

Art and Design Knowledge and Skills Progression

Glossary of Terms

Glossary of Art Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss. The visual components of **colour, form, line, shape, space, texture, and value.**

<u>Colour</u>	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is hue , which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is intensity , which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its value , meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.
<u>Form</u>	The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology. describes volume and mass.
<u>Line</u>	Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space
<u>Space</u>	Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.
<u>Shape</u>	Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.
<u>Texture</u>	Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.
<u>Value</u>	Value is the degree of lightness and darkness in a colour. The difference in values is called contrast . Value can relate to shades, where a colour gets darker by adding black to it (shade), or tints , where a colour gets lighter by adding white to it.

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
EYFS		Generating Ideas	I know that ideas can come through hands-on exploration.	<p>I can recognise that materials can be manipulated in different ways.</p> <p>I can experiment with materials, noticing how things change.</p> <p>I can begin to see differences between mediums and materials, saying what works better.</p> <p>I can enjoy exploring different mediums.</p> <p>I can create, using my own ideas.</p>	Vocabulary will develop organically through discussion during the processes of generating ideas, making and evaluating.
		Making Drawing <i>Chalking, portraits of each other</i>	I know that a range of media can be used when drawing.	<p>I can draw with different tools – e.g. fingers, chalk, pens and pencils.</p> <p>I can draw on different surfaces and media.</p> <p>I can produce lines of different thickness.</p> <p>I can sketch from observations and imagination.</p>	
		Making Painting and Printing <i>String painting, paint and shaving foam moons, planets, vegetable printing</i>	<p>I know that a range of media can be used when painting.</p> <p>I know that colours can be mixed.</p> <p>I know how to explore pattern through rubbings and printing.</p>	<p>I can use a range of different tools to spread the paint, including brushes, sponges, fingers and twigs.</p> <p>I can explore mixing different colours.</p> <p>I can paint on different surfaces.</p> <p>I can take rubbings of different objects – e.g. leaves and coins.</p> <p>I can create simple pictures and patterns by printing with a variety of objects.</p> <p>I can use stencils to create a picture.</p> <p>I can imprint into dough or clay.</p>	
		Making Colour, Pattern, Texture, Line, Form, Space, Shape	<p>I know how to recognise and name a variety of different colours.</p> <p>I know what a pattern is.</p>	<p>I can recognise and name different colours.</p> <p>I can experiment with what happens when I mix colours.</p> <p>I can create repeated patterns.</p> <p>I can create irregular patterns.</p> <p>I can create artwork with simple symmetry.</p>	
		Making Sculpture <i>Salt dough, dinosaur fossils</i>	I know that artwork made from modelling material is called a sculpture.	<p>I can handle, feel and manipulate materials, such as clay, papier mache and salt dough.</p> <p>I can impress and apply simple decoration.</p> <p>I can build and construct with a variety of objects and materials.</p>	
		Making Collage <i>Weaving, sewing</i>	I know that materials can be layered to create an image.	<p>I can handle, manipulate and enjoy using different materials and textiles.</p> <p>I can explore different sensory experiences</p> <p>I can create simple collages, layering different materials and fabrics.</p> <p>I can decorate a piece of fabric.</p>	
		Evaluating	I know how to describe my artwork, explaining how I created it.	<p>I can listen to other people describe their artwork and explain why and how they created it.</p> <p>I feel able to express and share a positive opinion about their peer's artwork.</p> <p>I can share work to others in small groups.</p> <p>I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	

