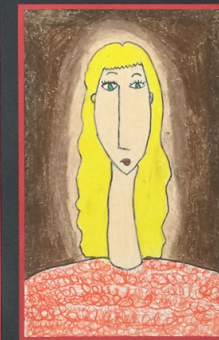
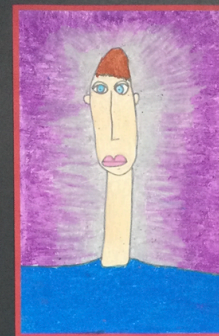


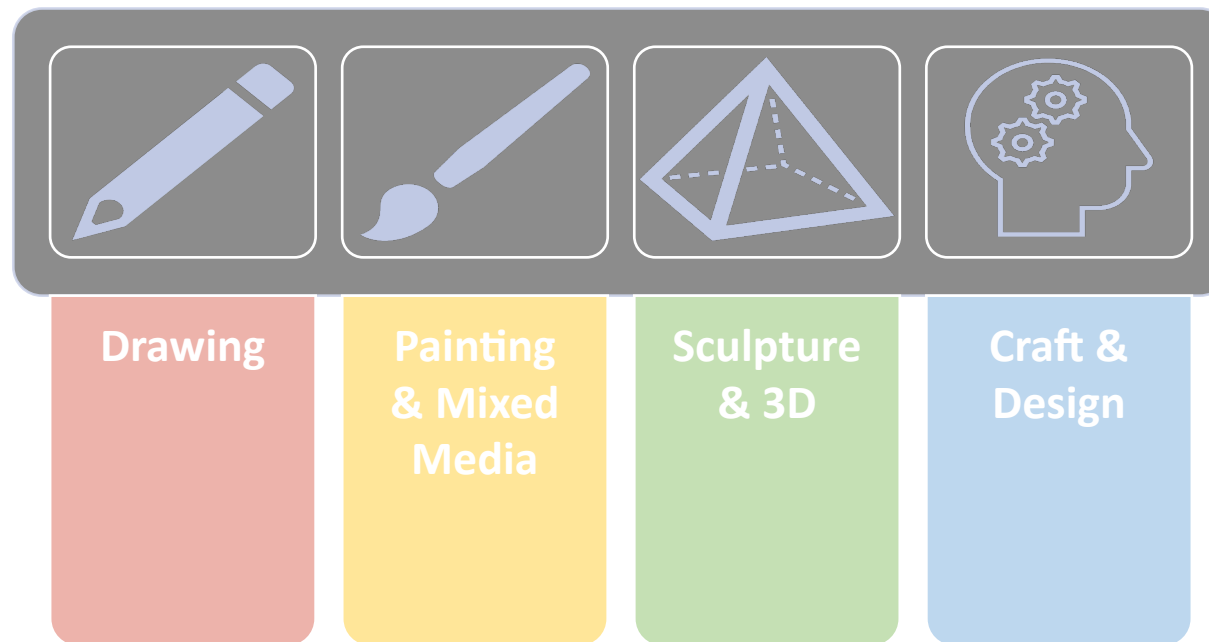
Art Curriculum Overview



“A caring community: Serious about learning.”

Our Approach

We have based our curriculum on the **Access Art** materials. Our **cyclical** curriculum focuses on the four aspects below and our pupils revisit these aspects throughout their time in our school every year. Drawing and painting skills **weave throughout** our Sculpture/3-D and Craft & Design focused projects to **embed** and **secure** the cumulative knowledge of the different techniques looked at. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. Across each year group they develop a knowledge of different **artists and crafts people** to ensure they can compare and contrast these. Three art projects are completed across the year as a **half termly block** in each term as an equivalent to an hour a week from Y2-Y6, with Y1 completing their project as a block, reinforced across the half term with **continuous provision** access. In EYFS pupils start to develop their skills through the **Expressive Art & Design** strand of the EYFS framework with **both adult and child led activities**, reinforced through **continuous provision**. In EYFS we use an **interleaved approach** to ensure our pupils learning is stored in their long term memories and we use **solo taxonomy** to pitch learning at personalised starting points. In addition, they use class floor books in Y1 and children's **sketch books** from Y2 onwards to generate ideas, document their products and evaluate/analyse their developing skills. The school aims to raise pupils **cultural capital** through a range of planned visits across their time in school.



Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in art outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding.

