



Art Overview

Year 3

<p>Artist: Yayoi Kusama Skills: Art skills Task: Recap and learn basic art skills (mixing, sketching etc,)</p>	<p>Artist: William Morris Skills: Printing Task: create a repeating pattern</p>	<p>Artist: Terra Fuller Skills: textile Task: weaving bag</p>	<p>Artist: Bruce Whatley Skills: Water colour paint Task: Paint a flood</p>	<p>Artist: Skills: digital media Task: Cresswell Crags</p>	<p>Artist: Rene Magritte Skills: 3D/sculpture Task: Stonehenge/ weapons/mammoth</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 4

<p>Artist: Anwar Mostafa Beha Skills: photoshop Task: adapt photos</p>	<p>Artist: Jackson Pollock Skills: Using a range of materials – chalks, pastels, etc. Task: Fireworks art</p>	<p>Artist: Aardman Animation (Nick Park) Skills: Digital Media/film Task: Stop Frame Animation</p>	<p>Artist: Albrecht Durer Skills: Drawing Task: Cross hatching and sketching</p>	<p>Artist: Ancient Egyptian artwork Skills: Painting Task: Hieroglyphics and Egyptian art</p>	<p>Artist: Alexander Mosaic, MIA TAVONNATI Skills: Collage Task: Roman mosaic</p>
Summer 2	Summer 1	Spring 2	Spring 1	Autumn 2	Autumn 1

Year 5

<p>Artist: Kandinsky Skills: 3D/Sculpture Task: Create a space mobile</p>	<p>Artist: Frank Auerbach Skills: Sketching using charcoal Task: To sketch still life compositions</p>	<p>Artist: Lowry Skills: painting Task: WW2 paintings – perspective, fine art, layering images Oil on canvas using 5 colours</p>	<p>Artist: Katsushika Hokusai Skills: Japanese ink Painting Task: Japanese artwork</p>	<p>Artist: Indian Culture and Pip Fox Tattooist Skills: Digital media Task: Design Rangoli Tattoo/Design digitally</p>	<p>Artist: John Banting Skills: Printing Task: Create Native American art</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 6

<p>Artist: NJIDEKA AKUNYILI CROSBY Skills: Mixed Media Task: Create a final piece of artwork for an exhibition, that represents themselves</p>	<p>Artist: Banksy Skills: Graffiti Task: Creating political artwork</p>	<p>Artist: Andy Goldsworthy Skills: Using natural resources/media Task: Nature art and pebble art</p>	<p>Artist: Andy Acres Skills: Collage and textiles Task: Diorama of a rainforest</p>	<p>Artist: Jacob Lawrence Skills: Digital Media Task: Immigration around the world</p>	<p>Artist: Greek Sculptors Skills: Sketching, Shape form for statues Task: Design a Greek Statues</p>
Summer 2	Summer 1	Spring 2	Spring 1	Autumn 2	Autumn 1

Curriculum Aims: Develop ideas, master techniques & take inspiration from the greats and local artists

- To communicate in visual & tactile form
- To draw confidently using observation & imagination (& using 2D & 3d digital media)
- To reflect on, analyse & evaluate own work
- To gain knowledge of great artists, architects, craft makers & designers