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KS1 Art & Design Curriculum					
<i>Children should be taught:</i>					
<ul style="list-style-type: none"> 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 					
Year 1 and 2	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 Cycle 1	To use a range of materials creatively to design and make products. 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	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know how to listen to and take part in discussions about the artwork made by others.</p> <p>I know that exploring materials can help me generate ideas.</p> <p>I know that art is different to many subjects at school: through art, I can invent and discover.</p>	<p>I can maintain a sense of ownership about my sketchbook.</p> <p>I can identify which activities take place in a sketchbook (e.g., drawing, cutting/sticking, collecting).</p> <p>I can express how I feel when looking at artwork made by artists, craftspeople, architects and designers, finding elements which inspire.</p> <p>I can develop questions to ask when looking at artworks and/or stimulus. <i>[For example, describe what you can see; describe what you like and why; how does it make you feel; what would you like to ask the artist]</i></p> <p>I can generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>	
Year 2 Cycle 1	To use a range of materials creatively to design and make products. 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	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know how to listen to and take part in discussions about the artwork made by others.</p> <p>I know that exploring materials and looking at different sources can help me generate ideas.</p> <p>I know that art is different to many subjects at school: through art, I can invent and discover.</p>	<p>I can maintain a sense of ownership about my sketchbook.</p> <p>I can practice and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> To discover To show you have seen To experiment Collecting, sticking, writing notes... <p>I can express how I feel when looking at artwork made by artists, craftspeople, architects and designers, finding elements which inspire.</p> <p>I can look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, artwork in galleries and objects in museums.</p> <p>I can develop questions to ask when looking at artworks and/or stimulus. <i>[For example, describe what you can see; describe what you like and why; how does it make you feel; what would you like to ask the artist]</i></p> <p>I can generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p>	

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<p>Year 1 and 2</p> <p>Cycle 1</p> <p>Autumn</p>	<p>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</p>	<p>Making Sculpture</p> <p><i>Papier Mache</i></p>	<p>I know that 2D designs and shapes can transform into 3D sculpture.</p> <p>I know that different materials have different qualities.</p>	<p>I can explore, discover and invent ways for 2d to transform into 3d sculpture. <i>[For example, this might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2D shapes which are cut out and constructed with].</i></p> <p>I can experiment with modelling materials such as Modroc, clay, plasticine and papier mache in an open-ended manner, to discover what they might do.</p> <p>I can use basic tools to help deconstruct (scissors) and then construct (glue).</p> <p>I can use drawn, collaged and printed elements as surface decoration for the architectural model.</p> <p>I can work to different scales, alone or in groups.</p> <p>Year 2: Deliberately choose to use particular techniques for a given purpose.</p>	<p>model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, manipulate, rolling, kneading, shaping, sculpture, malleable, join, natural, man-made, form, construct.</p>
<p>Year 1 and 2</p> <p>Cycle 1</p> <p>Spring</p>	<p>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</p>	<p>Making Sketching</p>	<p>I know what mark making is.</p> <p>I know that different materials have different qualities.</p> <p>I know that there are various types of drawing.</p> <p>I know that to improve my drawing I need to practise and learn from my mistakes.</p>	<p>I can begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>I can explore mark making to start to build mark-making vocabulary.</p> <p>I can undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p> <p>I can explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape.</p> <p>I can become familiar with 2 or more drawing exercises repeated over time to build skill.</p> <p>I can work to different scales, alone or in groups.</p> <p>Year 2: Deliberately choose to use particular techniques for a given purpose.</p>	<p>Layer, pattern, repeating, thick, thin, smudge, blend, collage, sketch, line, shape, colour, tone, shade. soft, broad, narrow, fine, detail, mirror image, nature,</p>
<p>Year 1 and 2</p> <p>Cycle 1</p> <p>Summer</p>	<p>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</p>	<p>Making Digital Art</p> <p><i>Portrait Photography</i></p>	<p>I know that art can be created digitally.</p> <p>I know that art forms and styles have changed and continue to develop with technology.</p> <p>I know that artwork created digitally can be printed.</p>	<p>I can name some types of digital art.</p> <p>I can name the features on a simple camera.</p> <p>I can recognise the difference between how art was portrayed in the past to how it's portrayed in the modern day.</p> <p>I can begin to generate different effects when creating a piece of digital art. <i>[For example, black and white; using different lighting; using different props in the background etc.]</i></p> <p>I can work to different scales, alone or in groups.</p> <p>Year 2: Deliberately choose to use particular techniques for a given purpose.</p>	<p>digital, film, video, photo, photography, photographer, portrait, technology, modern, light, mood, pose, props, clothing, develop, black and white, colour</p>