1. Preliminary sketches are used to plan and explore what a final piece of artwork may look like.
2. Constructive feedback (identifies strengths and weaknesses of a piece of artwork) and help focus where improvements can be made.
3. Malleable materials are used to form 3D sculpture made by carving, modelling, casting or constructing.
4. Paper and fabric have different qualities and these are used to add texture to a piece of artwork.
5. Colour theory: use primary colours to make secondary colours, and warm/cool colours and tints/tones.
6. Printing techniques include mono-printing, engraving, etching, screen printing and lithography.
7. Pencil, ink, charcoal and pen techniques are used to create different lines, textures, patterns, tones (lightness and darkness of colour) and adds perspective to shapes and forms.
8. Observational drawings of landscapes and nature are used as a source of inspiration when artists create their artwork.
9. Mixed media combines different media or materials to create unique pieces of artwork.
10. Significant artists, architects, cultures and designers have distinctive styles including the subject matter, the movement they belong to (including Expressionism, Realism, Pop Art, Renaissance and Abstract) and the techniques and materials used.

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Pre skills	<ul style="list-style-type: none">* developing an effective pencil grip* learn how to draw closed shapes* learn how to draw by observing real things* opportunities to create real and imagined artwork* opportunities to create gross motor and fine motor designs* opportunities to collaborate with others* exploring different media freely* learn to manipulate play dough (roll, pinch, flatten) using different tools and cutters* learn how to use join materials using glue or tape* follow instructions to create adult led products

EYFS	
<p>Knowledge and skills</p>	<p>Drawing</p> <ul style="list-style-type: none"> * Learn how to hold a pencil with the correct grip * Learn to use a pencil with increasing control to create closed spaces and add details * Learn how to draw a person from observation, studying the details of the face * Learn how to draw a plant from observation * Learn how to draw a chick from observation * Express own ideas, thoughts and feelings using pencil <p>Painting</p> <ul style="list-style-type: none"> * Learn how to hold a brush correctly * Learn how to use poster paint to fill closed spaces * Learn how to mix primary poster colours to create secondary colours * Learn how to use white to lighten a colour * Create a collaborative Kandinsky style painting * Learn how to use water colours * Express own ideas, thoughts and feelings using paint <p>Quilling</p> <ul style="list-style-type: none"> * Learn how to quill * Create a collaborative quilled design. (rainbow) * Express their own ideas, thoughts and feelings using quilling <p>Printing</p> <ul style="list-style-type: none"> * Learn how to print, keeping the object still on the paper * Learn that you can print using a wide variety of objects * Learn how to combine prints to create a design * Learn how to use printing to create patterns * Learn how to use precision to create fine motor print patterns * Create an aboriginal inspired dot painting using precision printing <p>Junk Modelling</p> <ul style="list-style-type: none"> * Learn how to join materials using glue, tape and string * Learn how to make decisions about shape and size, using vocabulary new vocabulary to explain * Create an object for a farm using learnt techniques * Learn to plan, develop and evaluate designs, talking about the process they have used <p>Clay Sculpture</p> <ul style="list-style-type: none"> * Learn to roll and pinch clay to create a 3D shape * Learn to insert other materials into clay to create effects * Learn to flatten clay and use cutters to create shapes * Learn how to use tools to make patterns in clay

<p>Key People</p>	<p style="text-align: center;"> Wassily Kandinsky Mary Cassatt Claude Monet Emily Kame Kngwarreye </p> <p style="text-align: center;">Children will learn about different styles and techniques and understanding that people can be an artist as a job</p>
<p>Vocab</p>	<p>big, bigger, colours, crayon, drawing, hard, line, observational drawing, observe , paper, pencil, shape, size, small, smaller, soft,</p> <p>artist, colour, control, equipment, fill, mix, lighten, paint, paintbrush, palette, primary colour, secondary colour</p> <p>attach, card, glue, paper, pinch, place, quill, roll, shape, tool,</p> <p>aboriginal, design, dot, hold, pattern, place, precise, press, print, sponge</p> <p>3D, attach, card, glue, join, junk, masking tape, model, safety, scissors, string</p> <p>3D, bumpy, clay, effect, insert, mark, pinch, roll, rough, sculpture, shape, smooth, tool</p> <p>chalk, share, explain, evaluate, markers, newspaper, observe, oil pastel, overlap, pastels, plan, process, rubbing, scrunch, stencil, tear, texture</p>
<p>Continuous Provision Enhancements</p>	<ul style="list-style-type: none"> • Children will have access to a range of art and design activities through the continuous provision. • Regular enhancements will provide opportunity for building on developing artistic skills and ensure learning is embedded. • Children will have the opportunity to explore their ideas and record their experiences, • Children will have the opportunity to create their own art work 'in the style of' artists. • Children will become confident and proficient in a variety of techniques including drawing, painting, printing and 3D • Opportunities to create collaboratively using a range of media • Opportunities to create representations of imaginary and real life events, people and objects. • Safely use and explore a variety of materials, media, tools and techniques, experimenting with colour, design, texture, form and function.