Skill, Artists and Media	Y3	Y4	Y5	Y6
<p>Drawing –</p> <p>Leonardo Da Vinci, Vincent Van Gogh, Poonac</p> <p><i>(pencil, charcoal, inks, chalk, pastels, ICT software)</i></p>	<ul style="list-style-type: none"> – Experiment with the potential of various pencils – close observation – Draw both the positive and negative <u>shapes</u> – initial sketches as a preparation for painting – accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> – Identify and draw the effect of <u>light</u> – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings 	<ul style="list-style-type: none"> effect of light on objects and people from different directions – interpret the texture of a <u>surface</u> – produce increasingly accurate drawings of <u>people</u> – concept of perspective 	<ul style="list-style-type: none"> – effect of light on objects and people from different directions – interpret the texture of a <u>surface</u> – produce increasingly accurate drawings of <u>people</u> – concept of perspective
<p>Colour and painting –</p> <p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</p> <p><i>(painting, ink, dye, textiles, pencils, crayon, pastels)</i></p>	<ul style="list-style-type: none"> – colour mixing – Make colour <u>wheels</u> – Introduce different types of <u>brushes</u> – techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade – - observe colours – - suitable equipment for the task – colour to reflect mood 	<ul style="list-style-type: none"> – hue, tint, tone, <u>shades</u> and mood – explore the use of texture in <u>colour</u> – colour for purposes 	<ul style="list-style-type: none"> – hue, tint, tone, <u>shades</u> and mood – explore the use of texture in <u>colour</u> – colour for purposes – colour to express feelings
<p>Mixed media and textiles</p> <p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p> <p><i>(textiles, clay, sand, plaster, stone)</i></p>	<ul style="list-style-type: none"> – Use smaller eyed needles and finer <u>threads</u> – weaving – Tie dying, <u>batik</u> 	<ul style="list-style-type: none"> – Use a wider variety of <u>stitches</u> – observation and design of textural art – experimenting with creating mood, feeling, movement- – compare 	<ul style="list-style-type: none"> – use stories, music, poems as <u>stimuli</u> – Select and use materials – embellish <u>work</u> – fabric making – artists using textiles 	<ul style="list-style-type: none"> Develops experience in <u>embellishing</u> – Applies knowledge of different techniques to express <u>feelings</u> – Work collaboratively on a larger scale



Art skills, although progressive – can be revisited or advanced during any year group

<p>3D Sculpture and Form</p> <p>Henry Moore, Barbara Hepworth, Andy Goldsworthy,</p> <p><i>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</i></p>	<ul style="list-style-type: none"> – Shape, form, <u>model</u> and construct (malleable and rigid materials) – Plan and <u>develop</u> – understanding of different adhesives and methods of construction – aesthetics 	<ul style="list-style-type: none"> – Plan and <u>develop</u> – Experience surface patterns / textures – Discuss own work and work of other <u>sculptors</u> – analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> – plan and develop <u>ideas</u> – Shape, form, model and <u>join</u> – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> – plan and develop <u>ideas</u> – Shape, form, model and <u>join</u> – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors
<p>Printing</p> <p>Picasso, Dan Mather, Andy Warhol</p> <p><i>(found materials, fruit/veg, wood blocks, press print, lino, string)</i></p>	<ul style="list-style-type: none"> – relief and impressed printing – recording textures/patterns – <u>monoprinting</u> – colour mixing through overlapping colour prints 	<p>Use sketchbook for recording textures/patterns – Interpret environmental and manmade <u>patterns</u></p> <ul style="list-style-type: none"> – modify and adapt print 	<ul style="list-style-type: none"> – combining prints – design prints – make <u>connections</u> – discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> – Builds up drawings and images of whole or parts of items using various <u>techniques</u> – Screen printing – Explore printing techniques used by various artists
<p>Digital Media</p> <p><i>(iPad apps, iMovie, photography)</i></p>	<p>Create images, video & sound recordings</p>	<p>Create images, video & sound recordings using new applications</p>	<p>Enhance digital media by editing, use of animation and installations</p>	<p>Enhance digital media by editing, use of animation and <u>installations</u></p> <ul style="list-style-type: none"> – evaluating and improving pieces



Art skills, although progressive – can be revisited or advanced during any year group



Medium Term Plan – Year 3

Medium Term plan – This can be done over a term or during an ‘Art Day’

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art Skills	Printing	Weaving	Water colour – flood	Digital media – Cresswell Craggs	3D Sculpture
Saturate	Yayoi Kusama – exploring “fun” contemporary art	William Morris, Yayoi Kusama	Terra Fuller, Hannah Epstein	Bruce Whatley, Antonio Calderara, Sara Khan		Rene Magritte? Mariana Castillo Deball Rachel Whiteread
Dabble	Sketching skills	Exploring different patterns – repeating	Explore weaving technique	Using water colours – mixing etc.		Stonehenge, weapons etc.
Dabble	Making primary, secondary and tertiary colours (colour wheel)	Using a single colour to print (on lino or polystyrene)	Design a pattern for a woven bag	Complimentary colours – brush stroke		
Dabble	Tints and Shade (making colours darker/lighter)	Using layered colour to create repeating patterns	Consider best choice of materials – begin weaving	Using a pencil to lightly sketch an outline for a piece of artwork		
Publish/ Create	Create your own colour wheel with no adult support – use these colours to create an image inspired by Kusama	Create own repeating pattern using the skills learnt – ensuring precise patterns.	Continue to weave a bag.	Create a water colour image inspired by the “flood”		
Evaluate	Children to self –evaluate their work using template provided Consider development of skills Capture images of whole process on Showbie Peer and teacher evaluation – what do they like/dislike/why?					