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<p>Year 1 Cycle 1</p>	<p>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</p>	<p>Evaluating</p>	<p>I know how to evaluate artwork as part of a class discussion.</p> <p>I know how to evaluate artwork in a small group.</p> <p>I know that when I evaluate artwork, I need to talk about what I like and suggest how I could improve next time.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p>
<p>Year 2 Cycle 1</p>	<p>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</p>	<p>Evaluating</p>	<p>I know how to evaluate artwork as part of a class discussion.</p> <p>I know how to evaluate artwork in a small group.</p> <p>I know that when I evaluate artwork, I need to talk about the materials, techniques and processes I have used.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can discuss how a piece of artwork could be presented.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>I can talk about the materials, techniques and processes I have used, using appropriate vocabulary.</p> <p>I can talk about the work of artists, craft makers and designers and how they influenced my artwork.</p>

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Year 1 and 2	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 Cycle 2	To use a range of materials creatively to design and make products. 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	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know how to listen to and take part in discussions about the artwork made by others.</p> <p>I know that exploring materials can help me generate ideas.</p> <p>I know that art is different to many subjects at school: through art, I can invent and discover.</p>	<p>I can maintain a sense of ownership about my sketchbook.</p> <p>I can identify which activities take place in a sketchbook (e.g., drawing, cutting/sticking, collecting).</p> <p>I can express how I feel when looking at artwork made by artists, craftspeople, architects and designers, finding elements which inspire.</p> <p>I can develop questions to ask when looking at artworks and/or stimulus. <i>[For example, describe what you can see; describe what you like and why; how does it make you feel; what would you like to ask the artist]</i></p> <p>I can generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>	
Year 2 Cycle 2	To use a range of materials creatively to design and make products. 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	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know how to listen to and take part in discussions about the artwork made by others.</p> <p>I know that exploring materials and looking at different sources can help me generate ideas.</p> <p>I know that art is different to many subjects at school: through art, I can invent and discover.</p>	<p>I can maintain a sense of ownership about my sketchbook.</p> <p>I can practice and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • To discover • To show you have seen • To experiment • Collecting, sticking, writing notes... <p>I can express how I feel when looking at artwork made by artists, craftspeople, architects and designers, finding elements which inspire.</p> <p>I can look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, artwork in galleries and objects in museums.</p> <p>I can develop questions to ask when looking at artworks and/or stimulus. <i>[For example, describe what you can see; describe what you like and why; how does it make you feel; what would you like to ask the artist]</i></p> <p>I can generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p>	

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<p>Year 1 and 2</p> <p>Cycle 2</p> <p>Autumn</p>	<p>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</p>	<p>Making <i>Collage/Printing</i></p> <p>Poster Art</p>	<p>I know that prints can be made in a variety of different ways.</p> <p>I know how to create a simple print.</p> <p>I know that I can layer images, pattern, line, shape and texture to create a piece of art.</p>	<p>I can explore simple printmaking. <i>[For example, using plasticine, found materials or quick print foam].</i></p> <p>I can search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.</p> <p>I can use rollers or the backs of spoons to create pressure to make a print.</p> <p>I can explore pattern, line, shape and texture.</p> <p>I can explore simple block printing or mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills.</p> <p>I can enjoy discovering the interplay between materials for example wax and watercolour.</p> <p>Year 2: Deliberately choose to use particular techniques for a given purpose.</p>	<p>Layer, pattern, repeating, thick, thin, smudge, blend, collage, sketch, line, shape, colour, tone, shade. Names of paint, technique, colour match, colour mix, primary/secondary colours, warm, cold, tint.</p>
<p>Year 1 and 2</p> <p>Cycle 2</p> <p>Spring</p>	<p>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</p>	<p>Making <i>Painting</i></p>	<p>I know the primary colours.</p> <p>I know how to create a secondary colour.</p> <p>I know when to use different sized paint brushes when creating a piece of artwork.</p> <p>I know how to make a colour lighter or darker.</p>	<p>I can recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p> <p>I can continue to mix colours experientially (i.e. encourage pupils to “try and see”)</p> <p>I can understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <p>I can explore painting on different surfaces, such as fabric and different scales.</p> <p>I can use new colour mixing knowledge and transfer it to other media, e.g. soft pastel or plasticine.</p> <p>Year 2: Deliberately choose to use particular techniques for a given purpose.</p>	<p>Layer, pattern, repeating, thick, thin, smudge, blend, collage, sketch, line, shape, colour, tone, shade. Names of paint, technique, colour match, colour mix, primary/secondary colours, warm, cold, tint.</p>
<p>Year 1 and 2</p> <p>Cycle 2</p> <p>Summer</p>	<p>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</p>	<p>Making <i>Textiles/Mixed Media</i></p>	<p>I know that a range of materials can be used within one piece of artwork.</p> <p>I know how to apply colour to fabric.</p>	<p>I can begin to identify different types and textures of fabric and materials.</p> <p>I can create images from imagination, experience or observation.</p> <p>I can use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>I can use appropriate language to describe colours, media, equipment and textures.</p> <p>I can gain experience in applying colour with printing, dipping, fabric crayons.</p> <p>I can create and use dyes e.g. tea, coffee.</p> <p>Year 2: Deliberately choose to use particular techniques for a given purpose.</p>	<p>fabric, colour, pattern, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scraps, wool, Yarn, thread, fur, tweed, silk, satin, net, weave.</p>

