



ART SKILLS PROGRESSION

	<u>PRE-SCHOOL</u>	<u>RECEPTION</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
DRAWING	<p>Autumn 1</p> <p>Use large muscle movements to develop gross motor strength.</p> <p>Give marks a meaning e.g 'this is a face'.</p> <p>Use lines, dots and circles to create a picture.</p> <p>Summer 2: Draw head with legs to include details such as eyes.</p> <p>Attempt to draw triangles, diamonds, lines that cross</p> <p>Add key details as they become important to them.</p> <p>Combine different shapes to create a picture. Draw details such as arms, fingers and a trunk.</p>	<p>How to: Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing.</p> <p>Identify similarities and difference between drawing tools.</p> <p>Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing.</p> <p>Combine materials when drawing.</p>	<p>That a continuous line drawing is made with one continuous line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to: Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing.</p>	<p>How different marks can be used to represent words and sounds. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood.</p> <p>How to: Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.</p>	<p>Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing.</p>	<p>Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.</p>	<p>Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge.</p> <p>To know what print effects different materials make.</p>	<p>Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.</p> <p>To know gestural and expressive ways to make marks.</p> <p>To know effects different materials make.</p> <p>To know the effects created when drawing into different surfaces</p>

<p>PAINTING AND MIXED MEDIA</p>	<p>Autumn 1</p> <p>Identify some primary colours</p> <p>Show an awareness to paintbrush to dip paint and wash to change colour.</p> <p>Spring 2</p> <p>Begin to draw closed shapes like circles, squares, rectangles.</p> <p>Begin to add colour to drawings.</p> <p>Begin to independently use a paintbrush to dip paint and wash to change colour.</p>	<p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p>	<p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials eg cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>	<p>Use simple shapes to scale up a drawing to make it bigger.</p> <p>Make a cave wall surface.</p> <p>Paint on a rough surface.</p> <p>Make a negative and positive image.</p> <p>Create a textured background using charcoal and chalk.</p> <p>Use natural objects to make tools to paint with.</p> <p>Make natural paints using natural materials.</p> <p>Create different textures using different parts of a brush.</p> <p>Use colour mixing to make natural colours.</p>	<p>Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p>	<p>Develop a drawing into a painting.</p> <p>Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>Adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Choose colours to represent an idea or atmosphere.</p> <p>Develop a final composition from sketchbook ideas.</p>	<p>Use sketchbooks to research and present information.</p> <p>Develop ideas into a plan for a final piece.</p> <p>Make a personal response to the artwork of another artist.</p> <p>Use different methods to analyse artwork such as drama, discussion and questioning</p>
<p>SCULPTURE AND 3D</p>	<p>Autumn 1</p> <p>Use tape and glue appropriately to secure two pieces of junk.</p> <p>Begin to give 'junk' a meaning e.g 'this can be the siren'.</p> <p>Begin to take note of size of different pieces of junk</p> <p>Summer 1</p> <p>Begin to match shapes of objects to</p>	<p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials eg. playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p> <p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>Make larger structures using newspaper rolls.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a</p>	<p>Join 2D shapes to make a 3D form.</p> <p>Join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>Identify and draw negative spaces.</p> <p>Plan a sculpture by drawing.</p> <p>Choose materials to scale up an idea.</p>	<p>How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</p> <p>How to:</p> <p>Use their arm to draw 3D objects on a large scale.</p> <p>Sculpt soap from a drawn design.</p>	<p>Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>Try out ideas on a small scale to assess their effect.</p> <p>Use everyday objects to form a sculpture.</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping,</p>	<p>How to:</p> <p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Manipulate cardboard to create different textures.</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p>

