



# ART & DESIGN KNOWLEDGE AND SKILLS PROGRESSION OVERVIEW

Kingfisher Hall Academy

*Ensuring that our Art & Design is a force for positive Change*

## **Intent**

We offer the children a sequence of lessons to ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development as well as being a force for positive change.

### **Key Stage 1 National Curriculum Expectations**

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.

### **Key Stage 2 National Curriculum Expectations**

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;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year 1	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>➤ Draw on different surfaces. (Planters, 3D map)</li> <li>➤ Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>➤ Investigate textures by describing, naming, rubbing, copying. (planters)</li> <li>➤ draw lines of varying thickness; (planters)</li> <li>➤ use dots and lines to demonstrate pattern and texture; (planters)</li> <li>➤ use different materials to draw, for example pastels, chalk, felt tips; (Planters)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>➤ experiment with different brushes (including brushstrokes) and other painting tools; (Planters, 3D map)</li> <li>➤ mix primary colours to make secondary colours and name them (Planters, 3D map)</li> <li>➤ Explore lightening and darkening paint (Planters, 3D map)</li> <li>➤ Begin to control the types of marks made with the range of media. (Planters)</li> <li>➤ Paint on different surfaces with a range of media. (Planters, 3D map)</li> <li>➤ Start to record simple media explorations in a sketch book. (Planters, 3D map, fabric face)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>➤ use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; (3D map, nature sculptures)</li> <li>➤ use a variety of techniques, e.g. rolling, cutting, pinching; (3D map, nature sculptures)</li> <li>➤ Impress and apply simple decoration techniques: impressed, painted, applied. (3D map, nature sculptures)</li> <li>➤ Use tools and equipment safely and in the correct way. (3D map, nature sculptures)</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>➤ Begin to use a combination of materials that have been cut, torn and glued; (3D map, nature sculptures, Fabric face)</li> <li>➤ Begin to sort and arrange materials; (3D map, nature sculptures, Fabric face)</li> <li>➤ Begin to add texture by mixing materials; (3D map, nature sculptures, Fabric face)</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>➤ Begin to identify different forms of textiles. (Fabric face)</li> <li>➤ Have some experience of weaving and understand the process and some techniques. (Fabric face)</li> <li>➤ Begin to identify different types and textures of fabric and materials for collage. (Fabric face)</li> <li>➤ Use appropriate language to describe colours, media, equipment and textures. (Fabric face)</li> <li>➤ Begin to decorate textiles with glue or stitching, to add colour and detail; (Fabric face)</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>➤ Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. (3D map, planters)</li> <li>➤ Demonstrate experience at impressed printing: drawing into ink, printing from objects. (3D map, planters)</li> <li>➤ Use equipment and media correctly and be able to produce a clean printed image. (3D map, planters)</li> <li>➤ Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. (3D map, planters, fabric face)</li> <li>➤ copy an original print; (3D map, planters)</li> <li>➤ use a variety of materials, e.g. sponges, fruit, blocks; (3D map, planters)</li> </ul>
<b>Work of other artists</b>	<ul style="list-style-type: none"> <li>➤ Start to describe the work of famous, notable artists and designers; (Planters)</li> <li>➤ Begin to express an opinion on the work of famous, notable artists; (Planters)</li> <li>➤ Begin to use inspiration from famous, notable artists to create their own work and compare; (Planters)</li> <li>➤ Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand of artists work (Planters)</li> </ul>

