Curriculum skills and progression map

Art

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Preschool – 3 4 years			
Characteristics of Effective Learning (CoEL) are a revived element in the current Early Years Foundation Stage Curriculum (EYFS). CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are: ○ Playing and exploring - children investigate and experience things, and 'have a go'; ○ Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and ○ Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Drawing Paint Collage			
Autumn	Spring	Summer	Evaluation/Assessment
Shows a preference for a dominant hand. Holds pencil in fingers rather than whole hand grasp. Explore colour and colour mixing. Uses a range of different techniques and a variety of materials. E.g. Paint, collage.	Encourage a love of mark making through high interest activities, both within adult planning and continuous provision Create closed shapes with continuous lines and begin to use these shapes to represent objects. Make some independent choices about the resources needed and talks about creations.	Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	

Reception			
• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Children to know what art is? Understanding a variety of works can be considered art.			
Drawing / painting	Collage/ printing	Sculpture/Digital media	Evaluation/Assessment
Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Regular own drawings matching labels to pictures in Literacy throughout all topics. Colour mixing Self portraits Rangoli patterns Painting familiar people	Cut and tear paper and card for their collages. Scrunch paper to build an image. Patterns Animal prints Cross curricular Maths Animal collage Experimenting with a range of collage materials Collage in the style of Mondrian Printing with natural items Printing using a range of shapes and dabbers	Use a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. Clay faces in autumn term. Clay items at Christmas. Diva lamps at Diwali Doodle Buddy Revelation natural art	Recognise and describe key features of their own and others' work. Look and talk about what they have produced, describing simple techniques and media used. Throughout
Use a variety of tools including different size/ shape brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore different painting techniques – splatting and dripping. I can say what I like about my own work. See above	Take rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture I can say what I like about my own work. Natural rubbings Coin rubbings Stencils in mark making area	I can say what I like about my own work. Throughout- discussion	

Year 1 /2 National curriculum objectives

Pupils should be taught: § to use a range of materials creatively to design and make products § to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination § to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space § 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.

Drawing

Ideas/planning/reflecting/improving/applying/creative unique piece

Inspirational artist Stephen Wiltshire links to topic Bright lights, big city. Literacy – information leaflets about London landmarks, Geography – looking at London landmarks and locating them on maps.

Drawing

Declaration I know that	Procedural I know how	Conditional I know when
A line is a mark made by going from one point to another. Observational drawings require careful observations of the subject to create a realistic representation. Marks, lines and patters can be added to drawing for effect. directional shading is moving the pencil back forth using contour lines (a shapes outer line) as a guide.	Draw lines of different shapes and thickness. to blend together from light, mid and dark using a pencil. Show to patterns and textures by adding dots and lines.	I press lightly on my pencil it creates a light shade. I apply pressure to my pencil it creates a darker shade.

Drawing skills

Collage

Inspirational artist Lyn Evans

Collage –

Declaration I know that	Procedural I know how	Conditional I know when
A collage is a piece of art that is made up of a variety of materials. Materials have different textures.	To tear, cut and glue paper Create shapes by overlapping. Mix paper and other materials with different textures. Create a simple pattern.	

Collage skills

Sculpture

Inspirational artist Michelle Reader

Sculpture -

Declaration I know that	Procedural I know how	Conditional I know when
A sculpture is 3D visual art. Sculptures can be made from natural or non-made materials. Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. A free-standing structure needs a solid or flat base in order to be able to stand. The choice of a material affects what the product will look like and its use abstract sculptures do not create a clear picture of something real, but instead use shapes, colours, lines and forms to create an effect	To make shapes from rolled up paper, straws and card. Make shapes from clay, dough, plasticine. Cut roll and coil materials. Use a vareity of natural, recycled and manufactured materials for sculpting. To use a variety of techniques e.g. rolling, cutting, pinching.	