	<p>parts of sculpture e.g 'this is a circle so it can be an eye'.</p> <p>Work for an extended piece of time on one construction</p> <p>Use a range of construction materials to build</p> <p>Identify round and straight shapes and use this to select appropriate pieces for their model.</p>	<p>using modelling materials. Develop 3D models by adding colour.</p>		<p>tool to manipulate clay. Use clay tools to score clay.</p>	<p>Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture.</p>	<p>Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.</p>	<p>colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.</p>	<p>Translate ideas into sculptural forms.</p>
CRAFT AND DESIGN	<p>Summer 2</p> <p>Combine different shapes to create a picture using collage techniques. Use glue and scissors effectively to create a picture.</p>	<p>How to: Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks.</p>	<p>What materials can be cut, knotted, threaded or plaited.</p> <p>How to: Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.</p>	<p>How to: Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'.</p>	<p>That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax. How to: Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using</p>	<p>That layering materials in opposite directions make the handmade paper stronger. How to: Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal</p>	<p>The steps to make a monoprint. When a roller is sufficiently inked. How to: Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print.</p>	<p>How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. How to: Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera.</p>

		Design something on paper ready to make in three dimensions.		<p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>selected imagery and drawings.</p> <p>Draw small sections of one image to docs on colours and texture.</p> <p>Develop observational drawings into shapes and pattern for design.</p> <p>Transfer a design using a tracing method.</p> <p>Make a repeating pattern tile using cut and torn paper shapes.</p> <p>Use glue as an alternative batik technique to create patterns on fabric.</p> <p>Use materials, like glue, in different ways depending on the desired effect.</p> <p>Paint on fabric.</p> <p>Wash fabric to remove glue to finish a decorative fabric piece.</p>	<p>and figurative ideas.</p> <p>Produce and select an effective final design.</p> <p>Make a scroll.</p> <p>Make a zine.</p> <p>Use a zine to present information.</p>	<p>Design a building that fits a specific brief.</p> <p>Draw an idea in the style of an architect that is annotated to explain key features.</p> <p>Draw from different views, such as a front or side elevation.</p> <p>Use sketchbooks to research and present information about an artist.</p> <p>Interpret an idea in into a design for a structure.</p>	<p>Take a macro photo, choosing an interesting composition.</p> <p>Manipulate a photograph using photo editing tools.</p> <p>Use drama and props to recreate imagery.</p> <p>Take a portrait photograph.</p> <p>Use a grid method to copy a photograph into a drawing.</p>
<p>MAKING SKILLS (INCLUDING FORMAL ELEMENTS)</p> <p>ELG: Expressive Arts and design: Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills:</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 materials to create art that is important to them.</p> <p>Begin to use tools and processes effectively</p> <p>Use tools for their intended purpose to create an effect with adult modelling and support</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way,</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece,</p>

<p>Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. KS1</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>		<p>main features of faces)</p>	<p>to look closely and reflect surface texture.</p>	<p>observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>including working collaboratively on a larger scale.</p>
<p>SKETCHBOOK</p> <p>ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>KS1: To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2: To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Record in a variety of mediums</p>	<p>Experiment in an exploratory way.</p>	<p>Use sketchbooks to explore ideas in an open-ended way.</p>	<p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</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>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>

<p>ARTISTS ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>KS1: Pupils should know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>KS2: Pupils should be taught about great artists, architects and designers in history.</p>	<p>Enjoy looking at art.</p>	<p>Enjoy looking at and talking about art.</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>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>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>GENERATING IDEAS</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>KS1: To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>KS2: To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Talk about their ideas to an adult or peer.</p>	<p>Talk about their ideas and explore different ways to record them using a range of media.</p>	<p>Explore their own ideas using a range of media.</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>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>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
<p>EVALUATING AND ANALYSING</p> <p>ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.</p> <p>KS1: About the work of a range of artists, craft</p>	<p>Talk about their artwork, stating what they did well with adult scaffolding.</p>	<p>Talk about their artwork, stating what they feel they did well.</p>	<p>Describe and compare features of their own and other's artwork.</p>	<p>Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and make</p>	<p>Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try</p>