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<p>Year 1 Cycle 2</p>	<p>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</p>	<p>Evaluating</p>	<p>I know how to evaluate artwork as part of a class discussion.</p> <p>I know how to evaluate artwork in a small group.</p> <p>I know that when I evaluate artwork, I need to talk about what I like and suggest how I could improve next time.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p>
<p>Year 2 Cycle 2</p>	<p>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</p>	<p>Evaluating</p>	<p>I know how to evaluate artwork as part of a class discussion.</p> <p>I know how to evaluate artwork in a small group.</p> <p>I know that when I evaluate artwork, I need to talk about the materials, techniques and processes I have used.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can discuss how a piece of artwork could be presented.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>I can talk about the materials, techniques and processes I have used, using appropriate vocabulary.</p> <p>I can talk about the work of artists, craft makers and designers and how they influenced my artwork.</p>

Art and Design Knowledge and Skills Progression

KS2 Art & Design Curriculum					
Children need to be taught:					
<ul style="list-style-type: none"> 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. About great artists, architects and designers in history. 					
Year 3 and 4	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 Cycle 1	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>I know that I can be influenced by researching artists, craftspeople, architects and designers.</p>	<p>I can continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>I can practice and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> Drawing to discover Drawing to show you have seen Drawing to experiment Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around... <p>I can look at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon your response.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe what you see; what do you like/dislike? why; what is the artist saying to us in this artwork; how does it make you feel; how might it inspire you in making your own art?]</i></p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p>	
Year 4 Cycle 1	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>I know that feedback given during a piece of work can benefit the creative process.</p> <p>I know that I can be influenced by researching artists, craftspeople, architects and designers.</p>	<p>I can continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>I can practice and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> Drawing to discover Drawing to show you have seen Drawing to experiment Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <p>I can look at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon my response.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe the artwork; What do you like/dislike? Why; Which other senses can you bring to this artwork; What is the artist saying to us in this artwork; How might it inspire you to make your own artwork; If you could take this artwork home, where would you put it and why?]</i></p> <p>I can take part in small scale crits (<i>presenting my work to an audience during the process of making to get feedback</i>) throughout so that brainstorming becomes part of the creative process.</p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p>	

Art and Design Knowledge and Skills Progression

<p>Year 3 and 4</p> <p>Cycle 1</p> <p>Autumn</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Making Mixed Media Collage</p>	<p>I know that a mixed media project incorporates a range of different artforms.</p> <p>I know how to work in different scales.</p> <p>I know that the choices I make in colour, mark-making and medium affects the outcome of a piece of art.</p>	<p>I can make larger scale drawing from observation and imagination.</p> <p>I can apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p> <p>I can create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (<i>including creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point</i>).</p> <p>I can combine artforms such as collage, painting and printmaking in mixed media projects.</p>	<p>All the KS1 vocabulary plus:</p> <p>Grades of pencil, scale, symmetry, refine, alter, colour scheme, colour spectrum, tertiary colours, colour washing, properties of paint, transparency, hue, carving, surface, foreground, background</p>
<p>Year 3 and 4</p> <p>Cycle 1</p> <p>Spring</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Making Sketching</p>	<p>I know how to include detail in observational drawings.</p> <p>I know that there are different types of sketching.</p> <p>I know what typography is.</p> <p>I know that media can be layered.</p> <p>I know which drawing exercises I am confident in and which I need to practise.</p>	<p>I can practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.</p> <p>I can use observational drawing as a starting point, fed by imagination.</p> <p>I can design typography.</p> <p>I can continue to familiarize with sketchbook / drawing exercises. <i>Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.</i></p> <p>I can use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following my own interests/affinities.</p> <p>I can layer media, mixing drawing media.</p>	
<p>Year 3 and 4</p> <p>Cycle 1</p> <p>Summer</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Making Digital Art</p>	<p>I know that art can be created digitally.</p> <p>I know that art forms and styles have changed and continue to develop with technology.</p> <p>I know that artwork created digitally can be printed.</p>	<p>I can name some types of digital art.</p> <p>I can name the features on a camera.</p> <p>I can recognise the difference between how art was portrayed in the past to how it's portrayed in the modern day.</p> <p>I can begin to generate different effects when creating a piece of digital art. <i>[For example, black and white; using different lighting; using different props in the background etc.]</i></p> <p>I can work to different scales, alone or in groups.</p> <p>I can build on my mark-making and observational skills and make drawings of animals, people and vehicles. I can use scissors to dissect them and reconstruct them into drawings that move.</p> <p>I can use digital media to make animations from the drawings that move.</p>	