Sculpture skills

Evaluation/Assessment

When looking at creative work express clear preferences and give reasons for these (e.g. I like that because…). Identify changes they might make or how their work could be developed further. Reflect on the success of their piece and identify what went well and what they could do better next time. Describe the differences and similarities between different practices and disciplines, make links to their own work

Record and explore ideas from observations. **Use a range of tools-** drawing pencils, rubber and pens. Different papers, cards, tracing paper etc. **Lines/marks,/shapes, tone/texture-** Use different lines and marks and explore choices and reasons. Invent own shapes and combine shapes. Use repeating/overlapping shapes. Explore light, dark and shading through use of pressure and technique. I can say something I like about my own and others' work and something I could improve.	Children will have the opportunity to explore creating a variety of images with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials I can say something I like about my own and others' work and something I could improve.	Children will use their hands to manipulate a range of modelling paper/card Explore how to join and fix materials in place Create 3D forms to make things from imagination I can say something I like about my own and others' work and something I could improve.	
End product: cityscape in the style of Stephen Wiltshire	**End product: collage picture with paper linked to topic e.g. pirate ship**	**End product: Sea Creature Sculpture eg. For the Sea Life Centre**	
Vocabulary Painting Drawing Feelings Yourself Pencil/s Crayon/s Thick/ness Thin Line Grade Shading Charcoal Pastel View Tone/s Light Dark Pattern	**Vocabulary** Cut Tear Paper Card Collage Gather Sort Create Individual/group collage Different materials Repeated pattern	**Vocabulary** Sculpture three dimensional	
Artists: Stephen Wiltshire (1974 – present day) • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**_- Lyn Evans – local collage artist from Shropshire** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**.Marco Balich – sculpture – Present Day** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	
painting	**Printing**	**Digital media**	

Inspirational artist Georgia O'Keeffe

Painting-

Declaration I know that	Procedural I know how	Conditional I know when
Paintbrushes can differe in appearance (flat brush, rounded brush, angled brush. Red, blue and yellow are primary colours. Blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family.	To mix primary colours to make secondary colours.	I add white to a colour it becomes lighter (known as tint) I add black to a colour it becomes darker (known as shade) I mix red and yellow I make orange. I mix yellow and blue I make green. I mix blue and red I make purple.

Inspirational artist Orla Kiely

Printing

Declaration I know that	Procedural I know how	Conditional I know when
Orla Kiely is an Irish designer famous for fabric and pattern designs. a printed pattern is a created shape that is repeated. pattern can be repeated, rotated or reversed. patterns can be created using lines and shapes.	To use printing tools such as fruit, vegetables, leaves and sponges. Press, rub and stamp to make prints. To make mmy own printing blocks e.g. string patterns, cardboard cut out.	

Digital media –

Declaration I know that	Procedural I know how	Conditional I know when
Different paint tools do different jobs. The colour of an object can be changed repeatedly until correct colour is found.	To change the colour on paint. Create shapes using the shape tool. Create different lines on paint.	

Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

Painting skills

Identify primary colours by name.

To be able to mix primary colours to make secondary colours.

Use a variety of painting tools. Use thick and thin brushes to create different lines and textures.

Show pattern and texture by adding dots/lines

Explore light and dark through use of adding white and black to colours.

Printing Skills

use objects and simple tools (potatoes, leaves, blocks, fingers/hands, etc.) to make repeating printed patterns and rubbings with increasing complexity commenting on what they have done.

Recognise patterns in the environment and mimic these in their own work suggesting why they have chosen that particular pattern.

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture,

e.g. sponges

demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

Children to build up to create a wallpaper design in the style of Orla Kiely.

Digital media skills

Use a simple computer paint program to create a picture.

Make marks on a screen and explain which tools I used.

Creating lines on a screen

Use paint tools to draw a picture

Use shapes.

To be able to change the colour.

