

Frittenden  
CoE  
Primary School



Scheme of work:  
Art and Design

## Intent

As a school, we believe that art is a vital and integral part of a pupil's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to a pupil's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them.

Understanding of the visual elements of art and design will be developed by providing an accessible and engaging curriculum which will enable pupils to reach their full potential.

Our **Christian values** underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to flourish. The school values are integrated into every art lesson as follows:

**Respect:** Respect it at the core of our art lessons: respect for artists and their work; respect for each other and effort we put into our pieces; respect for opinions even if we don't agree; respect for the tools, equipment and process involved.

**Joy:** Children are encouraged to find joy in the everyday; experience joy for their success and the success of others; and to share their joy. Taking joy in the process of creating; joy in the beauty of art and the pieces we create and study. Joy in being supportive: offering advice and giving praise to peers for brilliant effort and achievements.

**Compassion:** We are compassionate, recognising the effort and frustration that sometimes comes with creativity. A compassionate artist and free thinker is a **better model to their peers**.

## Implementation

We teach a skills-based art curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of art: drawing, painting, printing and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work.

Lessons are taught in blocks on a termly basis and involve studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece.

Art is assessed through verbal constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch book which follows the children through the school. Photographs of larger, group or 3D pieces are also kept within this book.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked using the EYFS curriculum. Age related expectation levels are reported to parents at the end of the reception year.

## Impact

By the end of each key stage 2, pupils will:

- Know, apply, and understand the knowledge, skills and processes specified in the relevant National Curriculum programmes of study.
- Have a deep understanding of the Frittenden CoE Primary Art and Design curriculum so that they have secure substantive and disciplinary knowledge to equip them to learn well when they encounter new knowledge in Key Stage 3 and future learning.
- Have a coherent knowledge and understanding of the elements of art and how this helps to develop structure in art.
- Demonstrate an understanding of key events and individuals have shaped the world as we know it.
- Develop their own personal development in the areas of creativity, independence, judgement and self-reflection.

## Coverage

		Term 1/2	Term 3/4	Term 5/6
Dahl	Year A	Drawing	Print	3D form
	Year B	Drawing	Painting	3D form
Wells	Year A	Drawing	Paint/ Texture/ collage	3D form
	Year B	Drawing	Painting	3D form
Shakespeare	Year A	Drawing	Draw, make	3D form
	Year B	Drawing	Print/ Paint/ Collage	3D form

## Key concepts

	Dahl A	Dahl B	Wells A	Wells B	Shakes A	Shakes B
Line						
Shape						
Colour						
Tone						
Texture						
Form						
Pattern						
Exploration and expression						
Critical thinking						

Colour
Form
Shape
Line
Pattern
Texture
Tone
Exploration & expression
&
Critical thinking

By the end of reception (statutory)
<b>ELG: Creating with Materials</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
Programs of study (statutory)
<b>Expressive Arts and Design</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
Development Matters – non statutory but we use a basis for our long term plans
Children in reception will be learning to <ul style="list-style-type: none"> <li>• explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• create collaboratively, sharing ideas, resources and skills</li> </ul>
Scheme – we do not follow a scheme but link Art learning to our topic and provide opportunities in our enhanced provision
Children have access to paint, pencil crayons, pens etc in provision Children given the opportunity to work with clay, air dough and malleable materials Large paper provided to encourage collaborative working Range of materials/paper available in provision areas inside and outside

MY LEARNING PATHWAY: ART	
Three and Four-Year-Olds	<p><b>Personal, Social and Emotional</b></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b>Physical Development</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p><b>Expressive Arts and Design</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour-mixing.</p>
Children in Reception	<p><b>Physical Development</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>Expressive Arts and Design</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
Early Learning Goals	<p><b>Physical Development</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p> <p><b>Expressive Arts and Design</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p>
Compassion, Respect and Joy	
EYFS	

DAHL YEAR A MY LEARNING PATHWAY: ART			
'I CAN' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i>	
Optional Additional Skills	PAINTING	I can use a variety of tools and techniques including the use of different brush sizes and types. I can mix and match colours to artefacts and objects. I can work on different scales. I can mix secondary colours and shades I can use different types of paint. I can create different textures e.g. use of sawdust.	I know which colours are primary and secondary. I know how to mix colours. I know there are different types of paint.  <b>Key vocabulary:</b> brush stroke, mix, backwash, dab, colour, primary, secondary, shades, warm and cool colours, blend.
	TEXTILES/COLLAGES	I can use a variety of techniques, e.g. weaving, fabric, crayons and sewing.  Create images from imagination, experience or observation.  I can use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	I know that collage is the art of using paper to make images.  I know how to sew.  I know how to weave.  <b>Key vocabulary:</b> attach, design, craft
TERM 1 / 2 DRAWING	<p style="text-align: center;"><u>Spirals</u></p> <p><u>Generate Ideas:</u></p> <p>I am beginning to explore my ideas using a range of media.</p> <p>I am beginning to generate ideas from a wider range of stimulus, exploring different media and techniques.</p> <p><u>Sketchbook:</u></p> <p>I am beginning to use a sketchbook to gather and collect artwork and explore in an open-ended way</p> <p>I am being to experiment in my sketchbook, using drawing to record ideas. I can use my sketch book to decide what to try next.</p> <p><u>Making Skills:</u></p> <p>I can use a range of drawing materials such as pencil, chalk, charcoal and pastels.</p> <p>I can further develop mark making with a greater range of media, using increased control</p> <p>I can develop my observational skills to try and reflect texture through mark making.</p> <p>I can develop my observational skills to look closely and reflect texture through mark making.</p> <p>I can explore mark making using a range of tools, including my body, to create a purposeful and diverse range of mark, through experimenting.</p> <p>I can experiment with different surfaces and create tone through a variety of pencil grades to show</p>		I know that drawing is a physical activity.  I know that drawing tools can be used in a range of different ways to create different lines.  I know that lines can be used to fill shapes, to make outlines and to add details.  I know that primary colours are red, yellow and blue. I know that primary colours can be mixed to make secondary colours.  I know that colours can be mixed to match real life objects and to create things from my imagination.  I know that different marks can be used to represent the texture of an object.  I know drawing techniques such as hatching, scribbling, stippling and blending can make surface areas (texture)  I know that tone can be added by shading and filling a shape  I know that different grades make different tones  <b>Key vocabulary:</b> Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, observation, reflect, share  Artist study Molly Haslund