Y1	Autumn & Spring Terms	Summer Term
Knowledge & Skills	<p style="text-align: center;">Drawing-Spirals</p> <ul style="list-style-type: none"> • Explore ways of drawing lines between two points. • Experiment with how to hold a pencil when sketching. • Discuss what a line is and use adjectives to describe lines. • Experiment with pressure when drawing pencil lines. • Comment on how different grades of sketching pencil make different marks. • Investigate how to make different marks using sketching pencils. • Make a choice about which pencil I need to use for a purpose. • Experiment with different kinds of pencils and observe the different marks they make. • Create different repeated line patterns. • Discuss and comment on the texture in artwork. • Apply a variety of techniques when drawing. • Evaluate own work and the work of others to identify strengths/weaknesses. • Comment on how drawings by different artists make them feel. • Say what they like/dislike about different drawings. <p style="text-align: center;">Painting-Art Theory & Colour Mixing</p> <ul style="list-style-type: none"> • Hold a paintbrush correctly when painting and know what 'loading' the paintbrush is. • Know how to create a smooth sweeping brushstroke. • Use paint to create differently shaped lines. • Use a paintbrush to create lines of different thicknesses. • Experiment with different ways to make marks using a paintbrush. • Name a variety of colours and choose a favourite colour to give reasons for my choices. • Know what primary colours are needed to mix secondary colours. • Know how to create lighter/darker shades of colour. • Know how to create horizontal and vertical lines using a ruler. • Use paint to create artwork in the style of an artist studied (Piet Mondrian). 	<p style="text-align: center;">Sculpture-Paper Play Tree of Life</p> <ul style="list-style-type: none"> • Explore the tree of life as a sculpture and in other forms. • Experiment manipulating paper of different types to create forms. • Create paper elements of a tree. • Use a variety of adhesives and other materials to connect elements made. • Make a choice about which materials to use to create each tree feature and achieve the desired look. • Explore symbolism in tree of life designs and discuss how symbols can represent different aspects of life. • Apply knowledge of symbolism to create personalised symbols for their tree. • Apply drawing and painting techniques learnt. • Explain the choices made in the creation of the tree. • Evaluate own work and their work of others to identify strengths and weaknesses. • Comment on how their work and the work of their classmates has made then feel.
Key People	<p style="text-align: center;">Molly Haslund Piet Mondrian</p>	<p style="text-align: center;">Sidi Saiyyed Mosque-tree of life window, Joana Vasconcelos</p>
Vocab	<p>Spiral, movement, pressure, motion, continuous line, graphite, chalk, pen, oil pastel, dark, light, blending, mark making, pattern, observation, careful looking, drawing, Molly Haslund.</p> <p>Colour, colour wheel, mixing, primary, secondary, transform, warm, cool, hues, brushes, paint, plan, design, create, Piet Mondrian, lines, squares, rectangles, black, shapes, ruler, horizontal, vertical, narrow, wide</p> <p>Observe, share, explain.</p>	<p>Paper, roll, twist, cut, glue, screwing up, squash, squeeze, bend, tabs, join, design, make, create, manipulate, decorate, 3D, sculpture, tree of life, texture, observe, share, explain.</p>