Medium Term Plan – Year 4

Medium Term plan – This can be done over a term or during an ‘Art Day’

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roman Mosaic	Ancient Egyptian Art	Drawing – cross hatching	Animation – digital media	Fireworks – mixed media art	Digital art – refugees
Saturate	Roman mosaics, Alexander mosaic, Mia Tavonnati	Ancient Egyptian art	Albercht Durer, Mark Powell (uses biro)	Aardman Animations – Nick Park	Jackson Pollock, Tim Holtz	Anwar Mostafa, Aleks Goferman
Dabble	Design/sketch a Roman image that you want to do a mosaic of	Use pencils to copy hieroglyphs	Experiment with different grades of pencil (thickness)	Storyboard – create a short story – give children a theme to stick to	Using chalk to create firework	Photography – choose a setting to use as a background – upload and manipulate on an Ipad
Dabble	Using paper create a mosaic of your design	Use paint to create hieroglyphs. Consider brush size for detail	Use cross hatching to fill areas of blank space – to show tone, texture	Create the basic characters using clay/plasticine	Using Jackson Pollock technique (splat, dribble paint)	Research and find imagery of refugees, slogans etc. import these to background
Dabble	Using tiles in sand/adhesive to create a small mosaic	Explore creating art on different surfaces (Wood, papyrus (homemade paper)	Use pen (biro) to complete some sketching – create idea for final piece	Create a backdrop for the animation and any props	Using collage to create fireworks (strips of paper)	Explore how to crop images and alter their appearance
Publish/ Create	Create a mosaic either as a group or individually using tile – cutting tiles?	Create a piece of Egyptian inspired artwork e.g. manuscript, sarcophagus lid	Sketch using a pencil/pen/both based on a theme linked to imagery from film concepts	Create a stop frame animation	Create a piece of firework art using a range of different skills.	Create a piece of digital media based around refugees. Inspired by the studies artists.
Evaluate	Children to self –evaluate their work using template provided Consider development of skills Capture images of whole process on Showbie Peer and teacher evaluation – what do they like/dislike/why?					



Medium Term Plan – Year 5

Medium Term plan – This can be done over a term or during an ‘Art Day’

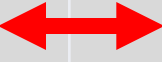
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3D sculpture – space	Sketching with Charcoal	WW2 – Lowry	Japanese ink painting	Rangoli Tattoo Design – Digital Media	Native American Printing
Saturate	Kandinsky, Alexander Calder – kinetic art	Frank Auerbach, Picasso, Toyin Ojih Odotola	Lowry, Florina Nita,	Katsushika Hokusai, Dongling Wang (calligraphy)	Traditional Indian Rangoli Patterns Pip Fox	Artists: Native American prints, John Banting
Dabble	Planning the different sections of a mobile	Sketching skills with pencil – recap	Recap on perspective – how to draw things to scale and in the distance	Using ink to complete some calligraphy	Symmetry – drawing the opposite side of a rangoli pattern	Designing patterns for printing
Dabble	Considering the structure/balance and frame of the mobile	Using charcoal to draw	Drawing buildings to scale using Lowry style	Japanese Calligraphy on a larger scale (e.g. Dongling Wang) -	Introduction to digital apps used to create rangoli pattern	Using different materials to print (potatoes, lino, polystyrene)
Dabble	Designing the planets to go on the mobile (could Saturn be more kinetic)	Blending, blemishing charcoal	Drawing figures to scale – showing movement and action	Using ink to create imagery related to Japan	Create rangoli pattern using the digital media	Practicing printing on different surfaces (wood, paper, stone etc.)
Publish/ Create	Create a mobile in groups or individually based on the solar system	Create a still life drawing of Viking artefacts (sat round in a circle with objects in the middle)	To create a large piece of art work – on a canvas using 5 colours of oil	Create a piece of artwork using Japanese Ink painting	To design create, colour and apply rangoli patterns into context	Design and create a Native American themed print using a choice of resources.
Evaluate	Children to self –evaluate their work using template provided Consider development of skills Capture images of whole process on Showbie Peer and teacher evaluation – what do they like/dislike/why?					