	<p>form, drawing light and dark lines (tone), pattern and shape.</p> <p>I can use colour to develop my spiral drawings</p> <p>I can explore using primary and secondary colours</p> <p>Knowledge of Artists:</p> <p>I can talk about similarities and differences in art and design and link these to my work</p> <p>I am being to talk about art I have seen using some appropriate subject vocabulary. I can make links between pieces of art.</p> <p>Evaluate and analysis</p> <p>I am beginning to describe and compare some features of my and other's art work.</p> <p>I am beginning to explain my ideas and opinions about my own and others work. I am beginning to describe how to improve my work.</p>	
TERM 3/4PRINTING	<p><b>Simple Print Making</b></p> <p>Generate Ideas:</p> <p>I can explore my ideas using a range of media.</p> <p>I can generate ideas from a wider range of stimulus, exploring different media and techniques.</p> <p>Sketchbook:</p> <p>I can use a sketchbook to gather and collect artwork and explore in an open-ended way</p> <p>I can experiment in my sketchbook, using drawing to record ideas. I can use my sketch book to decide what to try next.</p> <p>Making skills:</p> <p>I can use relief printing using foam board and plasticine.</p> <p>I can use lines to create texture in my printing</p> <p>I can use overlap and overlay to create texture in my image</p> <p>I can use relief printing with an awareness of negative and positive images.</p> <p>I can create patterns and pictures by printing from objects using more than one colour.</p> <p>I can create order, symmetry and irregularity.</p> <p>I can extend repeated patterns, over lapping, using 2 contrasting colours.</p> <p>I can use equipment and media correctly to produce clean image.</p> <p>I can use appropriate language to describe tools and processes.</p> <p>Evaluate and analysis</p>	<p>I know artists that use printing.</p> <p>I know that printing helps me make a repeated pattern.</p> <p>I know that a pattern is a design in which shapes, colour and lines are repeated.</p> <p>I know that prints are made from transferring an image from one surface to another.</p> <p>I know that if I press into a foam board to create my image, my lines will not print.</p> <p>I know that relief prints are made when we print from raised images.</p> <p><b>Key vocabulary:</b> print, press, pressure, paint, shape, line, arrangement, rubbing, texture, collage, explore, test, reflect, stick, arrange, negative and positive</p>



	<p>I can describe and compare some features of my and other's art work.</p> <p>I can explain my ideas and opinions about my own and others work. I am beginning to describe how to improve my work.</p>	
TERM 5/6 3D FORM	<p><b>Making Birds</b></p> <p><u>Generate Ideas:</u></p> <p>I can explore my <b>ideas</b> confidently using a range of media.</p> <p>I can generate <b>ideas</b> from a wider range of stimulus, exploring different media and techniques.</p> <p><u>Sketchbook:</u></p> <p>I can use a sketchbook to gather and collect artwork and explore in an open-ended way</p> <p>I can experiment in my sketchbook, using drawing to record ideas. I can use my sketch book to decide what to try next.</p> <p>I can make detailed observations and record what I see.</p> <p><u>Making Skills</u></p> <p>I can use my hands to manipulate a range of modelling materials.</p> <p>I can create <b>3D forms</b> to make things from my imagination and what I have seen.</p> <p>I can use my hands and tools with confidence to when cutting, shaping and joining paper, card and malleable materials.</p> <p>I can develop understanding of <b>3D form</b> to construct and model simple forms using a range of materials.</p> <p>I can combine materials in different ways to make a sculpture: glue, tape, staple.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials.</p> <p>I can explore <b>colour</b>, <b>shape</b> and <b>form</b>.</p> <p><u>Evaluate and analysis</u></p> <p>I can confidently describe and compare some features of my and other's art work.</p> <p>I can confidently explain my ideas and opinions about my own and others work. I can describe how to improve my work.</p>	<p>I know that primary colours are red, yellow and blue. I know which primary colours to mix to make secondary.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>I know how to mix primary colours to create hues of secondary colours</p> <p>Know that paper can be shaped by cutting and folding it.</p> <p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>I know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>I know that three-dimensional art is called sculpture.</p> <p>I know that composition is how things are arranged for effect.</p> <p>I know how to join materials.</p> <p>I know how to join materials using a variety of techniques</p> <p><b>Key vocabulary:</b> Lines, Shapes, Texture, Observation, Blending, Texture, Explore, Discover, Transform, Crumple, Collage, Sculpture, Structure, Balance</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Greater Depth</b></p>	<p>In the Art curriculum Greater Depth is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work, they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.</p> <p><u>How would a child's Greater Depth in Art present itself?</u></p> <ol style="list-style-type: none"> <li>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</li> <li>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</li> <li>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</li> <li>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</li> </ol>
<p><b>Developing and Exploring Ideas –</b> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	
<p><b>Evaluating and Developing Work –</b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work or develop in their future work.</p>	
<p><b>Breadth of Study –</b> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>	