	<p style="text-align: center;">Continuous Provision Enhancements</p> <ul style="list-style-type: none">• Children will have access to a range of art and design activities through the continuous provision.• Regular enhancements will provide opportunity for building on developing artistic skills and ensure learning is embedded.• Children will have the opportunity to explore their ideas and record their experiences,• Children will have the opportunity to create their own art work 'in the style of' artists.• Children will further develop their proficiency in a variety of techniques including drawing, painting, printing and 3D• Opportunities to create collaboratively using a range of media• Opportunities to create representations of imaginary and real life events, people and objects.	
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Y2	Autumn U2	Spring U4	Summer U6
Knowledge & Skills	<p>Drawing-Self Portraits</p> <ul style="list-style-type: none"> Understand what a portrait is and what a self-portrait is. Explore symmetry in self-portraits. Use sketching to recreate favourite pieces. Explore Modigliani's work, symmetry and colours used. Experiment using colour with a variety of mediums. Experiment using oil pastels. Choose colours to be used in final piece and explain choices. Plan and create a self-portrait based on the style of Modigliani. Use oil pastels. Reflect on their own and others pieces, provide feedback. 	<p>Painting-Expressive Painting</p> <ul style="list-style-type: none"> Explore expressive artwork, introduction to Charlie French. Express opinions about the work of Charlie French. Compare to work by Marela Zacarias. Hold a paintbrush correctly when painting and know what 'loading' the paintbrush is. Know how to create a smooth sweeping brushstroke. Use paint to create differently shaped lines and of different thicknesses. Name a variety of colours and choose a favourite colour to give reasons for my choices. Know what primary colours are needed to mix secondary colours. Know how to create lighter/darker shades of colour. Explore a variety of tools used to paint, make choices and explain these choices. Use paint to create artwork inspired by Charlie French. 	<p>Craft & Design- Mono Printing</p> <ul style="list-style-type: none"> Sketch and draw animals and vegetation in the style of Xgaoc'o X'are. Use imagination to generate ideas for a sketch. Use natural materials to create prints. Create prints inspired by Xgaoc'o X'are's paintings. Say who Xgaoc'o X'are is and recall facts about his life. Discuss a painting by Xgaoc'o X'are. Discuss and explain how they feel when looking at a Xgaoc'o X'are painting. Use paper to create a shoebox model of one of Xgaoc'o X'are's paintings Use glue to help attach different parts to their model.
Key People	Amadeo Modigliani	Charlie French	Xgaoc'o X'are
Vocab	Self-portrait, Modigliani, shape, face, features, eyes, nose, mouth, ears, symmetry, oil pastels, proportions, plan, design, evaluate, improve.	Gesture, gestural, mark making, loose, evocative, emotion, intention, exploration, reaction, response, energy, impression, texture, primary colours, secondary colours, tints, hues, medium, surface, texture, abstract, invent, discover, intention, composition, positive shapes, negative shapes.	Imaginary, inspired, animals, shape, texture, pattern, life-size, proportion, felt, fibre, abstract, composition, overlap, design, evaluate, printing, mono print.

Y3	Autumn U2	Spring U3	Summer U5
Knowledge & Skills	<p>Mixed Media Flora & Fauna</p> <ul style="list-style-type: none"> • Explore flora paintings by Georgia O’Keeffe and other artists painting flora and fauna. • Express opinions of the work, explaining their thoughts. • Produce an observational sketch of flora. • Explore mark making using a variety of mediums. • Sketch mini beasts using oil pastels. • Use graphite to add dimensional lines and detail. • Experiment with blending using oil pastels. • Collage to create layered, textured effects. • Produce a detailed mini beast/flora sketch or painting inspired by the style of Georgia O’Keeffe. • Evaluate own and others artwork. Offer feedback. 	<p>Drawing-Animated Drawing</p> <ul style="list-style-type: none"> • Explore the work of Lauren Child in still and animated form. • Discuss movements made and used in her art. • Making visual notes. • Experiment with drawing and painting using. Variety of mediums to create background and foreground images. • Experiment with split pins and other mechanisms to facilitate physical movement with pictures. • Imitate the work of Lauren Child to create own piece of art inspired by her style and a theme area studied. • Produce a puppet of this image with moving limbs. • Apply techniques learnt to ensure movement of the puppet’s limbs. • Evaluate finished artwork and compare it to peers. 	<p>3D & Sculpture-Recycled Art</p> <ul style="list-style-type: none"> • Explore the work of artists using recycled materials. • Comment on the message that a piece of art might be portraying. • Say if they like or dislike a piece of art and why. • Experiment with different ways to join materials to make a 3-D piece of art. • Select a suitable joining method when working with different materials. • Look at different materials and make suggestions about how to use them in own artwork. • Use a material’s existing shape to inspire own artwork. • Create a simple animal sculpture from recycled materials. • Select a suitable type of paint to finish own art work. •
Key People	Georgia O’Keeffe	Lauren Child	Khalil Chistee Subodh Gupta Studio KCA - whale
Vocab	Flora, fauna, tones, hues, tints, observe, oil pastels, blending, shade, graphite, watercolours, collage, composition, elements, present, reflect, share, discuss.	Animate, animation, animator, character, movement, pose, action, gesture, intention, background, foreground, tools, movement, split pins, puppets.	Recycle, recycled materials, plan, design, transform, observe, imagination, malleable, rigid, sculptors, sculpture, arrange, select, model, 3D, coiled, symmetrical, proportioned.