End product: painting of flowers in the style of Georgia O'Keeffe	**End product: wallpaper in the style of Orla Kiely**	**End product: self portrait use paint tools on computer**	
Vocabulary Painting Primary Secondary Themselves Thick Thin Brush/es Colour Painting Mix Match Predict outcomes Tint Tones	**Vocabulary** Repeating Pattern Print Sponge Vegetables Fruit Paper Textile Design Printing block Print Press Roll/rolling Rub/rubbing Stamp/stamping Designer	**Vocabulary** Paint program tool brush size paintbrush erase fill primary colours shape tool line tool	
Artist Georgia O'Keeffe (1887-1986) • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**Orla Kiely 1963-Present** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**Sonia Boyce (1962 – present day)** (portraits using a range of media) • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	

Year 3/4National curriculum objectives			
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. Pupils should be taught: § to create sketch books to record their observations and use them to review and revisit ideas § 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] § about great artists, architects and designers in history.			
Drawing	**Collage / textiles**	**Sculpture**	Evaluation/Assessment

Inspirational artist Paul Cezanne

Drawing –

Declaration I know that	Procedural I know how	Conditional I know when
H pencils are hard and will produce light tones B pencils are soft and will produce darker tones. Tone can create contrast in a drawing (difference between light and dark) Directional shading can influence a shapes 3D appearance.		Adding different tones, it must be completed with a pencil at a shallow angle which increases the surface area of a pencil point.

- That cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.
- That texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.
- That I need to use my finger to blend the colour when using oil pastels.
- That can alter the effect of an oil pastel to create a smooth texture, so it has a paint consistency.
- That dark oil pastels can be layered over lighter shades to create new colours.
- Know that when drawing from observation, they must consistently look at the subject to gauge accurate shape, form, tone and proportion.

Inspirational artist Antoni Gaudi links to geography for maps and history for heritage

Collage/mosaic –

Declaration I know that	Procedural I know how	Conditional I know when
Mosaic art came from the Romans. Gaudi was inspired by the natural world. There is a thin gap between the tiles and is usually filled with group. Some mosaics have a boarder.	A mosaic is created.	Lots of small pieces of material are arranged to form a picture or pattern it is called a mosaic.

Inspirational artist Beate Kuhn

Sculpture –

Declaration I know that	Procedural I know how	Conditional I know when
A sculpture is 3D visual art. Thinner pieces of clay are more susceptible to damage when the clay dries.	To select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling and specific pencils to create shadows and faint outlines)	Calving from the clay the model will be stronger than when extra pieces are stuck on.

- A range of images and examples can be used to inform a new design, which can develop and be refined over time.
- which materials suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D sculpture.
- where shadows fall on a 3D form and use this to develop own techniques for representing 3D forms with 2D sketches and drawings.
- Know about different materials that can be used to create sculpture including clay, bronze, ceramics, wood, glass, etc
- Know that still life sculptures can depict man-made (drinking glasses, books, vases, jewellery, coins, pipes, etc).
- Know which tools can be used to create texture on the surface of a clay sculpture.
- Know that water can be added to the sculpture to repair some mistakes by rubbing over the clay with fingers and a thumb.
- Know that acrylic paint is best used on top of clay.

What is art?

Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

Drawing skills – Record and explore ideas from first-hand observations and other starting points such as topic links, artwork or own ideas. Collect information, sketches and ideas in a sketch book refining their ideas as they explore. Thinking about scale and proportion when sketching. Drawing for a sustained period. Use a range of pencil grades- Lines/marks,/shapes/ tone/texture- Use oil pastels – blending colours and different texture. Show awareness of 3D effects. Use shading to: create 3D effects, show light and shadow. Apply tone to drawing in a simple way and explore. Explore black and white (negative and positive). Experiment and make decisions. Annotate sketches to explain and elaborate ideas leading to a final piece. Use sketch books to collect ideas and build up own portfolio of art over time. I can critically evaluate my ow ad others work.	**skills** – Look at the work of Gaudi and describe what they see. Draw a picture they are going to use tiles to fill in as a template Arrange patterns using mosaic squares Use grout to fill in the gaps I can critically evaluate my ow ad others work.	**Sculpture/Modelling** – make independent choices about what materials and tools to use when modelling/sculpting with clay Join clay and make a simple clay base for a model experiment with carving into clay and adding onto then drying to see effect develop more control over the making process. Add materials to the clay sculpture to create detail Use a range of tools to create patterns and texture Paint model using acrylic paint. I can critically evaluate my ow ad others work.	
End product: draw fruit in a bowl and add shading to make 3D	**End product: to create a paper mosaic of Albrighton in the style of Gaudi. To create a small tile mosaic.** **Possible artist visit invited instead of trip this term**	**End product: create a modern clay sculpture**	
Vocabulary Expression Shade Tone/s Texture/s Sketch/es Explanation Facial expression Body language Marks Lines Shape Colour Represent Figures Forms Movement Reflection Material	**Vocabulary** mosaic Keystoning Grout Tesserae Base Scoring pattern morter	**Vocabulary** Add to Create Texture Shape Life size Material/s Sculpt Clay Mouldable Material Experiment Combine materials Processes Design 3d form	
Artist- **Paul Cézanne** 1839-1906 - still life artist • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**Gaudi 1852-1926** Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**Beate Kuhn –1927- 2015** Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	
Painting	**Printing**	**Digital media – teach computing year 4 creating media – photo editing**	**Evaluation/Assessment**