	<p><u>Knowledge of Artists:</u></p> <p>I can talk about similarities and differences in art and design and link these to my work</p> <p>I am being to talk about art I have seen using some appropriate subject vocabulary. I can make links between pieces of art.</p> <p><u>Evaluate and analysis</u></p> <p>I am beginning to describe and compare some features of my and other's art work.</p> <p>I am beginning to explain my ideas and opinions about my own and others work. I am beginning to describe how to improve my work.</p>	
TERM 3/4 PAINTING	<p><b>Expressive Painting</b></p> <p><u>Generate Ideas:</u></p> <p>I can explore my ideas using a range of media.</p> <p>I can generate ideas from a wider range of stimulus, exploring different media and techniques.</p> <p><u>Sketchbook:</u></p> <p>I can use a sketchbook to gather and collect artwork and explore in an open-ended way</p> <p>I can experiment in my sketchbook, using drawing to record ideas. I can use my sketch book to decide what to try next.</p> <p>I am beginning to explore use my sketch book to record colour and brush marks inspired by other artists.</p> <p>I can use my sketch book to record colour and brush marks inspired by other artists.</p> <p>I can use a colour wheel to help me mix colours</p> <p>I can mix a range of secondary colours creating shades and tones.</p> <p>I can experiment with paint, using a wide variety of tools, e.g. Brushes, sponges and fingers, to apply paint.</p> <p>I am beginning to develop some control when painting, applying knowledge of colour and how different media behave, for example, adding water to thin paint.</p> <p>I can create different hues of primary and secondary colours by mixing different amounts of each starting colour.</p> <p>I can experiment with line, texture and tone</p> <p><u>Knowledge of Artists:</u></p> <p>I can talk about similarities and differences in art and design and link these to my work</p>	<p>I know that a pattern is a design in which shapers, colours or lines are repeated.</p> <p>I know that pattern can be used to add detail to art work.</p> <p>I know that different marks can be used to represent the texture of objects.</p> <p>I know that different techniques such as hatching, scribbling, stippling and blending and create texture.</p> <p>I am beginning to understand that tone can be added by shading and filling a shape</p> <p>I know that using different tones will help shade my painting to look more 3D</p> <p>I know that primary colours are red, yellow and blue.</p> <p>I know that primary colours can be mixed to make secondary colours</p> <p>I know that colours can be mixed to match real life objects or to create things from my imagination</p> <p>I know that painting tools can be used in a variety of ways to create different lines.</p> <p>I know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p><i>Key vocabulary: brush stroke, mix, backwash, dab, colour, primary, secondary, shades, warm and cool colours, foreground, background</i></p> <p><b>Artist study:</b> Van Gogh &amp; Cezanne</p>

	<p>I am being to <b>talk about art</b> I have seen using some appropriate subject vocabulary. I can <b>make links</b> between pieces of art.</p> <p><u>Evaluate and analysis</u></p> <p>I am beginning to describe and compare some features of my and other's art work.</p> <p>I am beginning to explain my ideas and opinions about my own and others work. I am beginning to describe how to improve my work.</p>	
TERM 5/6 3D FORM	<p><u>Stick Transformation</u></p> <p><u>Generate Ideas:</u></p> <p>I can explore my own <b>ideas</b> using a range of media.</p> <p>I am beginning to generate <b>ideas</b> from a wider range of stimuli, exploring different media and techniques.</p> <p><u>Sketchbook</u></p> <p>I can use my sketchbooks to explore ideas in an open-ended way.</p> <p>I can experiment in my sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><u>Making Skills</u></p> <p>I can use their hands to manipulate a range of modelling materials.</p> <p>I can create <b>3D forms</b> to make things from their <b>imagination</b> or recreate things they have seen.</p> <p>I am developing understanding of <b>3D forms</b> to construct and model simple forms using a range of materials.</p> <p>I can use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>I can select <b>colours, shapes</b> and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>I am beginning to develop skills such as measuring materials, cutting, and adding decoration.</p> <p>Apply skills in cutting, <b>arranging</b> and joining a range of materials to include card, felt and cellophane.</p> <p><b>Experiment</b> with techniques when trying out design ideas.</p> <p><b>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</b></p> <p>I can manipulate materials for a variety of purposes, such as transforming and repurposing objects.</p>	<p>I know that when we make sculpture by adding materials it is called construction.</p> <p>I know some artists use sculpture.</p> <p>I know primary colours are red, yellow and blue. I know which ones to mix to make secondary colours.</p> <p>I know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>I know how to mix colours to create hues of secondary colours</p> <p>I know that paper can be shaped by cutting and folding it.</p> <p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>I know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>I know that three-dimensional art is called sculpture.</p> <p>I know that composition is how things are arranged for effect.</p> <p>I know that tone can be added by shading and filling a shape</p> <p>I know that using different tones will help shade my painting to look more 3D</p> <p><i>Key vocabulary: design, model, roll, knead, shape, sculpture, strengthen</i></p>

	<p>I can understand the safety and basic care of materials and tools. .</p> <p>I can think about <b>shape</b>, <b>form</b>, <b>texture</b>, <b>colour</b> and structure.</p> <p><u>Evaluate and analysis</u></p> <p>I am beginning to describe and compare some features of my and other's art work.</p> <p>I am beginning to explain my ideas and opinions about my own and others work. I am beginning to describe how to improve my work.</p>	
Greater Depth	<p>In the Art curriculum Greater Depth is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.</p> <p><u>How would a child's Greater Depth in Art present itself?</u></p> <ol style="list-style-type: none"> <li>1 Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</li> <li>2 Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</li> <li>3 Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</li> <li>4 Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</li> </ol>	
<p><b>Developing and Exploring Ideas</b> - Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>		
<p><b>Evaluating and Developing Work</b> - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p>		
<p><b>Breadth of Study</b> - Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate different kinds of art, craft and design.</p>		



WELLS YEAR A MY LEARNING PATHWAY: ART		
'I CAN' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i>
Optional Additional Skills	PRINT	<p>I know that screen prints are made by forcing ink over a stencil</p> <p>I know that mono print can be used effectively to create prints which use line.</p> <p>I know that screen prints can be used to create prints which use thicker lines and / or shapes.</p>
	TEXTILES/COLLAGES	<p>I know that we can combine collage with other disciplines such as drawing, printmaking and making</p>
TERM 1/2DRAWING	<p><b>Gestural Drawing with Charcoal</b></p> <p><u>Generate Ideas</u></p> <p>I am beginning to generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</b></p> <p><u>Sketchbook</u></p> <p>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</b></p> <p><u>Making Skills</u></p> <p>I can confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>I can draw with <b>expression</b> and begin to experiment with <b>gestural</b> and <b>quick sketching</b>.</p> <p><b>I can use a growing knowledge of different drawing materials, combining media for effect.</b></p> <p><b>I can demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of <b>tone</b> and more intricate <b>mark making</b>.</b></p> <p><u>Knowledge of Artists</u></p>	<p>I know that charcoal is a drawing medium that lends itself to lose, gestural marks made on a large scale.</p> <p>I know that charcoal and earth pigments were our first drawing tools as humans.</p> <p>I know that Chiaroscuro means light/dark and that we can use the concept to explore tone in drawing.</p> <p>I know about early mark making techniques and can explore using them.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that adding black to a colour creates a shade.</p> <p>I know that different drawing tools can create different types of lines.</p> <p><b>I know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</b></p> <p>I know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p><b>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</b></p> <p><b>I know that tone can be used to create contrast in an artwork.</b></p> <p>I know that neaative shapes show the space around</p>