Medium Term Plan – Year 6



Medium Term plan – This can be done over a term or during an ‘Art Day’

	Autumn 1	Autumn 2 	Spring 1	Spring 2	Summer 1	Summer 2
	Greek sculptures – form and shape of humans	Diorama of a rainforest	Immigration – digital media	Nature Art	Graffiti – political art	Mixed media final project
Saturate	Famous Greek sculptors – Damien Hirst (Modern)	Andy Acres, Kristjana S Williams	Jacob Lawrence, Edel Rodriguez	Andy Goldsworth, Giuseppe Arcimboldoy, Tromarama	Banksy, Carrie Reichardt, Nick Walker. “Political graffiti”	Njideka Akunyili Crosby, Sandra Chevrier
Dabble	Recap – sketching lightly – no use of rubbers – draw simple objects	Using collage to fill an image	Using a device to store images and layer them onto a new image	Looking at patterns in nature, sketching still life objects to create a separate image	Exploring slogans linked to political art (e.g. BLM) create, using a wall template a graffiti designs	Review of the children’s previous work – what they liked didn’t like
Dabble	Breaking down objects into shapes to recreate	Exploring depth within a diorama – drawing a design of what the diorama could look like	Augmenting an image to change the way it appears (E.g. colour to black and white)	Face – deciding what natural resources could be used to make a face (take photos outside)	Tags – Create a tag for graffiti Design a graffiti wall continued	Create ideas about a piece of art that represents them and their time at Pear Tree
Dabble	The human form – look at shapes in the human	Start to create the diorama	Photography in the local area – collecting photos that show immigration in the local area	Pebble art – design a pebble and paint a pebble	Graffiti safety equipment How to use a can of paint safely – techniques of spraying (including using silhouettes/template)	Sketch a draft design of their final piece of work (this could also be a sculpture but must include at least three different media
Publish/ Create	Take iPad pictures of children in poses from 4 angles – then mark out the shapes – sketch from this into books	Continue to complete diorama using at least a background, middle and foreground.	To create a digital image which shows the journey an immigrant has taken. To include photography of local area.	Outside lesson – plan and create an image that will be made using natural resources – photo these within a cardboard frame.	As a class or groups – create a piece of political graffiti art on a wall/board.	Create an original and individual piece of artwork that represents themselves – to be displayed in an exhibition.
Evaluate	Children to self –evaluate their work using template provided Consider development of skills Capture images of whole process on Showbie Peer and teacher evaluation – what do they like/dislike/why?					



Art and Design: 6 lesson structure (Once a week or 1 day per half term)



e.g. Lesson Structure Cycle

Section of the cycle	Examples of activities
<p>Saturate (Generally 1 lesson)</p>	<ul style="list-style-type: none"> - Looking at artists who create similar pieces of art. - Comparing examples artwork from different diverse artists (Well established/famous and current). <ul style="list-style-type: none"> - Discussing the skills needed to create the pieces of artwork – highlighting the main focus - Exploring what the end piece “could” look like.
<p>Dabble (Generally 3 lessons)</p>	<ul style="list-style-type: none"> - Dabble lessons will follow the school structure of model, practice and independent. Outcomes – a record of work within the child’s sketchbook – looking at the skills used
<p>Publish/Create/Evaluate (Generally 2 lessons)</p>	<ul style="list-style-type: none"> - Create their final piece of art work - Take image of the final piece to put into their portfolio or sketchbook - Evaluate their piece of work and discuss with peers and adults what they like/could change <p style="text-align: center;">Evaluation</p> <p style="text-align: center;">Children to self –evaluate their work using template provided Consider development of skills Capture images of whole process on Showbie Peer and teacher evaluation – what do they like/dislike/why?</p>





Short Term Plan

Editable Short Term plan:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Saturate	Dabble	Dabble	Dabble	Publish/Create/Evaluate	Publish/Create/Evaluate
	Model:	Model:	Model:		
	Practice:	Practice:	Practice:		
	Independent time:	Independent time:	Independent time:		