Year 2	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>➤ Control the types of marks made with the range of media. Draw on different surfaces with a range of media. (People art, treasure maps, plant pots)</li> <li>➤ Use a sketchbook to plan and develop simple ideas. (People art, treasure maps, plant pots)</li> <li>➤ Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations.</li> <li>➤ Continue to Investigate textures and produce an expanding range of patterns (People art, treasure maps, plant pots)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>➤ Continue to experiment in lighten and darken without the use of black or white. (plant pots, people art, moving pictures)</li> <li>➤ Begin to mix colour shades and tones. (plant pots, people art, moving pictures)</li> <li>➤ Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel &amp; colour spectrums. (plant pots, people art,)</li> <li>➤ Continue to control the types of marks made with the range of media. (plant pots, people art, moving pictures)</li> <li>➤ Use a brush to produce marks appropriate to work. E.g. small brush for small marks (plant pots, people art, moving pictures)</li> <li>➤ Paint on different surfaces with a range of media. (plant pots, people art, moving pictures)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>➤ Use equipment and media with increasing confidence.</li> <li>➤ Shape, form, construct and model from observation and imagination. (Art week)</li> <li>➤ Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. (moving pictures)</li> <li>➤ Demonstrate experience in surface patterns/ textures and use them when appropriate. (moving pictures)</li> <li>➤ Explore carving as a form of 3D art (moving pictures)</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>➤ Use a combination of materials that have been cut, torn and glued; (moving pictures, treasure maps)</li> <li>➤ Sort and arrange materials; (Treasure map)</li> <li>➤ Add texture by mixing materials; (People art, Plant pot)</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>➤ Match and sort fabrics and threads for colour, texture, length, size and shape. (Art week)</li> <li>➤ Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. (Art week)</li> <li>➤ Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</li> <li>➤ Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. (Art week)</li> <li>➤ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. (Art week)</li> <li>➤ Gain experience in applying colour with printing, dipping, fabric crayons (Art week)</li> <li>➤ Begin to create and use dyes i.e. onion skins, tea, coffee (Treasure maps)</li> <li>➤ Begin to identify different forms of textiles</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>➤ Demonstrate experience at impressed printing: drawing into ink, printing from objects. (Plant pot, People art)</li> <li>➤ Use equipment and media correctly and be able to produce a clean printed image (People art, Plant pot)</li> <li>➤ Make simple marks on rollers and printing palettes (People art, Plant pot)</li> <li>➤ Take simple prints i.e. mono -printing. (People art, Plant pot)</li> <li>➤ Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. (People art, Plant pot)</li> <li>➤ Experiment with overprinting motifs and colour. (People art, Plant pot)</li> <li>➤ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge (People art, Plant pot)</li> </ul>
<b>Work of other artists</b>	<ul style="list-style-type: none"> <li>➤ Describe the work of famous, notable artists and designers; (People art, Plant pot)</li> <li>➤ Express an opinion on the work of famous, notable artists; (People art, Plant pot)</li> <li>➤ Use inspiration from famous, notable artists to create their own work and compare; (People art, Plant pot)</li> <li>➤ Use key vocabulary to demonstrate knowledge and understanding in this strand of artists work (People art, Plant pot)</li> </ul>

Year 3	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>➤ Begin making patterns/ marks with a variety of media. (Volcano &amp; cave art)</li> <li>➤ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. (Volcano &amp; cave art)</li> <li>➤ Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>➤ Begin to show an awareness of objects having a third dimension and perspective. (Volcano &amp; cave art)</li> <li>➤ Create textures and patterns with a wide range of drawing implements. (Volcano &amp; cave art)</li> <li>➤ Being to experiment with showing line, tone and texture with different hardness of pencils - using shading to show light and shadow effects; (Volcano &amp; cave art)</li> <li>➤ Being to show an accurate awareness of space when drawing; (Volcano &amp; cave art)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>➤ Begin to use varied brush techniques to create shapes, textures, patterns and lines. (Volcano art, colour wheel)</li> <li>➤ Start to mix colours using the correct language, e.g. tint, shade, primary and secondary; (Volcano art, colour wheel)</li> <li>➤ Begin to create different textures and effects with paint; (Volcano art, colour wheel)</li> <li>➤ Demonstrate increasing control with types of marks made and experiment with different effects and textures (Volcano art, colour wheel)</li> <li>➤ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>➤ Confidently create different effects and textures with paint according to what they need for the task. (Volcano art, colour wheel)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>➤ cut, make and combine shapes to create recognisable forms; (Magnet maze)</li> <li>➤ Join two parts and add materials to the sculpture to create detail; (Magnet maze)</li> <li>➤ Use equipment and media with confidence. (Magnet maze)</li> <li>➤ Construct a simple base for extending and modelling other shapes. (Magnet maze)</li> <li>➤ Use a sketchbook to plan, collect and develop ideas; record media explorations and experimentations as well as try out ideas. (Magnet maze)</li> <li>➤ Produce more intricate surface patterns/ textures and use them when appropriate. (Magnet maze)</li> <li>➤ Continue to explore carving as a form of 3D art.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>➤ Begin to select colours and materials to create effect, giving reasons for their choices; (Cave art)</li> <li>➤ Start to refine work as they go to ensure precision;</li> <li>➤ To begin to learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; (Pearly designs)</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>➤ Begin to select appropriate materials, giving reasons; (Pearlies)</li> <li>➤ Start to use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; (Pearlies)</li> <li>➤ Begin to develop skills in stitching, cutting and joining; (Pearlies)</li> <li>➤ Show an awareness and name a range of different fabrics. (Pearlies)</li> <li>➤ Apply decoration using beads, buttons, feathers etc. (Pearlies)</li> <li>➤ Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. (Pearlies)</li> <li>➤ Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. (Pearlies)</li> <li>➤ Demonstrate experience in looking at fabrics from other countries. (Pearlies)</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>➤ Start to use more than one colour to layer in a print;</li> <li>➤ replicate some patterns from observations;</li> <li>➤ Start to make printing blocks;</li> <li>➤ make repeated patterns with some accuracy</li> <li>➤ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>➤ Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>
<b>Work of other artists</b>	<ul style="list-style-type: none"> <li>➤ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work and expressing an opinion. (Volcano &amp; cave art)</li> <li>➤ Begin to use inspiration from famous artists to replicate a piece of work; making some reflections (Volcano &amp; cave art)</li> </ul>