	<p>Use subject vocabulary to <b>describe and compare</b> creative works. Use their own experiences to <b>explain</b> how art works may have been made.</p> <p><b>I can use subject vocabulary confidently to describe and compare creative works.</b></p> <p>Use their <b>own experiences</b> of techniques and making processes to <b>explain</b> how art works may have been made.</p> <p><u>Evaluating and analysis</u></p> <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p><b>Build a more complex vocabulary when discussing their own and others' art.</b></p> <p><b>Evaluate their work more regularly and independently during the planning and making process.</b></p>	<p>and between objects.</p> <p><b>Key vocabulary:</b> Charcoal, Gestural, Loose, Expressive, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tonal Values, Positive &amp; Negative Shapes, Silhouette, Atmosphere</p> <p><b>Artists:</b> Laura McKendry and Edgar Degas</p>
TERM 3/4 PAINTING	<p><b>CLOTH, THREAD &amp; PAINT.</b></p> <p><u>Generate Ideas</u></p> <p>I can generate <b>ideas</b> from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</b></p> <p><u>Sketchbooks</u></p> <p>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</b></p> <p><u>Making Skills</u></p> <p>I can select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of <b>colour mixing</b> and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>I can <b>mix colours</b> with greater accuracy and begin to consider how colours can be used expressively. Explore <b>contrasting and complimentary colours</b>.</p> <p><b>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</b></p> <p><b>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</b></p> <p>I can <b>experiment</b> with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>I can work confidently on a range of scales e.g. thin</p>	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p><b>I know that adding black to a colour creates a shade.</b> <b>To know that adding white to a colour creates a tint.</b></p> <p>I know some basic rules for shading when painting, eg paint in one direction, blending tones smoothly, mixing hues, tints or shades to aid shading</p> <p>I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p><b>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</b></p> <p><b>I know that tone can be used to create contrast in an artwork.</b></p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p><b>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</b></p> <p>I know that paint acts differently on different surfaces.</p> <p>I understand the concept of still life and landscape painting.</p> <p>I know how to thread a needle and sew short and long stitches.</p> <p><b>Key vocabulary:</b> Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight,</p>

Colour Form Shape Line Pattern Texture Tone Exploration & expression & Critical thinking



	<p>brush on small picture etc.</p> <p>I can <b>design</b> and make creative work for different purposes, <b>evaluating</b> the success of the techniques used.</p> <p>I can <b>Design</b> and make art for different purposes and begin to <b>consider</b> how this works in creative industries.</p> <p>I can use thread as a means to mark make.</p> <p><b>I can develop skills in stitching.</b></p> <p>I can experiment with a range of media e.g. overlapping, layering etc.</p> <p><u>Knowledge of Artists</u></p> <p>I can use subject vocabulary to describe and compare creative works.</p> <p>I can use my own experiences to explain how art works may have been made.</p> <p><b>I can use subject vocabulary confidently to describe and compare creative works.</b></p> <p><b>I can use my own experiences of techniques and making processes to explain how art works may have been made.</b></p> <p><u>Evaluating and analysing</u></p> <p><b>I can confidently explain their ideas and opinions about their own and other's art work, giving reasons.</b></p> <p>I can use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p><b>I can build a more complex vocabulary when discussing their own and others' art.</b></p> <p><b>I can evaluate their work more regularly and independently during the planning and making process.</b></p>	<p><i>Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash</i></p> <p><b>Artists:</b> Alice Kettle, Hannah Rae</p>
TERM 5/63D FORM	<p><b>TELLING STORIES THROUGH MAKING</b></p> <p><u>Generating ideas</u></p> <p>I can generate <b>ideas</b> from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</b></p> <p><u>Sketchbook</u></p> <p>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</b></p> <p><u>Making Skills</u></p>	<p>I know that artists use other artforms as inspiration, such as books, films, drama and music.</p> <p>I know that making sculpture by molding with our fingers is called modelling.</p> <p>I know that clay and Modroc are soft materials that finally dry/ set hard.</p> <p><b>I know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</b></p> <p><b>I know that organic forms can be abstract.</b></p> <p><b>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</b></p> <p>I know that a smooth surface can be created by making Modroc moist and smooth.</p> <p>I know how to mix colours and create hues.</p> <p><b>I know how to create shades and tints.</b></p>

	<p>I can plan and think through the making process to create 3D forms using a range of materials.</p> <p>I can experiment with more complex techniques to mould and form malleable materials and add detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p> <p>I can mix colours to complete my sculpture.</p> <p>I can use modroc / clay to create a character</p> <p>I can consider form, texture, character and structure when modelling</p> <p>I can make an armature to support my sculpture.</p> <p><u>Knowledge of Artists</u></p> <p>I can use subject vocabulary to describe and compare creative works. I can use my own experiences to explain how art works may have been made.</p> <p>I can use subject vocabulary confidently to describe and compare creative works.</p> <p>I can use my own experiences of techniques and making processes to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u></p> <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p>I can build a more complex vocabulary when discussing their own and others' art.</p> <p>I can evaluate my own work more regularly and independently during the planning and making process.</p>	<p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> <p><b>Key vocabulary:</b> <i>Brainstorm, Explore, Experiment, Test, Try Out, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</i></p> <p><b>Artist:</b> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p>
Greater Depth	<p>In the Art curriculum Greater Depth is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.</p> <p><u>How would a child's Greater Depth in Art present itself?</u></p> <ol style="list-style-type: none"> <li>1 Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</li> <li>2 Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</li> <li>3 Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</li> <li>4 Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</li> </ol>	
<p><b>Exploring and Developing Ideas –</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.</p>		

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**Evaluating and Developing Work –**

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

**Breadth of Study –**

Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT.

Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

WELLS YEAR B MY LEARNING PATHWAY: ART		
'I CAN' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i>
Optional Additional Skills	PRINTING	<p>I can research, create and refine a print using a variety of techniques.</p> <p>I can select broadly the kinds of material to print with in order to get the effect they want</p> <p>I can resist printing including marbling, silkscreen and cold water paste.</p> <p>I know some artists who use printing.</p> <p>I know there are different types of printing.</p> <p><b>Key vocabulary:</b> <i>print, rub, monoprint, block, relief, resist, layer, create, compose</i></p>
	TEXTILE / COLLAGE	<p>I can join fabrics in different ways, including stitching.</p> <p>I can use different grades and uses of threads and needles.</p> <p>I can extend my work within a specified technique.</p> <p>I can use a range of media to create collage. I can experiment with using batik safely.</p> <p>I know what batik is.</p> <p>I know how evaluate and analyse materials when making choices about what to use.</p> <p><b>Key vocabulary:</b> <i>mood board, composition, effective, batik</i></p>
TERM 1/2 DRAWING	<p><b>STORY TELLING THROUGH DRAWING</b></p> <p><u>Generating ideas</u></p> <p>Generate <b>ideas</b> from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Generate <b>ideas</b> from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><u>Sketchbook</u></p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><i>I can alter and refine drawings and describe changes using art vocabulary.</i></p> <p><i>I can collect images and information independently in a sketchbook.</i></p> <p><i>I can use research to inspire drawings from memory and imagination.</i></p> <p><u>Making Skills</u></p> <p>Confidently use of a range of materials, selecting and</p>	<p>I know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>I know how to improve my drawings by making changes.</p> <p>I know how to use different techniques to create different styles and textures</p> <p>I know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p> <p>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>I know that negative shapes show the space around and between objects.</p>

<p>using these appropriately with more independence</p> <p>Developing drawing through further direct observation, using <b>tonal shading</b> and starting to apply an understanding of <b>shape</b> to communicate form and proportion.</p> <p><b>Apply observational skills, showing a greater awareness of <b>composition</b> and demonstrating the beginnings of an individual style.</b></p> <p><b>growing knowledge of different drawing materials, combining media for effect.</b></p> <p><b>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop of <b>tone</b> and more intricate mark making.</b></p> <p>I can explore relationships between <b>line</b> and <b>tone</b>, <b>line</b> and <b>texture</b>.</p> <p>I can create drawings using charcoal and chalk which convey drama and mood. Use light and portray <b>light/shadow</b>.</p> <p><u>Knowledge of Artists</u></p> <p>Use subject vocabulary to <b>describe and compare</b> creative works. Use their own experiences to explain how art works may have been made.</p> <p><b>Use subject vocabulary confidently to <b>describe and compare</b> creative works.</b></p> <p>Use their own experiences of techniques and making processes to <b>explain</b> how art works may have been made.</p> <p><u>Evaluating and analysing</u></p> <p><b>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</b></p> <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p><b>Evaluate their work more regularly and independently during the planning and making process.</b></p>	<p>I know that different drawing tools can create different types of lines.</p> <p><b>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</b></p> <p>I know that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p><i><b>Key vocabulary:</b> illustration, inspiration, interpretation, original source, graphic novel, illustrator, composition, sequencing, visual literacy, narrative</i></p> <p><i><b>Artists:</b> Laura Carlin, Shaun Tan</i></p>
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TERM 3/4 PAINTING	<p><b>EXPLORING STILL LIFE</b></p> <p><u>Generate Ideas</u></p> <p>I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>I can explore the works of contemporary and works from different periods in the past.</p> <p><u>Sketchbooks</u></p> <p>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><u>Making Skills</u></p> <p>I can select and use a variety of painting techniques, including applying my drawing skills, using my knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>I can mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>I can explore colour (and colour mixing), line, shape, pattern and composition in creating a still life.</p> <p>I can consider lighting, surface, foreground and background.</p> <p>I can use close observation and try different hues and tones to capture 3d form in 2 dimensions.</p> <p>I can work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</p> <p><u>Knowledge of Artists</u></p> <p>I can use subject vocabulary to describe and compare creative works.</p> <p>I can use my own experiences to explain how art works may have been made.</p> <p>I can use subject vocabulary confidently to describe and compare creative works.</p> <p>I can use my own experiences of techniques and</p>	<p>I know that 'still life' is the name given to the genre of painting (or making) a collection of objects/elements.</p> <p>I know that still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <p>I know how to make careful observations and capture detail in my compositions.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns</p> <p>I know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured</p> <p>I know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>I know some basic rules for shading when drawing.</p> <p>I know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>I know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>I can confidently create shades and tints</p> <p>To know that negative shapes show the space around and between objects.</p> <p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>I know that different drawing tools can create different types of lines.</p> <p>I know how to use tools to create an image in clay.</p> <p><b>Key Vocabulary:</b> <i>still life, genre, traditional, contemporary, arrangements, composition, viewfinder, lighting, background, foreground, hue, tint, elements, pattern, texture, colour, relationship</i></p> <p><b>Artists:</b> Cezanne, Hilary Pecis, Bas Meeuws</p>
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	<p>making processes to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u></p> <p>I can confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>I can use sketchbooks as part of the <b>problem-solving</b> process and make changes to improve their work.</p> <p>I can build a more complex vocabulary when discussing their own and others' art.</p> <p>I can evaluate their work more regularly and independently during the planning and making process.</p>	
TERM 5 / 6 3D FORM	<p><b>FESTIVAL FEAST</b></p> <p><u>Generate Ideas</u></p> <p>I can generate <b>ideas</b> from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>I can generate <b>ideas</b> from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><u>Sketch book</u></p> <p>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>I can <b>make visual notes</b> to record ideas and processes discovered through looking at other artists.</p> <p><u>Making Skills</u></p> <p>I can plan and think through the making process to create <b>3D forms</b> using a range of materials.</p> <p>I can <b>shape</b> materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>I can <b>experiment</b> with combining found objects and recyclable material to create sculpture.</p> <p>I can use more complex techniques to mould and form malleable materials.</p> <p>I can show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in <b>3D</b>.</p>	<p>I know that making sculpture can be challenging.</p> <p>I know that it takes a combination of skills, but that we can learn through practice.</p> <p>I know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> <p>I know how to mix colours to create hues, shades and tints.</p> <p>I can apply paint thinking about the effect of <b>light and dark</b> and <b>texture</b>.</p> <p><b>Key Vocabulary:</b> Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture,</p> <p><b>Artists:</b> Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>