<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>KS2: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>					changes to improve their work.	and making process.	processes to try alternative solutions and make improvements to their work.	alternative solutions and make improvements to their work.
COLOUR	Name primary colours.	How to name a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> ●Red + yellow = orange ●Yellow + blue = green ●Blue + red = purple 	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, eg the seaside.	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
FORM	Materials can be combined to make something bigger or new.	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional art work changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
SHAPE	Name a circle and a square in art	How to name simple shapes in art.	A range of 2D shapes and	Collage materials can be shaped to	Negative shapes show the space	How to use basic shapes to form more complex	A silhouette is a shape filled with a solid flat colour	How an understanding of shape and space

			confidently draw these. Paper can be shaped by cutting and folding it.	represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can be geometric if they have mostly straight lines and angles. Patterns can be made using shapes.	around and between objects. Artists can focus on shapes when making abstract art.	shapes and patterns.	that represents an object.	can support creating effective composition.
LINE	Experiment with marks and lines	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Different drawing tools can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	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.	How line is used beyond drawing and can be applied to other art forms.
PATTERN	Can identify a simple pattern with adult support	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	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.	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.
TEXTURE	Notice that some textures feel different	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture.	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	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

			Different drawing tools make different marks.	Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	shading to recreate a fluffy object.			
TONE	Notice light and dark, shadows etc in the environment	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.	Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
MEANINGS 'As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.' 'They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our Nation.'	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.		Some artists are influenced by things happening around them. Woven wonders (Cecilia Vicuña)	Some artists create art to make people aware of good and bad things happening in the world around them. Life in colour (Romare Bearden)	Art from the past can give us clues about what it was like to live at that time.. Ancient Egyptian scrolls, Prehistoric painting	Art can communicate powerful statements about right and wrong.	Artists are influenced by what is going on around them; for example culture, politics and technology. A rtists 'borrow' ideas and imagery from other times and cultures to create new artworks. I need space (Retrofuturistic images) How an artwork is interpreted will depend on the life experiences of the person looking at it. Interactive	Artists can use symbols in their artwork to convey meaning. Make my voice heard (Diego Rivera) Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Make my voice heard (Graffiti; Guerilla art)

<p>INTERPRETATIONS</p> <p>‘As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.’</p> <p>‘They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our Nation.’</p>	<p>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</p>	<p>Sometimes artists concentrate on how they are making something rather than what they make. Colour splash (Jasper Johns)</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories. Paper play (Tree of life concept; Nature)</p>	<p>Art can be figurative or abstract. Map it out (Eduardo Paolozzi)</p>	<p>The meanings we take from art made in the past are influenced by our own ideas.</p> <p>Prehistoric painting</p> <p>Designers can make beautiful things to try and improve people’s everyday lives.</p> <p>Fabric of nature (William Morris)</p>	<p>The meanings we take from art made in the past are influenced by our own ideas.</p> <p>Ancient Egyptian scrolls</p> <p>How and where art is displayed has an effect on how people interpret it.</p> <p>Mega materials (Sokari Douglas Camp, Barbara Hepworth, Jaume Plensa)</p>	<p>installation (Cai Guo-Xiang)</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Portraits (Frida Kahlo, Vincent van Gogh, Rembrandt, Chila Kumari Singh Burman)</p> <p>Artists create works that make us question our beliefs.</p> <p>Interactive installation (Cai Guo-Xiang)</p> <p>Visual designs can represent big ideas like harmony with nature or peace.</p> <p>Architecture (Friedensreich Hundertwasser)</p>	<p>Artists find inspiration in other artist’s work, adapting and interpreting ideas and techniques to create something new.</p> <p>Make my voice heard (Dan Fenelon)</p> <p>Art can be a form of protest.</p> <p>Make my voice heard (Graffiti, Guerilla art)</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Artist study (David Hockney, Richard Brackenbury, Paula Rego, John Singer Sargent, Lubaina Himid)</p> <p>Art sometimes creates difficult feelings when we look at it.</p>
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THEMES 'Produce creative work, exploring their ideas and recording their experiences'	Nature, seasons, celebrations, sustainability, identity, myself	Sustainability (Woven wonders) Nature (Make your mark)	Identity (Life in colour) Stories (Tell a story)	Art can help people learn. Growing artists Nature; art is for everyone Fabric of nature	Sustainability, nature, right and wrong Mega materials	Identity Portraits Sustainability; protecting the environment; right and wrong Interactive installation	Symbols; Identity; right and wrong Make my voice heard Stories Artist study