Year 4	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>➤ experiment with showing line, tone and texture with different hardness of pencils; (Rainforest art, mosaic designs)</li> <li>➤ use shading to show light and shadow effects; (Rainforest art, mosaic designs)</li> <li>➤ use different materials to draw, e.g. pastels, chalk, felt tips; (Rainforest art, mosaic designs)</li> <li>➤ show an awareness of space when drawing; (Rainforest art, mosaic designs)</li> <li>➤ Draw for a sustained period of time at an appropriate level. (Rainforest art, mosaic designs)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>➤ Have opportunities to develop further drawings featuring the third dimension and perspective. (Rainforest art, mosaic designs)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>➤ use varied brush techniques to create shapes, textures, patterns and lines; (Rainforest art)</li> <li>➤ mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; (Rainforest art)</li> <li>➤ create different textures and effects with paint; (Rainforest art)</li> <li>➤ Start to develop a painting from a drawing. (Rainforest art)</li> <li>➤ Use light and dark within painting and show understanding of complementary colours. (Rainforest art)</li> <li>➤ Mix colour, shades and tones with increasing confidence. (Rainforest art)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, (Rainforest art, Family tree, mosaic designs)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>➤ Secure work to continue at a later date. (Instruments)</li> <li>➤ Decorate, coil, and produce maquettes confidently when necessary. (Instruments)</li> <li>➤ Model over an armature: newspaper frame for modroc. (Instruments)</li> <li>➤ Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. (Instruments)</li> <li>➤ Adapt work as and when necessary and explain why. (Instruments)</li> <li>➤ Gain more confidence in carving as a form of 3D art. (Instruments)</li> <li>➤ Use language appropriate to skill and technique. (Instruments)</li> <li>➤ Demonstrate awareness in environmental sculpture (Art week)</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>➤ select colours and materials to create effect, giving reasons for their choices; (Family tree, mosaics)</li> <li>➤ refine work as they go to ensure precision; (Family tree, mosaics)</li> <li>➤ learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; (Family tree, mosaics)</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>➤ Select appropriate materials, giving reasons; (Family tree, mosaics)</li> <li>➤ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; (Family tree, mosaics)</li> <li>➤ Develop skills in stitching, cutting and joining; (Family tree, mosaics)</li> <li>➤ Plan a design in a sketchbook and execute it. (Family tree, mosaics)</li> <li>➤ Use a technique as a basis for stitch embroidery. (Family tree, mosaics)</li> <li>➤ Apply decoration using needle and thread: buttons, sequins. (Family tree, mosaics)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources. (Family tree, mosaics)</li> <li>➤ To record textile explorations and experimentations as well as try out ideas. (Family tree, mosaics)</li> <li>➤ Adapt work as and when necessary and explain why. (Family tree, mosaics)</li> <li>➤ Demonstrate experience in looking at fabrics from other countries. (Family tree, mosaics)</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>➤ use more than one colour to layer in a print; (Rainforest art, family tree)</li> <li>➤ replicate patterns from observations; (Rainforest art, family tree)</li> <li>➤ make printing blocks; (Rainforest art, family tree)</li> <li>➤ make repeated patterns with precision; (Rainforest art, family tree)</li> <li>➤ Increase awareness of mono and relief printing. (Rainforest art, family tree)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Demonstrate experience in fabric printing. (Rainforest art, family tree)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, (Rainforest art, family tree)</li> <li>➤ Expand experience in 3 colour printing. (Rainforest art, family tree)</li> <li>➤ Continue to experience in combining prints taken from different objects to produce an end piece. (Rainforest art, family tree)</li> <li>➤ Create repeating patterns. (Rainforest art, family tree)</li> </ul>
<b>Work of other artists</b>	<ul style="list-style-type: none"> <li>➤ Start to look at working in the style of a selected artist (not copying). (Rainforest art, mosaics, instruments)</li> <li>➤ use inspiration from famous artists to replicate a piece of work; (Rainforest art, mosaics, instruments)</li> <li>➤ reflect upon their work inspired by a famous notable artist and the development of their art skills; (Rainforest art, mosaics, instruments)</li> <li>➤ express an opinion on the work of famous, notable artists and refer to techniques and effect; (Rainforest art, mosaics, instruments)</li> </ul>