	<p>I can explore painting on different surfaces, e.g. fabric, and combine paint with 3d making</p> <p>I can make work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p> <p>I can develop my construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.</p> <p>I can use tools to help me construct and take creative risks by experimenting to see what happens.</p> <p>I can combine modelling with construction using mixed media and painting to create sculpture.</p> <p><u>Knowledge of Artists</u></p> <p>Use subject vocabulary to <b>describe and compare</b> creative works. Use their own experiences to explain how art works may have been made.</p> <p><b>Use subject vocabulary confidently to describe and compare creative works.</b></p> <p>Use their own <b>experiences</b> of techniques and making processes to <b>explain</b> how art works may have been made.</p> <p><u>Evaluating and analysing</u></p> <p><b>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</b></p> <p><b>Build a more complex vocabulary when discussing their own and others' art.</b></p> <p><b>Evaluate their work more regularly and independently during the planning and making process.</b></p>	
Greater Depth	<p>In the Art curriculum Greater Depth is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.</p> <p><u>How would a child's Greater Depth in Art present itself?</u></p> <ol style="list-style-type: none"> <li>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</li> <li>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</li> <li>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</li> <li>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</li> </ol>	
<p><b>Exploring and Developing Ideas –</b>          Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		
<p><b>Evaluating and Developing Work –</b>          Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>		



Annotate work in sketchbook.

**Breadth of Study –**

Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

Use ICT.

Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

SHAKESPEARE YEAR A MY LEARNING PATHWAY: ART			
'I CAN' <i>The skills I have learnt...</i>			'I KNOW' <i>The knowledge I have...</i>
Optional Additional Skills	PRINTING	<p>I can research, create and refine a print using a variety of techniques.</p> <p>I can select broadly the kinds of material to print with in order to get the effect they want</p> <p>I can resist printing including marbling, silkscreen and cold-water paste.</p>	<p>I know some artists who use printing.</p> <p>I know there are different types of printing.</p> <p><b>Key vocabulary:</b> <i>print, rub, monoprint, block, relief, resist, layer, create, compose</i></p>
	TEXTILES/COLLAGES	<p>I can join fabrics in different ways, including stitching.</p> <p>I can use different grades and uses of threads and needles.</p> <p>I can extend my work within a specified technique.</p> <p>I can use a range of media to create collage.</p> <p>I can experiment with using batik safely.</p>	<p>I know what batik is.</p> <p>I know how to evaluate and analyse materials when making choices about what to use.</p> <p><b>Key vocabulary:</b> <i>mood board, composition, effective, batik</i></p>
Term 1 / 2 Draw		<p><b>2D DRAWING TO 3D MAKING</b></p> <p><i>Generate Ideas</i></p> <p>I can develop <b>ideas</b> more independently from my own research.</p> <p>I can explore and record my plans, ideas and <b>evaluations</b> to develop my ideas towards an outcome.</p> <p>I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes</p> <p><u>Sketch books</u></p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using my sketchbook</p> <p><u>Making Skills</u></p> <p>I can use a broader range of stimulus to draw from, such as culture and photography.</p> <p>I am beginning to develop drawn ideas as part of an <b>exploratory</b> journey.</p> <p>I can apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>I can draw in a more sustained way, revisiting a drawing over time and applying my understanding of <b>tone</b>, texture,</p>	<p>I know that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>I know that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>I know that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>I know how to create texture on different materials.</p> <p>I know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>I know that tone can help show the foreground and background in an artwork.</p> <p>I know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>I know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>I know that the surface textures created by</p>

Colour Form Shape Line Pattern Texture Tone Exploration & expression & Critical thinking

	<p>line, colour and form.</p> <p>I can draw <b>expressively</b> in my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently.</p> <p>I can apply new drawing techniques to improve mastery of materials and techniques</p> <p>I can push the boundaries of <b>mark-making</b> to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>I can explore using <b>negative and positive space</b> to "see" and draw a simple element/object.</p> <p>I can use the grid system to scale up the image above, transferring the image onto card.</p> <p>I can use collage to add <b>tonal marks</b> to the "flat image".</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three dimensional object</p> <p><u>Knowledge of artists</u></p> <p>I can <b>research and discuss</b> the ideas and approaches of artists across a variety of disciplines, being able to <b>describe</b> how the cultural and historical context may have influenced their creative work.</p> <p>I can <b>describe, interpret and evaluate</b> the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing</u></p> <p>I can discuss the processes used by and by myself and other artists, and describe the particular outcome achieved.</p> <p>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>I can give reasoned evaluations of my own and others work which takes account of context and intention</p> <p>I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</p>	<p>different materials can help suggest form in two-dimensional art work.</p> <p>I know how line is used beyond drawing and can be applied to other art forms.</p> <p><b>Key Vocabulary:</b> 2D drawing, 3D object, packaging, negative space, grid method, scaling up, net, typography, graphic design, collage</p>
TERM 3/4 Make & Draw	<p>SHADOW PUPPETS</p> <p><u>Generate Ideas</u></p> <p>I can develop <b>ideas</b> more independently from my own research.</p>	<p>I know the cultural significant of shadow puppetry and artists that work with paper</p> <p>I know that paper can be cut and <b>shaped</b> to create puppets</p>