Art and Design Knowledge and Skills Progression

<p>Year 3 Cycle 1</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know the materials, techniques and processes I have used, and how to explain them to my peers using appropriate vocabulary.</p> <p>I know how to give advice to others, using the knowledge I've learnt from personal experience and research into other's work.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can think about why the work was made, as well as how.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things I have seen or experienced myself.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>I can discuss problems which came up and how they were solved and I can think about what I might try next time.</p>
<p>Year 4 Cycle 1</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know the materials, techniques and processes I have used, and how to explain them to my peers using appropriate vocabulary.</p> <p>I know how to give advice to others, using the knowledge I've learnt from personal experience and research into other's work.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can think about why the work was made, as well as how.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things I have seen or experienced myself.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>I can discuss problems which came up and how they were solved and I can think about what I might try next time.</p>

Art and Design Knowledge and Skills Progression

Year 3 and 4	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 Cycle 2	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>I know that I can be influenced by researching artists, craftspeople, architects and designers.</p>	<p>I can continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>I can practice and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • Drawing to discover • Drawing to show you have seen • Drawing to experiment • Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around... <p>I can look at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon your response.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe what you see; what do you like/dislike? why; what is the artist saying to us in this artwork; how does it make you feel; how might it inspire you in making your own art?]</i></p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p>	
Year 4 Cycle 2	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know that a sketchbook is a place to record individual responses to the world.</p> <p>I know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>I know that feedback given during a piece of work can benefit the creative process.</p> <p>I know that I can be influenced by researching artists, craftspeople, architects and designers.</p>	<p>I can continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>I can practice and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • Drawing to discover • Drawing to show you have seen • Drawing to experiment • Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <p>I can look at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon my response.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe the artwork; What do you like/dislike? Why; Which other senses can you bring to this artwork; What is the artist saying to us in this artwork; How might it inspire you to make your own artwork; If you could take this artwork home, where would you put it and why?]</i></p> <p>I can take part in small scale crits (<i>presenting my work to an audience during the process of making to get feedback</i>) throughout so that brainstorming becomes part of the creative process.</p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p>	

