



# BEING AN ARTIST

## Art Progression Document

### Learning in EYFS: Art

This part of the document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art.

Year Group	National Curriculum	Sticky Knowledge/ End Points	Vocabulary	Skills
Three and Four-Year-Olds  (Nursery)	Physical Development           Expressive Arts and Design	<p><b>Non-statutory guidance</b>  <i>Statements taken from Development Matters (2020) as pre-requisite skills in art in preparation for access to the National Curriculum</i></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	Design, construct, build, make, tape, glue, stick, picture, paint, pencil, felt pen, patterns, shape, print, junk model, rainbow, colour	<p><b>Nursery Autumn term</b></p> <ul style="list-style-type: none"> <li>• Designing houses and constructing</li> <li>• Joining Materials</li> <li>• Cake Baking</li> <li>• Making Gifts/ toys</li> </ul> <p><b>Nursery Spring term</b></p> <ul style="list-style-type: none"> <li>• My favourite toy painting.</li> <li>• Observational drawings of an old teddy bear or toy.</li> <li>• Design posters for class toy shop.</li> <li>• Print patterns using toy shapes.</li> <li>• Observational flower drawings</li> <li>• Fruit/ Veg paint printing</li> <li>• Nature pictures- Transient Art</li> </ul> <p><b>Nursery Summer term</b></p> <ul style="list-style-type: none"> <li>• Papier Mache creatures using paint and other junk modelling items.</li> <li>• Mini-beats collage and art.</li> <li>• Underwater scene</li> <li>• Shiny rainbow fish art</li> </ul>

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		<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>		
Reception	<p>Physical Development</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of</li> <li>• tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture</li> <li>• when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul> <p><b>Statutory – ELG (Fine-motor skills)</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using</li> <li>• the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Explore, use and refine a variety of artistic effects to express</li> <li>• their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas</li> <li>• and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>Self-portrait, mix, colour, paint, design, pattern, pencil, pen, paint, shade, Van Gogh, Starry Night, pastels, tools, clay, mould, imprint, collage, materials, natural, man-made</p>	<p><b>Reception Autumn term</b></p> <ul style="list-style-type: none"> <li>• Self-portraits using pencils &amp; paint</li> <li>• Colour mixing – paint hands to mix colours and print</li> <li>• Observational drawing of leaves</li> <li>• Design a superhero spoon puppet</li> <li>• Diwali patterns</li> <li>• Christmas art</li> </ul> <p><b>Reception Spring term</b></p> <ul style="list-style-type: none"> <li>• Colour mix block paints to create different shades to paint planets</li> <li>• Explore the work of Vincent Van Gogh's Starry Night and use to reproduce own examples using a combination of media.</li> <li>• Investigate using pastels to create a planet.</li> <li>• Use seashells, pebbles, stones and other natural objects; pencils, clay tools, bottle tops and other manmade objects to make impressions in clay</li> </ul> <p><b>Reception Summer term</b></p> <ul style="list-style-type: none"> <li>• Use a variety of seeds to make a collage of 'Sunflowers' by Van Gogh.</li> <li>• Observational drawing of flowers</li> <li>• Show children how to thicken paint by adding flour and then apply the paint using</li> </ul>

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		<p><b>Statutory – ELG (Creating with materials)</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>		<p>fingers or lolly sticks to produce paintings in the style of Van Gogh.</p> <ul style="list-style-type: none"> <li>Transient art using natural materials</li> </ul>
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*At Eppleton Academy Primary School, Art and Design is broken into 5 big ideas which are intertwined in all areas of learning. These include developing ‘making skills’, ‘knowledge of artists’, ‘evaluate and analyse’. Together these come together to enable pupils to ‘generate ideas’ and ‘use sketchbooks’ to develop their own artistic identity.*

Year Group	National Curriculum	Skills	Vocabulary	Sticky Knowledge & End Points
Y1	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft</li> </ul>	<p><b>Drawing – Make your mark</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> <li>Develop observational skills to look closely and reflect surface texture.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Understand how artists choose materials based on their properties in order to achieve certain effects.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others’ artwork.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<p><b>Drawing – Make your mark</b></p> <p>Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>	<p><b>Drawing – Make your mark</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Shape:</b> Know a range of 2D shapes and confidently draw these.</li> <li><b>Line:</b> Know that drawing tools can be used in a variety of ways to create different lines.</li> <li><b>Line:</b> Know lines can represent movement in drawings.</li> <li><b>Texture:</b> Know that texture means ‘what something feels like’.</li> <li><b>Texture:</b> Know different marks can be used to represent the textures of objects.</li> <li><b>Texture:</b> Know different drawing tools make different marks.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>That a continuous line drawing is a drawing with one unbroken line.</li> <li>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</li> <li>How to hold and use drawing tools in different ways to create different lines and marks.</li> <li>How to create marks by responding to different stimulus such as music.</li> <li>How to overlap shapes to create new ones.</li> <li>How to use mark making to replicate texture.</li> <li>How to look carefully to make an observational drawing.</li> <li>How to complete a continuous line drawing.</li> </ul>