Inspirational artist Giuseppe Arcimboldo Links to Scrumdiddlyumptious topic

Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**
directional brushstrokes can influence a shapes 3D appearance That paint can be layered to add teture. That paints have different properties and can be more suited for certain projects (watercolour – translucent, soft images or oil paint – thick and textured) That blue, green and purple belong to the cool family and create a sad, calming or cold feeling. That red, yellow and orange belong the warm colour family and create a feeling of anger, warm or energy.	To use primary colours: red, blue and yellow and orange to make secondary colours green and purple. How to mix variations of dark, mid and light of a certain colour by adding the correct ration of white or black.	colours are opposite on the colour wheel they are complimentary.

Inspirational artist Andy Warhol links to music sounds.

Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**
A variety of materials can be used to create printing art and develop their use of these, experimenting with monoprints between two layers of paper Monoprint is a signal impression of an image made from a reprint able block That printing ink is designed to be wet and workable for a longer period of time compared to paint. .		

Inspirational artist Continue with Pop art – Andy Warhol links to computing.

Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**
that digital images can be manipulated that different colours and effects make you feel different	digital image can be rotated and flipped. To clone a photo (multiple photos) To combine photos to make them one	

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Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

That texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.			
Painting skills- Use different techniques/resources to create texture. Use a range of brushes to create shapes, textures, patterns and lines. Mix colours effectively to make primary and secondary colours. To use tints, shades, warm and cool colours. I can critically evaluate my ow ad others work.	**Printing skills** Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. use more than one colour to layer in a print replicate patterns from observations; make printing blocks; make repeated patterns with precision; use printing ink and rollers to print complex patterns (printing on paper and fabric – wallpaper, clothing, artwork, cards & wrapping paper). Children to build up to designing a print and placing on piece of material/clothing (bag or Tshirt). I can critically evaluate my own and others work.	**Digital media skills** Use printed images taken with a digital camera and combine them with other media to produce artwork Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) Take photographs and explain their creative vision Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint Link to work of Andy Warhol eg. Marilyn Monroe Pop Art picture. Use the photography and IT package to change the colour of each image. I can critically evaluate my ow ad others work.	
End product: painting a portrait in the style of Giuseppe	**End product: designing a print and placing on a piece of material/clothing e.g. a t-shirt or bag**	**End product: photo in the style of Pop art images**	
Vocabulary Background Wash Range Brushes Different effects Predict Accuracy Colours Mix Primary Secondary	**Vocabulary** Printing block Colour print Print Materials Colours Accurate Design	**Vocabulary** Cloning photograph digital image	

Colour wheel Facial expression Body language Create Mood Shading Feeling			
Giuseppe Arcimboldo 1526-1593 • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Express an opinion of the work of famous artists. • Know and understand what has influenced the artists art. • Use inspiration from famous artists to create their own work and compare	**Andy Warhol (1928-1987)** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Express an opinion of the work of famous artists • Know and understand what has influenced the artists art. • Use inspiration from famous artists to create their own work and compare	**Investigate other pop art artists e.g., Roy Lichtenstein** Children to choose a favourite pop art artists given reasons for choice._Create own information page in art book to demonstrate knowledge and opinions.	

