, complimentary, clashing, saturated, detail, nature, political, realism, abstract, expressionism</p> <p>ARTISTS/DESIGNERS: Joel Gaithier, Gabriel Alix, Alan M Hunt, Dadaism</p>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Talk about the work of an artist, craft maker or designer, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• Mix colour, shades and tones with confidence, building on previous knowledge. Understand which works well in their work and why.</li> <li>• Confidently control the types of marks made and experiment with different effects and textures.</li> <li>• Begin to create atmosphere and tone through shadow and highlights.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• I can plan work to make effective use of space and work in a sustained and independent way.</li> <li>• I can mix colour, shade and create tone with increasing confidence.</li> <li>• I can confidently control the types of marks made and experiment with different effects and textures.</li> <li>• I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</li> <li>• I can use complementary and contrasting colours successively.</li> </ul> <p>KEY VOCAB:</p> <p>Tonal contrast, negative and positive space, atmosphere, vibrant, bold, gradient, complimentary, clashing, saturated, geometric, gloomy, dark, emotion, terror, fear, mood, feelings, scratch, rough, monotone, cubism, abstract, expressionism</p> <p>ARTISTS/DESIGNERS: Picasso, ancient African designs</p>
<b>Texture, colour, pattern line and tone</b>	<ul style="list-style-type: none"> <li>• Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the use of colour for mood and atmosphere</li> </ul>
<b>3D Form (inc Textiles)</b>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Use recycled, natural and man-made materials to create sculptures.</li> </ul>	<p>KEY KNOWLEDGE:</p> <ul style="list-style-type: none"> <li>• Use recycled, natural and man-made materials to create sculptures</li> </ul>

	<ul style="list-style-type: none"> <li>Plan sculpture through drawing, annotating and other preparatory work.</li> <li>Shape, form, model and construct from observation or imagination.</li> <li>Develop skills in using clay including slabs, coils and slip.</li> <li>Explore cutting, shaping and impressing patterns into clay.</li> <li>Recognise sculpture forms in the environment.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>I can create pattern and textures on a malleable media.</li> <li>I can join pieces of clay using scoring, blending and slip.</li> <li>I can work in relief eg. tile and freestanding eg. Pinch pot.</li> <li>I can weave fabrics using a frame.</li> </ul> <p>KEY VOCAB:</p> <p>Weaving, scale, focus, combining, weft components, interlacing, threads, woven fabrics, manipulate, construct, attach, structure, develop, critique, prototype, innovate, components, properties, functional, techniques, test and refine</p> <p>ARTISTS/DESIGNERS: Weavers of the Victorian era, Gunta Stolz, Pacita Abad.</p>	<ul style="list-style-type: none"> <li>Plan sculpture through drawing, annotating and other preparatory work.</li> <li>Develop skills in using clay including slabs, coils and slip.</li> <li>Explore cutting, shaping and impressing patterns into clay.</li> <li>Recognise sculpture forms in the environment.</li> <li>Demonstrate experience in handling clay successfully.</li> </ul> <p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>I can create pattern and textures on a malleable media.</li> <li>I can join pieces of clay using scoring, blending and slip.</li> <li>I can work in relief eg. tile and freestanding eg. Pinch pot or coil.</li> </ul> <p>KEY VOCAB:</p> <p>Fabric paint, texture, design, vibrant, bold, geometric, organic, textiles, applique, batik, tie-dye, application, composition, bend, cut, loop, join, braid, hook and eye, twist, sculpt, create, movement, malleable, media, create, design, construct</p> <p>ARTISTS/DESIGNERS:</p> <p>Ankara, Bogolan, ancient Greek pottery, Ergotimor and Kleitas, Louise Goodman.</p>
<b>Developing Ideas</b>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>Use sketchbooks</li> <li>Plan a sculpture through drawing and other preparatory work</li> <li>Use the sketch book to plan how to join parts of the sculpture</li> <li>Keep notes which consider how a piece of work may be developed further</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</li> <li>Adapt work as and when necessary and explain why</li> </ul>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material</li> <li>Annotate work in sketchbooks</li> <li>Use the sketch book to plan how to join parts of the sculpture</li> <li>Annotate work in sketchbook</li> </ul>
<b>Responding to Art and Design</b>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in key movements or historical events</li> </ul>	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings</li> <li>explaining their views</li> <li>Identify artists who have worked in a similar way to their own work</li> </ul>

	<ul style="list-style-type: none"><li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further</li><li>• Identify artists who have worked in a similar way to their own work</li><li>• Explore a range of great artists, architects and designers in history</li><li>• Compare the style of different styles and approaches</li></ul>	<ul style="list-style-type: none"><li>• Explore a range of great artists, architects and designers in history</li></ul>
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