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	makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Artists choose materials that suit what they want to make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Art is made in different ways.</li> <li>Art is made by all different kinds of people.</li> <li>An artist is someone who creates.</li> </ul>
	<p><b>Painting &amp; Mixed Media – Colour Splash</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<p><b>Painting &amp; Mixed Media – Colour Splash</b></p> <p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>	<p><b>Painting &amp; Mixed Media – Colour Splash</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Colour:</b> Know that the primary colours are red, yellow and blue.</li> <li><b>Colour:</b> Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> <li>Red + yellow = orange</li> <li>Yellow + blue = green</li> <li>Blue + red = purple</li> </ul> </li> <li><b>Pattern:</b> Know a pattern is a design in which shapes, colours or lines are repeated.</li> <li><b>Tone:</b> Know that there are many different shades (or 'hues') of the same colour.</li> <li><b>Tone:</b> Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How to combine primary coloured materials to make secondary colours.</li> <li>How to mix secondary colours in paint.</li> <li>How to choose suitable sized paint brushes.</li> <li>How to clean a paintbrush to change colours.</li> <li>How to print with objects, applying a suitable layer of paint to the printing surface.</li> <li>How to overlap paint to mix new colours.</li> <li>How to use blowing to create a paint effect.</li> <li>How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Art is made in different ways.</li> <li>Art is made by all different kinds of people.</li> <li>An artist is someone who creates.</li> </ul>	

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	<p><b>Sculpture &amp; 3D – Paper Play</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<p><b>Sculpture &amp; 3D – Paper Play</b></p> <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p><b>Sculpture &amp; 3D – Paper Play</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Form:</b> Know paper can change from 2D to 3D by folding, rolling and scrunching it.</li> <li><b>Form:</b> Know that three dimensional art is called sculpture.</li> <li><b>Shape:</b> Know paper can be shaped by cutting and folding it.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How to roll and fold paper.</li> <li>How to cut shapes from paper and card.</li> <li>How to cut and glue paper to make 3D structures.</li> <li>How to decide the best way to glue something.</li> <li>How to create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>How to make larger structures using newspaper rolls.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Some artists are influenced by things happening around them.</li> <li>Artists living in different places at different times can be inspired by similar ideas or stories.</li> <li>Artists choose materials that suit what they want to make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Art is made in different ways.</li> <li>Art is made by all different kinds of people.</li> <li>An artist is someone who creates.</li> </ul>
	<p><b>Craft &amp; Design – Woven Wonders</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> </ul>	<p><b>Craft &amp; Design – Woven Wonders</b></p> <p>Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>	<p><b>Craft &amp; Design – Woven Wonders</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Form:</b> Know that three dimensional art is called sculpture.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>What materials can be cut, knotted, threaded or plaited.</li> <li>How to wrap objects/shapes with wool.</li> <li>How to measure a length.</li> <li>How to tie a knot, thread and plait.</li> <li>How to make a box loom.</li> <li>How to join using knots.</li> <li>How to weave with paper on a paper loom.</li> <li>How to weave using a combination of materials.</li> </ul>

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		<ul style="list-style-type: none"> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>		<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Some artists are influenced by things happening around them.</li> <li>Sometimes artists concentrate on how they are making something rather than what they make.</li> <li>Artists can use everyday materials that have been thrown away to make art.</li> <li>Artists choose materials that suit what they want to make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Art is made in different ways</li> <li>Art is made by all different kinds of people.</li> <li>An artist is someone who creates.</li> <li>Craft is making something creative and useful.</li> </ul>
Year Group	National Curriculum	Skills	Vocabulary	Sticky Knowledge & End Points
<b>Y2</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Drawing – Tell a story</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Experiment in sketchbooks, using drawing to record ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Develop 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.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Talk about art they have seen using some appropriate subject vocabulary.</li> <li>Apply their own understanding of art materials learnt from artist work to begin</li> </ul>	<p><b>Drawing – Tell a story</b></p> <p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>	<p><b>Drawing – Tell a story</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Form:</b> That 'composition' means how things are arranged on the page.</li> <li><b>Line:</b> Lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li><b>Pattern:</b> Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</li> <li><b>Texture:</b> Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How different marks can be used to represent words and sounds.</li> <li>That a combination of materials can achieve the desired effect.</li> <li>That charcoal is made from burning wood.</li> <li>How to use different materials and marks to replicate texture.</li> <li>How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</li> <li>How to use marks and lines to show expression on faces.</li> </ul>