<p>I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome.</p> <p>I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes</p> <p><u>Sketch books</u></p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using my sketchbook</p> <p><u>Making Skills</u></p> <p>I can use a broader range of stimulus to draw from.</p> <p>I am beginning to develop drawn ideas as part of an exploratory journey.</p> <p>I can combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials.</p> <p>I can work collaboratively to perform a simple show sharing a narrative which has meaning to you.</p> <p><u>Knowledge of artists</u></p> <p>I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing</u></p> <p>I can discuss the processes used by and by myself and other artists, and describe the particular outcome achieved.</p> <p>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>I can give reasoned evaluations of my own and others work which takes account of context and intention</p> <p>I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</p>	<p>I understand that artists reinvent.</p> <p>I know that a silhouette is a shape filled with a solid flat colour that represents an object.</p> <p>I understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p><i>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte</i></p>
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TERM 5/6 3D Form	<b>SET DESIGN</b>	I know that set designers can design/make sets for theatres or for animations.
	<b>Generating Ideas</b>	
	I can develop <b>ideas</b> more independently from their own research. I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome	I know that designers often create scaled models to test and share ideas with others.
	I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes.	I know how to apply techniques to the making process.
		I know how to use scale to size up or down.
	<b>Sketchbooks</b>	
	I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	I know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.
	I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	To know that the size and scale of three-dimensional art work changes the effect of the piece.
	<b>Making Skills</b>	
	I can investigate scale when creating forms in three dimensions.	I can use <b>colour effectively</b> to create my set design.
	I can <b>explore</b> a greater range of materials to create <b>3D</b> forms eg.wire and found materials	<b>Key Vocabulary:</b> <i>Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background,</i>
	I can plan and developing an idea in <b>2D</b> into a three-dimensional piece.	
	I can persevere when constructions are challenging and work to <b>problem solve</b> more independently.	<b>Artists:</b> Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson
	I can use personal plans and ideas to design and construct more complex <b>3D forms</b> .	
	I can combine materials and techniques appropriately to fit with ideas.	
	I can <b>confidently problem-solve</b> , edit and refine to create desired effects and end results.	
	I can make, inspired by a brief, to create a scale model "set" for a theatre production or an animation.	
	I can construct with a variety of media, using tools.	
	I can think about scale, foreground, background, lighting, <b>texture</b> , space, structure and intention.	
	I can use a range of materials and join them using techniques learned.	

<b>Greater Depth</b>	<p>In the Art curriculum Greater Depth is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.</p> <p><u>How would a child's Greater Depth in Art present itself?</u></p> <ol style="list-style-type: none"> <li>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</li> <li>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</li> <li>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</li> <li>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</li> </ol>
<p><b>Exploring and Developing Ideas –</b>          Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	
<p><b>Evaluating and Developing Work –</b>          Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	
<p><b>Breadth of Study –</b>          Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	

	<b>Knowledge (critical thinking and language)</b>	<b>Skills</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• They know there are 3 Primary colours and begin to make the secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• They enjoy using a variety of media to make marks.</li> <li>• They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect</li> <li>• They can talk about what they have made and how they have made it.</li> </ul>
<b>Year 1</b>		<ul style="list-style-type: none"> <li>• They begin to have more control over the types of marks made with a range of media.</li> <li>• They start to mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>• They can shape and model materials for a purpose.</li> <li>• They can talk about what they have made and how they could improve it.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• They can name 1 or 2 famous artists and recognise a variety of art pieces.</li> <li>• They understand that a variety of colours can be mixed to make different colours, shades and tones.</li> </ul>	<ul style="list-style-type: none"> <li>• They can control the types of marks made and can explore tone, patterns, shape and space with a range of media.</li> <li>• They can identify different forms of textiles, textures and materials and experiment with techniques (e.g. arranging, folding, repeating, overlapping, regular and irregular patterning).</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• They can notice differences between different art movements.</li> </ul>	<ul style="list-style-type: none"> <li>• They develop accuracy when completing observational drawings.</li> <li>• They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media.</li> <li>• They begin to record media explorations and experimentations as well as try out ideas, plan colours and collect ideas for future works.</li> </ul>

<b>Year 4</b>	<ul style="list-style-type: none"> <li>They understand that using different techniques with the same medium will create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>They use light and dark within painting and show understanding of complementary colours</li> <li>They can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). LKS.</li> <li>They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>They understand when and how to adapt their artwork appropriately and begin to develop their own style.</li> </ul>	<ul style="list-style-type: none"> <li>They can fluently control types of marks made and experiment with different effects and textures.</li> <li>They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture.</li> <li>They can use a variety of techniques to create different textural and patterned effects (including Batik).</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>They are able to name a variety of artists and different art movements and can comment on its influence and impact on history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style.</li> <li>They confidently improve their mastery of art and design techniques, including printmaking, painting and sculpture, batik and mixed media with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>They adapt their work according to their views and describe how they might develop it further, annotating their work.</li> </ul>

SHAKESPEARE YEAR B MY LEARNING PATHWAY: ART			
		'I CAN' <i>The skills I have learnt...</i>	'I KNOW' <i>The knowledge I have...</i>
Optional Additional	Design	<p>I can demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>I can identify artists who have worked in a similar way to their own work.</p> <p>I can develop ideas using different or mixed media, using a sketchbook.</p> <p>I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>I know a range of techniques and tools.</p> <p>I know the work of artists who have used different techniques.</p> <p>Key vocabulary: shadow, composition, illustration, focal point, line, texture, tone, pattern, form, space, colour and shape, representation, atmosphere</p> <p>Artist study - <b>Pablo Picasso</b></p>
	Design 3D FORM	<p>I can develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>I can make a mould and use clay and tools safely.</p> <p>I can create sculpture and constructions with increasing independence.</p>	<p>I know how to create sculptures and constructions using a range of materials and joining techniques.</p> <p>Key vocabulary: constructions, prototype, structure, sculptures, mould, brief, evaluation.</p>
TERM 1/2 DRAWING		<p><b>TOPOGRAPHY AND MAP MAKING</b></p> <p><u>Generate Ideas</u></p> <p>I can develop <b>ideas</b> more independently from my own research.</p> <p>I can explore and record my plans, ideas and <b>evaluations</b> to develop my ideas towards an outcome.</p> <p><b>I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes</b></p> <p><u>Sketch books</u></p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p><b>I can use a systematic and independent approach, research, test and develop ideas and plans using my sketchbook</b></p> <p><u>Making Skills</u></p> <p>I can use a broader range of stimulus to draw from, such as maps and images.</p> <p>I am beginning to develop drawn ideas as part of an <b>exploratory</b> journey.</p> <p>I can apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>I can draw in a more sustained way, revisiting a drawing over time and applying my understanding of <b>tone</b>, <b>texture</b>, <b>line</b>, <b>colour</b> and <b>form</b>.</p> <p>I can draw <b>expressively</b> in my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently.</p>	<p>I know that designers create fonts and work with Typography.</p> <p>I know that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <p>I know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p><b>I know how line is used beyond drawing and can be applied to other art forms.</b></p> <p>I know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><b>I know how an understanding of shape and space can support creating effective composition.</b></p> <p><b>Key Vocabulary:</b> Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond,</p> <p><b>Artists:</b> Louise Fili, Grayson Perry, Paula Scher</p>