Art and Design Knowledge and Skills Progression

Year 3 and 4 Cycle 2 Autumn	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Printmaking</p> <p><i>String Collagraphs</i></p>	<p>I know a range of different printing methods.</p> <p>I know that prints can be made in a variety of different ways.</p> <p>I know that I can layer images, pattern, line, shape and texture to create a piece of art.</p>	<p>I can print using a variety of materials, objects and techniques including layering.</p> <p>I can explore different printing methods, including recapping block and mono printing from KS1.</p> <p>I can talk about the processes used to produce a simple print.</p> <p>I can explore pattern and shape, creating designs for printing.</p>	<p>imprint, impression, mould, monoprint, background, surface, absorb, stencil, negative image, positive image.</p>
Year 3 and 4 Cycle 2 Spring	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Painting</p> <p><i>Pointillism</i></p>	<p>I know how to make different shades of a colour.</p> <p>I know when to use different sized paint brushes when creating a piece of artwork.</p> <p>I know how to make different effects with paint.</p> <p>I know how to add detail to a painting.</p>	<p>I can apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p> <p>I can explore painting on new surfaces using colour as decoration.</p> <p>I can plan and create different effects and textures with paint according to what I need for the task</p> <p>I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p>	<p>abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, wash, tint, shade, background, foreground, middleground.</p>
Year 3 and 4 Cycle 2 Summer	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Sculpture</p> <p><i>Clay</i></p>	<p>I know that 2D designs and shapes can transform into 3D sculpture.</p> <p>I know that different materials have different qualities.</p> <p>I know how to add a decorative technique to a sculpture.</p>	<p>I can explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</p> <p>I can explore a simple clay technique such as making slab pieces and decorate them relief patterns based upon observational drawing skills.</p> <p>I can use my growing knowledge of sculpture and clay to produce a final piece.</p> <p>I can consider pattern, texture, line, space and shape when adding detail to my sculpture.</p>	<p>viewpoint, detail, decoration, natural, form, two-dimensional, three-dimensional, tiles, brick, slate, wood, stone, metal, texture, bronze, iron, form, shape, texture, composition, profile, proportion, decoration, ornate, symbolic, perspective.</p>

Art and Design Knowledge and Skills Progression

<p>Year 3 Cycle 2</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know the materials, techniques and processes I have used, and how to explain them to my peers using appropriate vocabulary.</p> <p>I know how to give advice to others, using the knowledge I've learnt from personal experience and research into other's work.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can think about why the work was made, as well as how.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things I have seen or experienced myself.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>I can discuss problems which came up and how they were solved and I can think about what I might try next time.</p>
<p>Year 4 Cycle 2</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know the materials, techniques and processes I have used, and how to explain them to my peers using appropriate vocabulary.</p> <p>I know how to give advice to others, using the knowledge I've learnt from personal experience and research into other's work.</p>	<p>I can listen to other people's views about artwork made by others.</p> <p>I can express and share an opinion about the artwork.</p> <p>I can think about why the work was made, as well as how.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things I have seen or experienced myself.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>I can discuss problems which came up and how they were solved and I can think about what I might try next time.</p>

Art and Design Knowledge and Skills Progression

Year 5 and 6	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 Cycle 1	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know how to research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.</p> <p>I know that feedback given during a piece of work can benefit the creative process.</p>	<p>I can increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>I can practise and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • Drawing to discover • Drawing to show you have seen • Drawing to experiment • Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <p>I can enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon your response.</p> <p>I can look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe the artwork; What do you like/dislike? Why; Which other senses might you bring to this artwork? How does it make you feel; What is the artist saying to us in this artwork; How might it inspire you to make your own artwork; Who or what else might you look at to help feed your creativity?]</i></p> <p>I can take part in small scale crits (<i>presenting my work to an audience during the process of making to get feedback</i>) throughout so that brainstorming becomes part of the creative process.</p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>I can use cameras (still and video) to help "see" and "collect" (digital sketchbook)</p>	
Year 6 Cycle 1	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know how to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>I know that feedback given during a piece of work can benefit the creative process.</p>	<p>I can increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>I can practise and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • Drawing to discover • Drawing to show you have seen • Drawing to experiment • Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <p>I can enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon your response.</p> <p>I can look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe the artwork; What do you like/dislike? Why; Which other senses might you bring to this artwork? How does it make you feel; What is the artist saying to us in this artwork; How might it inspire you to make your own artwork; Who or what else might you look at to help feed your creativity?]</i></p> <p>I can take part in small scale crits (<i>presenting my work to an audience during the process of making to get feedback</i>) throughout so that brainstorming becomes part of the creative process.</p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>I can use cameras (still and video) to help "see" and "collect" (digital sketchbook)</p>	