Y4	Autumn U2	Spring U4	Summer U6
Knowledge & Skills	<p>Painting - Pattern</p> <ul style="list-style-type: none"> • Experience sensory drawing in repetitive pattern making. • Explore artists whom use pattern in their artwork. • Identify repeating patterns in art and express opinions about them. • Create rules in making patterns. • Explore tessellation in pattern. • Create and use a stencil to make a tessellated piece of art. • Explore colour with water colours and how to load a brush, mix and paint using a variety of brushes and strokes. • Know primary, secondary and tertiary colours. • Understand and be able to apply how to lighten and darken hues. • Paint tessellated designs. • Evaluate own and others artwork. 	<p>Craft & Design - Jewellery</p> <ul style="list-style-type: none"> • Understand jewellery was made throughout history and held special significance in different civilisations. • Recognise jewellery from different ancient civilisations. • Explain the colours and designs of ancient jewellery. • Explore the use of symmetry, symbols, emblems and key shapes used. • Describe the appearance of some famous jewellery, including the patterns and materials used. • Manipulate air dry clay into a variety of shapes and sizes of beads. • Add texture, patterns and holes for fixings. • Make pendants and/or amulets. • Make necklaces, bracelets or anklets inspired by ancient jewellery and using symmetry in designs. • Paint designs using the colours from ancient jewellery. • Evaluate own and others work. 	<p>Drawing-Exploring Still Life</p> <ul style="list-style-type: none"> • Explain what still life sketching is. • Use soft, light sketching techniques to create a still life sketch. • Adjust own pencil grip when sketching. • Understand how shading is linked to the light source in a drawing • Identify an artwork that is visually pleasing and explain why. • Give own personal opinion of different artwork. • Listen to others' opinions of artworks, and try to see their point of view. • Describe what a botanical illustration is and why they were first created. • Discuss and respond to Van Gogh's and Paul Cezanne's artwork and how they used tones and colour. • Understand how artists create the illusion of depth in their artwork. • Design and draw own composition inspired by still life of famous artists. • Give reasons for own choices.
Key People	<p>Henri Matisse Sol LeWitt</p>	<p>Ancient Jewellery</p>	<p>Paul Cezanne Laurin McCracken</p>
Vocab	<p>Pattern, mindful, exploratory, decorative, aesthetic, generate, explore, experiment, tessellated, design, negative/positive shapes, surface pattern, repeating, composition, juxtaposition, design, present, reflect, articulate, feedback, similarities, differences.</p>	<p>Jewellery, historic, materials, observation, experimentation, manipulation, creation, form, colour, size, structure, practicality, decoration, design.</p>	<p>Still life, traditional, contemporary, arrangements, composition, background, foreground, tone, shadow, hue, tint, elements, pattern, texture, relationship, mark making, appearance, 2D, 3D, present, reflect, articulate, feedback, similarities, differences.</p>