Year 5/6 National curriculum objectives									
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. Pupils should be taught: § to create sketch books to record their observations and use them to review and revisit ideas § 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] § about great artists, architects and designers in history.									
Drawing			**Collage**			**Sculpture**			**Evaluation/Assessment**
Inspirational artist LS Lowry **Drawing - I know:**			**Inspirational artist Kim McCormack** **Collage/textile – I know**			**Inspirational artist Barbara Hepworth** **Sculpture – I know**			Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.
Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**	**Declaration I know that**	**Procedural** **I know how**	**Conditional** **I know when**	**Declaration I know that**	**Procedural** **I know how**	**Conditional** **I know when**	
A vanishing point can be used to give the impression of depth in a picture. The use and portrayal of shade and colour can impact on the mood and express ion	To use specific art pencils to achieve a chosen affect. To how to use parrallel lines to create a vanishing point	considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer. Using a horizontal line that runs across the paper it represents the viewers eye level or outline where the	Running stitch is a line of small even stitches which runs back and forth. Overcast stich is a stitch used to enclose an unfished edge.	to cut very straight lines by drawing it with a ruler first to create a striking effect through bold choices, e.g. bold colours, shapes, fabrics		that clay can be mixed with water to make a slip that a raised surface and extra texture can be added to	To use a slip to stick extra clay to the surface of a sculpture to use cardboard shapes as a template to create the desired shape needed in the clay.		

know that media for drawing can differ in purpose and reflect a certain style, movement or symbolic meaning. That 3D objects have a tactile texture and when the this is captured in a drawing it is called implied texture. That scaling applies in art when something needs to be emphasized, or when through disproportionate size the importance of the represented is highlighted.		sky meets the ground.	Cross stitch is a stitch that uses little crosses. • which colours can complement each other	to create shadowed areas with darker colours to cut intricate shapes to create texture using different medium to join materials together using a variety of stitches to sew onto different materials.		a sculpture using the slip method that a design can be drawn first to ensure the repeating pattern is correct before starting the sculpture that sharper tools can create thinner lines on the surface of the clay. different ways that artists sculpt using clay. that sculptures can be viewed from all angles, which is why each part of the sculpture is equally important.			
Drawing skills Develop and extend ideas observed from first-hand observation, experience and imagination. Landscapes. Foreground, middle ground and background. Using a single focal point and horizon. Look at landscape artists and techniques. Use lines to and a range of techniques to show movement, perspective, shadows, sunlight direction and reflection. Use a range of pencil grades- Use dry media with precision- drawing pencils, graphite, charcoal etc. (dots, dashes, hatching, shading to create shape, light etc, movement and perspective) and create accurate patterns, fine details and accuracy			**Collage/textile skills** Children experiment with mixing textures and with sorting and arranging materials with the purpose of creating effects. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage;			**Sculpture** – choose and apply the most appropriate techniques, materials and tools when modelling/sculpting. Plan a sculpture/model applying knowledge of techniques and discussing reasons for choices. Produce sculptures/models that are well proportioned. Design, create and evaluate a sculpture that could go in Albrighton village green to reflect something about the village		

within sketches. Continue to make decisions within sketches and explain why making links to work of those studied. Use sketch books to collect and present ideas creatively and build up own portfolio of art over time. I can critically evaluate my own and others work.	use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Add collage to a painted, printed or drawn background to enhance ideas. Use a range of media to create collages including mixing textures. Use different techniques, colours and textures etc. Use collage as a means of extending work from initial ideas. I can critically evaluate my ow ad others work. Use tones within collages Variety of stitches – running, back, overcast, cross stitch to join materials to create patterns and texture. Sew onto canvas, card, different materials.	I can critically evaluate my ow ad others work.	
End product: Landscape drawing – e.g. Albrighton/London etc.	**End product: collage picture with textiles techniques added inspired by our school enviromment**	**End product: A modern clay sculpture**	
Vocabulary Shade Create Mood Feeling Line Marks Texture Tone Shape Figures Forms Movement Express emotion Reflections Materials Media Impact Pencil grades Charcoal Pastels Observation/al Sketch Sense of self Accuracy Imagination Combine tools Hatching cross hatching contour hatching Stippling value	**Vocabulary** Ceramic mosaic Combine Visual Tactile Qualities Express mood/emotion Justify materials Combine Pattern Tone Shape	**Vocabulary** Experiment Combine Materials Processes Design 3d form Sculpt Clay Mouldable materials Create Models Range of scales Open to interpretation Audience	
Artist- LS Lowry 1887-1976 • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**Textile artist- Kim McCormack (textiles inspired by the outdoors)** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists	**Barbara Hepworth (1903 – 1975)** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists	