Art and Design Knowledge and Skills Progression

Year 5 and 6 Cycle 1 Autumn	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Sculpture</p> <p><i>Modroc</i></p>	<p>I know how to respond to research appropriately to inform my design and making.</p>	<p>I can develop my visual literacy skills: explore how we <i>look at</i> and <i>respond to</i> things people have made, and then include this awareness when making sculpture.</p> <p><i>Possible idea: Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey.</i></p> <p><i>Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint.</i></p>	<p>All the previous vocabulary plus:</p> <p>Comparison, contrast, purpose, manipulate, dry media, wet media, digital media, harmony, composition, mood, abstract, atmosphere, engaging representation, vibrant</p>
Year 5 and 6 Cycle 1 Spring	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Sketching</p> <p><i>Landscapes</i></p>	<p>I know how to refine key drawing exercises and use my knowledge of artists to support me.</p> <p>I know how to scale drawings.</p>	<p>I can continue with the key drawing exercises.</p> <p>I can explore the relationship of line, form and colour.</p> <p>I can explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original.</p> <p>I can revisit still life and develop drawing skills using observational drawing.</p> <p>I can explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape.</p>	<p>viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, natural form, panorama, image, subject, portrait, landscape</p>
Year 5 and 6 Cycle 1 Summer	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Printmaking</p> <p><i>Japanese Art</i></p>	<p>I know a range of different printing methods.</p> <p>I know that I can layer images, pattern, line, shape and texture to create a piece of art.</p>	<p>I can explain a range of printing techniques.</p> <p>I can build up layers and colours/textures.</p> <p>I can organise my work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>I can choose inks and overlay colours.</p> <p>I can explore layering prints.</p> <p>I can print on different surfaces, including different fabrics.</p> <p>I can alter and modify work.</p>	<p>monotype, printing plate, inking up, water-based, oil-based, overlap, relief, etching, engraving, indentation, collagraph, pressure.</p>

Art and Design Knowledge and Skills Progression

<p>Year 5 Cycle 1</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know how to talk about the materials, techniques and processes I have used, using appropriate vocabulary.</p> <p>I know how to describe processes used and how I hope to achieve high quality outcomes.</p> <p>I know how to present my work.</p> <p>I know how artists inspired my work.</p>	<p>I can express and share an opinion about the artwork.</p> <p>I can discuss why the work was made, as well as how.</p> <p>I can share my response to the artwork.</p> <p>I can ask questions about process, technique, idea or outcome.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>I can present my work in retrospect, i.e. to class, assembly or parents.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result. Discuss problems which came up and how they were solved. Think about what I might try next time.</p> <p>I can share how other artists/artwork inspired me and how my work fits into larger context.</p>
<p>Year 6 Cycle 1</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know how to talk about the materials, techniques and processes I have used, using appropriate vocabulary.</p> <p>I know how to describe processes used and how I hope to achieve high quality outcomes.</p> <p>I know how to present my work.</p> <p>I know how artists inspired my work.</p>	<p>I can express and share an opinion about the artwork.</p> <p>I can discuss why the work was made, as well as how.</p> <p>I can share my response to the artwork.</p> <p>I can ask questions about process, technique, idea or outcome.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>I can present my work in retrospect, i.e. to class, assembly or parents.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result. Discuss problems which came up and how they were solved. Think about what I might try next time.</p> <p>I can share how other artists/artwork inspired me and how my work fits into larger context.</p>

Art and Design Knowledge and Skills Progression

Year 5 and 6	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 Cycle 2	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know how to research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.</p> <p>I know that feedback given during a piece of work can benefit the creative process.</p>	<p>I can increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>I can practise and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • Drawing to discover • Drawing to show you have seen • Drawing to experiment • Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <p>I can enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon your response.</p> <p>I can look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe the artwork; What do you like/dislike? Why; Which other senses might you bring to this artwork? How does it make you feel; What is the artist saying to us in this artwork; How might it inspire you to make your own artwork; Who or what else might you look at to help feed your creativity?]</i></p> <p>I can take part in small scale crits (<i>presenting my work to an audience during the process of making to get feedback</i>) throughout so that brainstorming becomes part of the creative process.</p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>I can use cameras (still and video) to help "see" and "collect" (digital sketchbook)</p>	
Year 6 Cycle 2	To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects and designers in history.	Generating Ideas	<p>I know how to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>I know that feedback given during a piece of work can benefit the creative process.</p>	<p>I can increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>I can practise and develop sketchbook use, incorporating the following activities:</p> <ul style="list-style-type: none"> • Drawing to discover • Drawing to show you have seen • Drawing to experiment • Exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... <p>I can enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>I can discuss artist's intention and reflect upon your response.</p> <p>I can look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form.</p> <p>I can look at a variety of types of source material and understand the differences.</p> <p>I can develop questions to ask when looking at artworks and /or stimulus. <i>[For example, describe the artwork; What do you like/dislike? Why; Which other senses might you bring to this artwork? How does it make you feel; What is the artist saying to us in this artwork; How might it inspire you to make your own artwork; Who or what else might you look at to help feed your creativity?]</i></p> <p>I can take part in small scale crits (<i>presenting my work to an audience during the process of making to get feedback</i>) throughout so that brainstorming becomes part of the creative process.</p> <p>I can use my growing knowledge of how materials and medium act, to help develop ideas.</p> <p>I can continue to generate ideas through space for playful making.</p> <p>I can explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>I can use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>I can use cameras (still and video) to help "see" and "collect" (digital sketchbook)</p>	