Y5	Autumn U2	Spring U4	Summer U6
Knowledge & Skills	<p style="text-align: center;">Drawing-Typography & Maps</p> <ul style="list-style-type: none"> • Explore and understand what typography is. • Appreciate the work of Louise Fill. • Build a bank of examples of where typography is used effectively in everyday life & where it has been used particularly beautifully in historical pieces. • Sketch a variety of different typography, including in 3D. • Explain preferences. • Apply interests to typography. • Explore maps of different types. • Analyse purpose, time, cultural influences. • Sketch using a variety of pencil types, different papers and different techniques to add detail and shade. • Evaluate own and others artwork. 	<p style="text-align: center;">Painting-Exploring Watercolour</p> <ul style="list-style-type: none"> • Explore and experiment with water colour paints, brushes, pen and pencil. • Appreciate and express an opinion of artwork by Paul Klee and Claude Monet as impressionist artists. • Explain how certain pieces of art make you feel. • Understand and define what impressionism is. • Explore the use of colour within impressionist art work. • Plan and produce a final piece inspired by Paul Klee/Claude Monet. • Reflect on their work and the work of others, give reasons and feedback. 	<p style="text-align: center;">Sculpture-Architecture</p> <ul style="list-style-type: none"> • Become familiar with the architectural work of Norman Foster. • Understand the roles and responsibilities of being an architect. • Explore the form and structures architects might use. • Use a variety of pen and pencil type in drawing. • Make visual notes. • Use foam board to construct an architectural model of a home. • To express opinions and justify architectural choices made. • Reflect on their work and work of others, give reasons and feedback.
Key People	<p style="text-align: center;">Louise Fill</p>	<p style="text-align: center;">Paul Klee/Claude Monet</p>	<p style="text-align: center;">Norman Foster</p>
Vocab	Typography, lettering, graphics, design, communicate, purpose, intention, exploratory, visual impact, pictorial maps, identity, symbols, present, share, reflect, respond, articulate, feedback, similarities, differences	Scale, translucent, opaque, neutral, sombre, combine, create, tones, tints, shades, graduated, highlight, varied, contrasting, enhance mood, share, review, reflect, evaluate	Domestic, architecture, aspirational, visionary, environmental, tiny house, movement, form, structure, materials, balance, scale, interior, exterior, context, location, design through making, model, maquette, present, share, reflect, respond, articulate, feedback, similarities, differences

Y6	Autumn U2	Spring U4	Summer U5
Knowledge & Skills	<p style="text-align: center;">Painting-Landscape Art</p> <ul style="list-style-type: none"> Experiment with different watercolour techniques to create effects. Paint a landscape using watercolours. Experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape. Create and use tints and shades using a variety of different mediums. Identify vanishing points and horizon lines in landscape paintings Explain how artists use linear and atmospheric perspective in their artwork. Sketch a landscape using linear perspective. Comment on abstract landscapes and explain what they feel about them. Create a selection of lines and patterns in own sketchbook to inform own art work. Discuss landscape artwork by famous artists. Make decisions about how to create a piece of landscape artwork based on the ideas gathered and techniques experimented with. 	<p style="text-align: center;">Craft & Design-Shadow Puppets</p> <ul style="list-style-type: none"> Explore the work of shadow puppeteers. Become familiar with the art and cultural significance. Understand how the cutting and shaping of paper is applied to create puppets. Experiment with shapes, cutting, sticking and using moving attachments to make limbs of puppets. Create puppets that have moving parts. Apply puppets to a chosen narrative, to retell a chosen narrative. Make decision and explain choices. Perform the narrative to peers using puppets and appropriate light source. Express opinions of own and others work, give feedback. 	<p style="text-align: center;">Drawing-Exploring Identity</p> <ul style="list-style-type: none"> Describe who Yinka Shonibare is and give a brief summary of his work. Describe the aspects of colonialism and post colonialism in Yinka's work. Compare to other artists of same or similar subject matter. Describe the general proportions of a face. Describe the differences between a portrait and a self-portrait. Use knowledge of proportions and sketching techniques to complete a self-portrait. Understand that you can use light guidelines for sketches to help structure sketches. Choose images and text to express aspects of own personality and communities. Add to portrait piece. Express own opinion of cultural identity.
Key People	<p style="text-align: center;"> Vincent Van Gogh Martin Johnson Heade Paul Cezanne David Hockney </p>	<p style="text-align: center;">Wayang Shadow Puppets</p>	<p style="text-align: center;">Yinka Shonibare</p>
Vocab	Rotate, crop, enhance, filter, saturation, edit, composition, cloning, removal, combination, tools, software	Shadow puppets, performance, narrative, character, present, share, reflect, respond, articulate, feedback, similarities, difference.	Identity, layer, constructed, portraiture, layering, digital art, physical, present, share, reflect, respond, articulate, feedback, similarities, differences.