Art Skill Progression - Drawing



	KS1	LKS2	UKS2
Drawing	<p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>Children can:</p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. Begin to draw in scale using perspective Can make quick studies from observation to record action or movement with some fluency. Develop use of scale, proportion and perspective. Uses drawing to design and plan sculptures, paintings or prints. 	<p>Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. Drawings show an understanding of the effect of light on objects and people. Develop use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulum) within their work and make sensible choices about what to do next. Use of scale, proportion and perspective more accurate. Produce increasingly accurate drawings of people

Art Skill Progression - Painting



Painting

KS1

Children can:
 name the primary and secondary colours;
 experiment with different brushes (including brushstrokes) and other painting tools;
 mix primary colours to make secondary colours;
 add white and black to alter tints and shades;
 use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

LKS2

Children can:
 use varied brush techniques to create shapes, textures, patterns and lines;
 mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
 create different textures and effects with paint e.g. washes, thickening;
 use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.
 Use light and dark within painting and show an understanding of complementary colours
 Produce work 'in the style' of an artist (not copying directly).
 Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.
 Alternate brush size depending on background and foreground

UKS2

Children can:
 create a colour palette, demonstrating mixing techniques;
 use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
 use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
 Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.
 Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours.
 Mix colour, shades and tones with confidence.
 Show movement through paint, e.g. rivers to show movement.



Art Skill Progression – 3D/Sculpture

3D/Sculpture	KS1	LKS2	UKS2
	<p>Children can:</p> <ul style="list-style-type: none">use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;use a variety of techniques, e.g. rolling, cutting, pinching;use a variety of shapes, including lines and texture;use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	<p>Children can:</p> <ul style="list-style-type: none">cut, make and combine shapes to create recognisable forms;use clay and other malleable materials and practise joining techniques;add materials to the sculpture to create detail;use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.Use equipment and media with confidence, safely and in an organised way.Use recycled, natural and man-made materials to create sculptures.Adapt work as and when necessary and explain why.Make a slip to join two pieces of clay.Produce more intricate surface patterns/ textures and use them when appropriate.Produce larger pieces using pinch/ slab/ coil techniques.Use language appropriate to skill and technique, e.g. 'slip and score'.	<p>Children can:</p> <ul style="list-style-type: none">plan and design a sculpture;use tools and materials to carve, add shape, add texture and pattern;develop cutting and joining skills, e.g. using wire, coils, slabs and slips;use materials other than clay to create a 3D sculpture;use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.Work in a safe and organised way, caring for equipment.Plan how to join parts of the sculpture, securing work to continue at a later date as needed.Recognise sculptural forms in the environment: furniture, buildings.Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.Compare different styles and approaches.Continue to model and develop work through a combination of pinch, slab, and coil.Develop understanding of different ways of finishing work: glaze, paint, polish.Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab

Art Skill Progression – Textile/Collage



	KS1	LKS2	UKS2
Collage	<p>Children can:</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textile	<p>Children can:</p> <ul style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Children can:</p> <ul style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting. Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc. 	<p>Children can:</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.



Art Skill Progression - Printing

Printing	KS1	LKS2	UKS2
	<p>Children can:</p> <ul style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Children can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. Print simple pictures using different printing techniques. Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<p>Children can:</p> <ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; Use tools in a safe way. Start to overlay prints with other media. Show experience in a range of mono print techniques, e.g. using stencils, rolling ink out and placing paper on top then drawing onto the paper.

Art Skill Progression – Digital Media

Digital Media	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> Record and collect images using digital cameras and video recorders. Using a graphics package to create an image. Explore a graphics package by using different tools to create lines and shapes. Changing the type of brush. Create shapes by cutting sections. Experiment with colours and textures. 	<ul style="list-style-type: none"> Record and collect images using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, photoshop. Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g. charcoal. Create shapes by making sections to cut, duplicate and repeat. Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose. 	<ul style="list-style-type: none"> Record, collect and store images using digital cameras and video recorders. Present visual images using software, e.g. photostory, PowerPoint. Use a graphics package to create and manipulate their images. Be able to import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc...)



Art Skill Progression – Exploring and Developing Ideas and Evaluation

Exploring and Developing Ideas Evaluation

KS1	LKS2	UKS2
<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>Children can: respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Children can: use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used</p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Children can: review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. Regularly analyse and reflect on their progress taking account of what they hope to achieve. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>