Art and Design Knowledge and Skills Progression

Year 5 and 6 Cycle 2 Autumn	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Painting Renaissance</p>	<p>I know that different types of paint have different properties.</p> <p>I know how to work with different types of paint.</p> <p>I know how to test materials to inform the final piece.</p>	<p>I can paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.</p> <p>I can create shades and tints using black and white.</p> <p>I can choose appropriate paint, paper and implements to adapt and extend my work.</p> <p>I can carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>I can work from a variety of sources, including those researched independently.</p> <p>I can show an awareness of how paintings are created (composition).</p>	<p>still life, traditional, modern, abstract, imaginary, natural, made, inanimate, composition, arrangement, complimentary, tonal, shading, traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense.</p>
Year 5 and 6 Cycle 2 Spring	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Digital Art Film</p>	<p>I know that art forms and styles have changed and continue to develop with technology.</p> <p>I know how to create a sequential drawing to form a narrative.</p> <p>I know how to develop mood within a piece of digital art.</p>	<p>I can explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into developing set design.</p> <p>I can develop drawing and making skills and combine with narrative/character development and possibly make puppets.</p> <p>I can use tools to cut intricate shapes and use fastenings to create moving parts if creating puppets.</p> <p>I can work collaboratively to perform and use digital media to record.</p> <p>I can explore set design using mixed media and linking literature, drama, music and design.</p>	
Year 5 and 6 Cycle 2 Summer	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	<p>Making Textiles Batik</p>	<p>I know the process of batik.</p> <p>I know how to test and experiment with batik, refining my skills throughout.</p> <p>I know other decorative techniques used to colour fabric.</p>	<p>I can demonstrate experience in combining techniques to produce an end piece.</p> <p>I can use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>I can be expressive and analytical to adapt, extend and justify my work.</p>	<p>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic. Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p>

Art and Design Knowledge and Skills Progression

<p>Year 5 Cycle 2</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know how to talk about the materials, techniques and processes I have used, using appropriate vocabulary.</p> <p>I know how to describe processes used and how I hope to achieve high quality outcomes.</p> <p>I know how to present my work.</p> <p>I know how artists inspired my work.</p>	<p>I can express and share an opinion about the artwork.</p> <p>I can discuss why the work was made, as well as how.</p> <p>I can share my response to the artwork.</p> <p>I can ask questions about process, technique, idea or outcome.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>I can present my work in retrospect, i.e. to class, assembly or parents.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result. Discuss problems which came up and how they were solved. Think about what I might try next time.</p> <p>I can share how other artists/artwork inspired me and how my work fits into larger context.</p>
<p>Year 6 Cycle 2</p>	<p>About great artists, architects and designers in history.</p>	<p>Evaluating</p>	<p>I know how to talk about the materials, techniques and processes I have used, using appropriate vocabulary.</p> <p>I know how to describe processes used and how I hope to achieve high quality outcomes.</p> <p>I know how to present my work.</p> <p>I know how artists inspired my work.</p>	<p>I can express and share an opinion about the artwork.</p> <p>I can discuss why the work was made, as well as how.</p> <p>I can share my response to the artwork.</p> <p>I can ask questions about process, technique, idea or outcome.</p> <p>I can share work to others in small groups and listen to what they think about what I have made.</p> <p>I can make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>I can present my work in retrospect, i.e. to class, assembly or parents.</p> <p>I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result. Discuss problems which came up and how they were solved. Think about what I might try next time.</p> <p>I can share how other artists/artwork inspired me and how my work fits into larger context.</p>