Our Working Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Colour		<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green <p>Blue + red = purple</p>	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg. the seaside.</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To 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 a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To 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>Form</p>		<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>To 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 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To 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>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
<p>Shape</p>		<p>Know a range of 2D shapes and confidently draw these. 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>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>	<p>To know that negative shapes show the space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>

<p>Line</p>		<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To 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>To know how line is used beyond drawing and can be applied to other art forms.</p>
<p>Pattern</p>		<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p>To know that patterns can be irregular, and change in ways you wouldn't expect.</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>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>To know that pattern can be created in many different ways, eg. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>

<p>Texture</p>		<p>Know that texture means 'what something feels like'.</p> <p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</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, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To 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>Tone</p>		<p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>	<p>To know some basic rules for shading when drawing, eg. shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To 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>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

End Points

<p>A EYFS child working at the expected standard can: 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> <p>Make use of props and materials when role playing characters in narratives and stories.</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, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>(ELGs: Expressive Arts and Design Creating with Materials, Physical Development- Fine Motor Skills).</p>	<p>A Year 1 child working at the expected standard can explore ways of drawing lines and experiment with how to hold a pencil when sketching and use pressure when drawing lines.</p> <p>They can make different repeated line patterns and use rubbings to create texture.</p> <p>They can hold a paintbrush correctly.</p> <p>They can name and use a variety of colours.</p> <p>They can experiment with different ways to make marks using a paintbrush.</p> <p>They can use some other techniques such as collage.</p> <p>They can discuss art and say what they like and dislike.</p>	<p>A Year 2 child working at the expected standard can follow instructions to create a drawing/sketch and use their imagination to create a piece of art.</p> <p>They can experiment with materials, patterns and styles and hold a pencil correctly when sketching for different effects, as well as using sweeping strokes with a paintbrush.</p> <p>They can name a range of colours and shades and use/create them.</p> <p>They can talk about and recall other artists and their work.</p> <p>They can use the ideas of other artists in their own work.</p>	<p>A Year 3 child working at the expected standard can understand the concept of observation and use it to create different drawings.</p> <p>They can use soft, light sketching techniques and adjust their pencil grip for effect.</p> <p>They can recreate patterns and styles and describe what they can see.</p> <p>They can use different styles and colours, changing the value of a colour using tints and shades. T</p> <p>They can use a variety of tools and mediums.</p> <p>They can say what they know about an artist and explain how they feel about a piece.</p> <p>They can apply what they have learnt to create their own piece of artwork.</p> <p>They can evaluate finished artwork and explain what they have tried to do.</p>	<p>A Year 4 child working at the expected standard has a solid understanding of using a pencil to sketch, adjusting grip and using a range of techniques including knowing that shading is linked to the light source in a drawing.</p> <p>They can recreate patterns and styles and describe what they can see using it as inspiration.</p> <p>They can use different styles and colours, changing the value of a colour using tints and shades.</p> <p>They can use a variety of tools and mediums.</p> <p>They can say what they know about an artist and explain how they feel about a piece.</p> <p>They can apply what they have learnt to create their own piece of artwork.</p> <p>They can evaluate finished artwork and compare it to their peers.</p>	<p>A Year 5 child working at the expected standard can use sketching and shading to add detail to their work.</p> <p>They can use visual information to make sketches of different styles and explain their work.</p> <p>They understand what a light source is and how this affects shading and can use their knowledge of proportions when drawing faces.</p> <p>They can use, discuss and describe different brush strokes and can practice them to improve their technique.</p> <p>They can choose colours for deliberate expression including to show mood.</p> <p>They can also select contrasting colours for effect.</p> <p>They can use different tools and techniques for effect in other mediums.</p> <p>They can discuss art, describe and summarise an artist's work and give reasons for their opinions.</p>	<p>A Year 6 child working at the expected standard can sketch their ideas and designs to build a portfolio.</p> <p>They can take light sources into account and use their preferred shading techniques.</p> <p>They can use vanishing points, horizon lines and construction lines to create perspective in their artwork and create abstract pieces.</p> <p>They can make careful and precise observations to accurately draw faces.</p> <p>They can experiment with different paints and with a variety of mediums.</p> <p>They can explain how colour can help to express different aspects of someone's personality and can use colour and shape to illustrate emotions, feelings and ideas to create their own colour theory.</p> <p>They can use a range of tools and techniques for effect.</p> <p>They can respond, comment and discuss different pieces of artwork and form their opinions with explanations.</p>
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