Year 5	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>➤ Start to use a variety of techniques to add effects, e.g. shadows, cross-hatching;</li> <li>➤ Begin to depict movement and perspective in drawings; Develop further simple perspective in using a single focal point and horizon.</li> <li>➤ Use a variety of tools</li> <li>➤ Review and revisit ideas in their sketchbooks;</li> <li>➤ Think critically about their art and design work;</li> <li>➤ Begin to develop an awareness of composition, scale and proportion in their paintings</li> <li>➤ Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>➤ Develop close observation skills using a variety of view finders.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>➤ Begin to create a colour palette, demonstrating mixing techniques; (Cam toys)</li> <li>➤ Start to use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; (Cam toys)</li> <li>➤ Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. (Cam toys)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources (Cam toys)</li> <li>➤ Start to develop their own style using tonal contrast and mixed media. (Cam toys)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>➤ Begin using tools and materials to carve, add shape, add texture and pattern; and combine pinching, slabbing and coiling to produce end pieces. (Benin clay)</li> <li>➤ Start to develop cutting and joining skills, e.g. using wire, coils, slabs and slips; (Benin clay)</li> <li>➤ Begin to use materials other than clay to create a 3D sculpture; (Benin clay)</li> <li>➤ Develop understanding of different ways of finishing work: glaze, paint, polish (Benin clay)</li> <li>➤ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. (Benin clay)</li> <li>➤ Use sketchbooks to plan and design a sculpture through drawing and other preparatory work. (Benin clay)</li> <li>➤ Adapt work as and when necessary and explain why. (Benin clay)</li> <li>➤ Confidently carve a simple form. (Benin clay)</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>➤ Start to add collage to a painted or printed background; (Juxtapose)</li> <li>➤ Create and arrange patterns; (Juxtapose)</li> <li>➤ Start to use a range of mixed media; (Juxtapose)</li> <li>➤ Plan and design a collage; (Juxtapose)</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>➤ Begin to explore and experiment with a range of media by overlapping and layering in order to create texture, effect and colour; (Upcycling clothes)</li> <li>➤ Start adding decorations to create effect; (Upcycling clothes)</li> <li>➤ Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. (Upcycling clothes)</li> <li>➤ Demonstrate experience in 3D weaving. (Upcycling clothes)</li> <li>➤ Produce two colour tie dye. (Upcycling clothes)</li> <li>➤ Plan a design in a sketchbook and execute it. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. (Upcycling clothes)</li> <li>➤ Show awareness of the skills involved in aspects such as knitting, lace making. (Upcycling clothes)</li> <li>➤ Change and modify threads and fabrics, Use language appropriate to skill and technique. (Upcycling clothes)</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>➤ Start to design and create printing blocks/tiles and create and arrange patterns (Cam toys)</li> <li>➤ Start to overlay prints with other media. (Cam toys)</li> <li>➤ Use print as a starting point to embroidery. (Upcycling clothes)</li> <li>➤ Show experience in a range of mono print techniques. (Cam toys)</li> </ul>
<b>Work of other artists</b>	<ul style="list-style-type: none"> <li>➤ Make observations about notable artists', artisans' and designers' work; (Benin clay, Juxtapose, Clothes design)</li> <li>➤ Begin to offer facts about notable artists', artisans' and designers' lives; (Benin clay, Juxtapose, Clothes design)</li> <li>➤ Recognise the art of key artists and begin to place them in key movements or historical events. (Benin clay, Juxtapose, Clothes design)</li> <li>➤ Compare the style of different styles and approaches: Moore, Aztec. (Benin clay, Juxtapose, Clothes design)</li> </ul>