	<p>I can apply new drawing techniques to improve mastery of materials and techniques</p> <p>I can push the boundaries of <b>mark-making</b> to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>I can create fonts inspired by objects/elements around me. I can <b>explore</b> typography and design lettering which is fit for purpose.</p> <p>I can use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>I can draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>I can combine drawing with making to create pictorial / 3 dimension maps which <b>explore</b> qualities of your personality or otherwise respond to a theme.</p> <p>I can explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper</p> <p>I can use <b>line</b>, mark making, <b>tonal values</b>, <b>colour</b>, <b>shape</b> and composition to make my work interesting</p> <p>I can transform my drawing into a <b>three-dimensional</b> object</p> <p><u>Knowledge of artists</u></p> <p>I can <b>research and discuss</b> the ideas and approaches of artists across a variety of disciplines, being able to <b>describe</b> how the cultural and historical context may have influenced their creative work.</p> <p>I can <b>describe, interpret and evaluate</b> the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing</u></p> <p>I can discuss the processes used by and by myself and other artists, and describe the particular outcome achieved.</p> <p>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>I can give reasoned evaluations of my own and others work <b>which takes account of context and intention</b></p> <p>I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</p>	
TERM 3 / 4 PAINT/TEXTURE/	<p><b>MIXED MEDIA LAND AND SEASCAPES</b></p> <p><u>Generate Ideas</u></p> <p>I can develop <b>ideas</b> more independently from my own research.</p> <p>I can explore and record my plans, ideas and <b>evaluations</b> to develop my ideas towards an outcome.</p> <p>I can draw upon my experience of creative work and my</p>	<p>I know that there is a tradition of artists working from land, sea or cityscapes.</p> <p>I know that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>I know how to create a mixed media piece of work.</p> <p>I know how to combine different media to</p>

<p><b>research to develop my own starting points for creative outcomes</b></p> <p><u>Sketchbook</u></p> <p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work</p> <p><u>Making Skills</u></p> <p>I can apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to my own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>I can develop a painting from a drawing or other initial stimulus.</p> <p>I can add collage to a painted, printed or drawn background for effect.</p> <p>I can <b>explore</b> how collage can extend original ideas.</p> <p>I can combine digital effects with other media.</p> <p>I can manipulate paint and painting techniques to suit a purpose, making choices based on my experiences.</p> <p>I can work in a sustained way over several sessions to complete a piece.</p> <p>I can <b>analyse and describe</b> how colour is used in other artists' work.</p> <p>I can consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>I can create collage in response to a stimulus and work collaboratively on a larger scale.</p> <p>I can <b>explore</b> how paint (possibly combined with drawing) can capture a response to a place.</p> <p>I can <b>explore</b> how the media you choose, combined with the marks you make and how you use your body will affect the end result.</p> <p>I can think about <b>colour</b>, <b>composition</b> and mark making. I can think about light and dark, movement and energy and convey this in my work.</p> <p><u>Knowledge of Artists</u></p> <p>I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing</u></p> <p>I can discuss the processes used by myself and by other</p>	<p>create atmosphere and mood.</p> <p>I know how to create texture on different materials.</p> <p>I know that applying thick layers of paint to a surface is called <b>impasto</b>, and is used by artists such as Claude Monet to describe texture.</p> <p>I know that tone can help show the foreground and background in an artwork.</p> <p>I know that <b>chiaroscuro</b> means 'light and dark' and is a term used to describe high-contrast images.</p> <p>I know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>I know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>I know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>I know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>I know how line is used beyond drawing and can be applied to other art forms.</p> <p><b>Key Vocabulary:</b> Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format</p> <p><b>Artists:</b> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones.</p>
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	<p>artists, and describe the particular outcome achieved.</p> <p>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>I can give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>I can independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
TERM 5/6 3D FORM	<p><b>DREAM BIG OR SMALL</b></p> <p><u>Generating Ideas</u></p> <p>I can develop ideas more independently from their own research. I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome</p> <p>I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes.</p> <p><u>Sketchbooks</u></p> <p>I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making Skills</u></p> <p>I can investigate scale when creating forms in three dimensions.</p> <p>I can explore a greater range of materials to create 3D forms eg. wire and found materials</p> <p>I can plan and developing an idea in 2D into a three-dimensional piece.</p> <p>I can persevere when constructions are challenging and work to problem solve more independently.</p> <p>I can use personal plans and ideas to design and construct more complex 3D forms.</p> <p>I can combine materials and techniques appropriately to fit with ideas.</p> <p>I can confidently problem-solve, edit and refine to create desired effects and end results.</p> <p>I can make, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</p> <p>I can construct with a variety of media, using tools.</p> <p>I can think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>I can use a range of materials and join them using techniques learned.</p>	<p>I know that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact.</p> <p>I know that we can make creative choices which serve ourselves as individuals and the community we live in and belong to.</p> <p>I know that we can use form, structure, materials and scale to design innovative buildings.</p> <p>I know that architectural models are made to test out ideas.</p> <p>I know that set designers can design/make</p> <p>I know how to use scale to size up or down.</p> <p>I know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>I can use colour effectively to create my set design.</p> <p><b>Key Vocabulary:</b> Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background,</p> <p><b>Artists:</b> Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>

Greater Depth	<p>In the Art curriculum Greater Depth is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.</p> <p><u>How would a child's Greater Depth in Art present itself?</u></p> <ol style="list-style-type: none"> <li>1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.</li> <li>2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.</li> <li>3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.</li> <li>4. Knowledge: Showing greater: breadth; contextual understanding; explanation; judgement.</li> </ol>
<p><b>Exploring and Developing Ideas –</b>          Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	
<p><b>Evaluating and Developing Work –</b>          Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.          Adapt their work according to their views and describe how they might develop it further.</p>	
<p><b>Breadth of Study –</b>          Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.          Use ICT.          Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	