	• Use inspiration from famous artists to create their own work and compare	• Use inspiration from famous artists to create their own work and compare	
Drawing and painting	**Printing**	**Photography**	**Evaluation/Assessment**

Inspirational artist Frida Kahlo

Painting - I Know:

Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**
paintbrushes can differ in appearance and purpose and can reflect a certain style or movement (e.g. Understand what complementary colour ranges are and how they impact art when used by artists in their work. That texture can be applied to a surface prior to painting via the sue of ground, sand to enhance the mood of an artwork.	to mix primary colours to create secondary colours. to create tertiary colours from primary and secondary colours.	colours are opposite on the colour wheel they are complimentary. Colours are next to each other on the colour wheel they are called analogous colours A colour wheel is a spectrum colour wheels and a complimentary colour wheel.

Inspirational artist William Morris – Link to forest school

Printing: I Know:

Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**
different materials create different patterns and have different effects on the artwork. Hapa-zome means leaf print. Collagraphs are created by sticking, gluing and painting on to a flat plate	To create a Mono print which is a single impression of an image made from a reprint able block To create a relief printing which is printing from a raised image. Which tools to use to form a relief print.	

Inspirational artist Edward Weston and Edvard Munch link to Computing

Digital media I know:

Declaration I know that	**Procedural** **I know how**	**Conditional** **I know when**
	To create a photo montage using secondary source photographs. To use text and image together to create meaningful and powerful photo posters. To understand abstract art through photography. To develop a self-portrait from a photograph and translate it into a drawing. To replicate the mood and expression of a painting through photography.	

Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

Painting skills Wet media- water colour, oil paints, acrylic paints etc. Make marks, patterns, texture and shape. Use colour mixing to create a suitable palette based upon colours observed. Use blending including on palette and on paper as working to create visually interesting colours, tones and textures. Build layers of colour. Make appropriate choices to create light and perspective. Sketch lightly own ideas before painting Use the qualities of different paints to make decisions within own paintings and create visually interesting pieces. I can critically evaluate my ow ad others work.	**Printing skills** Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; I can critically evaluate my ow ad others work.	**Photography skills** I can critically evaluate my own and others' work.	
End product:Draw and paint a self-portrait thinking carefully about the background eg. Reflecting their own personality	**End product: Wallpaper inspired by the outdoors.**	**End product:** Looking at 'The Scream' by Edvard Munch, children recreate the image adding an expressive photo self-portrait to a background created in another medium	
Vocabulary Shading Create Mood Feeling Express emotion Organise Line Tone Shape Represent Figures Forms Movement Own style Wide range techniques Paint techniques	**Vocabulary** Print Accurate Design criteria Colours Different materials Overprint Create Patterns Method Effectiveness of printing	**Vocabulary** Vector drawing objects layers grouping	
_Frida Kahol (1907-1954) (self-portrait) Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	**William Morris 1834-1896 Wallpaper print designs** • Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art. • Express an opinion of the work of famous artists • Use inspiration from famous artists to create their own work and compare	• **Edward Weston photographer Macro** photography producing photographs of small items larger than life size. • **Edvard Munch 1863-1944** Know the name of key artist. • Know the time period of the artist • Know the styles the artist uses and can discuss their work. • Know and understand what has influenced the artists art.	

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