Year 6	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>➤ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; (Art week, Coat of arms)</li> <li>➤ Depict movement and perspective in drawings; (Art week, Coat of arms)</li> <li>➤ Use a variety of tools and select the most appropriate; (Art week, Coat of arms)</li> <li>➤ offer feedback using technical vocabulary; (Art week, Coat of arms)</li> <li>➤ think critically about their art and design work; (Art week, Coat of arms)</li> <li>➤ use digital technology as sources for developing ideas; (Art week, Coat of arms)</li> <li>➤ Develop their own style using tonal contrast and mixed media. (Art week, Coat of arms)</li> <li>➤ Use sketchbooks to collect, record and plan for future works. (Art week, Coat of arms)</li> <li>➤ Adapt their work according to their views and describe how they might develop it further. (Art week, Coat of arms)</li> <li>➤ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. (Art week, Coat of arms)</li> <li>➤ Develop an awareness of composition, scale and proportion (Art week, Coat of arms)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>➤ Create a colour palette, demonstrating mixing techniques; (Art week, Coat of arms)</li> <li>➤ Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; (Art week, Coat of arms)</li> <li>➤ Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>➤ Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>➤ Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. (Art week, Coat of arms)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. (Art week, Coat of arms)</li> <li>➤ Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. (Art week, Coat of arms)</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>➤ Plan and design a sculpture; (Democracy vessels)</li> <li>➤ Use tools and materials to carve, add shape, add texture and pattern; (Democracy vessels)</li> <li>➤ Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; (Democracy vessels)</li> <li>➤ Use materials other than clay to create a 3D sculpture; (Democracy vessels)</li> <li>➤ Model and develop work through a combination of pinch, slab, and coil. (Democracy vessels)</li> <li>➤ Work around armatures or over constructed foundations. (Democracy vessels)</li> <li>➤ Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. (Democracy vessels)</li> <li>➤ Demonstrate experience in relief and freestanding work using a range of media. (Democracy vessels)</li> <li>➤ Recognise sculptural forms in the environment: Furniture, buildings. (Democracy vessels)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources. (Democracy vessels)</li> <li>➤ Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. (Democracy vessels)</li> <li>➤ Confidently carve a simple form. (Democracy vessels)</li> <li>➤ Solve problems as they occur. (Democracy vessels)</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>➤ Add collage to a painted or printed background; (Art week)</li> <li>➤ Create and arrange accurate patterns; (Art week)</li> <li>➤ Use a range of mixed media; (Art week)</li> <li>➤ Plan and design a collage; (Art week)</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>➤ Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; (Freedom quilt)</li> <li>➤ Add decoration to create effect; (Freedom quilt)</li> <li>➤ Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. (Freedom quilt)</li> <li>➤ Use a number of different stitches creatively to produce different patterns and textures. (Freedom quilt)</li> <li>➤ Work in 2D and 3D as required. (Freedom quilt)</li> <li>➤ Design, plan and decorate a fabric piece. (Freedom quilt)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Recognise different forms of textiles and express opinions on them. (Freedom quilt)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources. (Freedom quilt)</li> <li>➤ Use the sketch book to plan how to join parts of the sculpture and adapt their work according to their views and describe how they might develop it further.</li> <li>➤ Use language appropriate to skill and technique (Freedom quilt)</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>➤ Design and create printing blocks/tiles; (Art week)</li> <li>➤ Develop techniques in mono, block and relief printing; (Art week)</li> <li>➤ Create and arrange accurate patterns (Art week)</li> <li>➤ See positive and negative shapes. (Art week)</li> <li>➤ Demonstrate experience in a range of printmaking techniques. (Art week)</li> <li>➤ Describe techniques and processes. (Art week)</li> <li>➤ Use sketchbooks to collect and record visual information from different sources and adapt their work according to their views, describing how they might develop it further. Annotate work in sketchbook. (Art week)</li> <li>➤ Develop their own style using tonal contrast and mixed media (Art week)</li> </ul>
<b>Work of other artists</b>	<ul style="list-style-type: none"> <li>➤ Make detailed observations about notable artists', artisans' and designers' work; (Democracy vessels, Freedom Quilt, Art week)</li> <li>➤ offer facts about notable artists', artisans' and designers' lives; (Democracy vessels, Freedom Quilt, Art week)</li> <li>➤ Use notable artists work as inspiration for their own work and offer comparison and contrast comments. (Democracy vessels, Freedom Quilt, Art week)</li> </ul>

## Vocabulary

KS1	<ul style="list-style-type: none"> <li>❖ work, work of art, idea, starting point, observe, focus, design, improve. portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</li> <li>❖ primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> <li>❖ sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> <li>❖ collage, squares, gaps, mosaic, features, cut, place, arrange.</li> <li>❖ textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> <li>❖ colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> <li>❖ Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>❖ line, pattern, texture, form, record, detail, question, observe, refine, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> <li>❖ colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> <li>❖ rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> <li>❖ texture, shape, form, pattern, mosaic.</li> <li>❖ pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</li> <li>❖ line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> <li>❖ Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>❖ sketchbook, develop, refine, texture, shape, form, pattern, structure, line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> <li>❖ blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> <li>❖ form, structure, texture, shape, mark, soft, join, tram, cast.</li> <li>❖ shape, form, arrange, fix.</li> <li>❖ colour, fabric, weave, pattern.</li> <li>❖ Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</li> <li>❖ Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</li> </ul>