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	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>purposefully choosing materials for a specific effect.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>Begin to talk about how they could improve their own work.</li> </ul>		<ul style="list-style-type: none"> <li>How to make a concertina book.</li> <li>How to use drawing to tell a story.</li> <li>How to use charcoal to avoid snapping and to achieve different types of lines.</li> <li>How to use drawing pens.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Illustrators use drawn lines to show how characters feel.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>People use art to tell stories.</li> <li>People make art for fun.</li> <li>People make art to help others understand something.</li> </ul>
		<p><b>Painting &amp; Mixed Media – Life in Colour</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Develop 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.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Talk about art they have seen using some appropriate subject vocabulary.</li> <li>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages</li> </ul>	<p><b>Painting &amp; Mixed Media – Life in Colour</b></p> <p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>	<p><b>Painting &amp; Mixed Media – Life in Colour</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Colour:</b> Different amounts of paint and water can be used to mix hues of secondary colours.</li> <li><b>Colour:</b> Colours can be mixed to 'match' real life objects or to create things from your imagination.</li> <li><b>Form:</b> That 'composition' means how things are arranged on the page.</li> <li><b>Shape:</b> Collage materials can be shaped to represent shapes in an image.</li> <li><b>Pattern:</b> Patterns can be used to add detail to an artwork.</li> <li><b>Texture:</b> Collage materials can be chosen to represent real-life textures.</li> <li><b>Texture:</b> Collage materials can be overlapped and overlaid to add texture.</li> <li><b>Texture:</b> Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> <li><b>Texture:</b> Painting tools can create varied textures in paint.</li> <li><b>Tone:</b> Different amounts of paint and water can be used to mix hues of secondary colours.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How to mix a variety of shades of a secondary colour.</li> <li>How to make choices about amounts of paint to use when mixing a particular colour.</li> <li>How to match colours seen around them.</li> <li>How to create texture using different painting tools.</li> </ul>

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		<p>within in and showing an understanding of why they may have made it.</p> <ul style="list-style-type: none"> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>		<ul style="list-style-type: none"> <li>• How to make textured paper to use in a collage.</li> <li>• How to choose and shape collage materials eg cutting, tearing.</li> <li>• How to compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• How to add painted detail to a collage to enhance/improve it.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Some artists create art to make people aware of good and bad things happening in the world around them.</li> <li>• Art can be figurative or abstract.</li> <li>• Artists try out different combinations of collage materials to create the effect they want.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories.</li> <li>• People make art about things that are important to them.</li> <li>• People make art to share their feelings.</li> <li>• People make art to help others understand something.</li> </ul>
		<p><b>Sculpture &amp; 3D – Clay Houses</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas.</li> <li>• Use sketchbooks to help make decisions about what to try out next.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> </ul>	<p><b>Sculpture &amp; 3D – Clay Houses</b></p> <p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>	<p><b>Sculpture &amp; 3D – Clay Houses</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Form:</b> Pieces of clay can be joined using the ‘scratch and slip’ technique.</li> <li>• <b>Form:</b> A clay surface can be decorated by pressing into it or by joining pieces on.</li> <li>• <b>Shape:</b> Patterns can be made using shapes.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to smooth and flatten clay.</li> <li>• How to roll clay into a cylinder or ball.</li> <li>• How to make different surface marks in clay.</li> <li>• How to make a clay pinch pot.</li> <li>• How to mix clay slip using clay and water.</li> <li>• How to join two clay pieces using slip.</li> <li>• How to make a relief clay sculpture.</li> <li>• How to use hands in different ways as a tool to manipulate clay.</li> <li>• How to use clay tools to score clay.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Art can be figurative or abstract.</li> <li>• Artists can use the same material (felt) to make 2D or 3D artworks.</li> </ul>



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		<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>		<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories.</li> <li>• People make art about things that are important to them.</li> <li>• People make art to share their feelings.</li> <li>• People make art to explore an idea in different ways.</li> </ul>
		<p style="text-align: center;"><b>Craft &amp; Design – Map it out</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Create work from a brief, understanding that artists are sometimes commissioned to create art.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> </ul>	<p style="text-align: center;"><b>Craft &amp; Design – Map it out</b></p> <p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<p style="text-align: center;"><b>Craft &amp; Design – Map it out</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Form:</b> That 'composition' means how things are arranged on the page.</li> <li>• <b>Shape:</b> Shapes can be organic (natural) and irregular.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to draw a map to illustrate a journey.</li> <li>• How to separate wool fibres ready to make felt.</li> <li>• How to lay wool fibres in opposite directions to make felt.</li> <li>• How to roll and squeeze the felt to make the fibres stick together.</li> <li>• How to add details to felt by twisting small amounts of wool.</li> <li>• How to choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• How to overlap cellophane/tissue to create new colours.</li> <li>• How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• How to apply paint or ink using a printing roller.</li> <li>• How to smooth a printing tile evenly to transfer an image.</li> <li>• How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Art can be figurative or abstract.</li> <li>• Artists can use the same material (felt) to make 2D or 3D artworks.</li> <li>• Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</li> </ul>

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		<ul style="list-style-type: none"> <li>Talk about how art is made.</li> </ul>		<b>Evaluating and analysing:</b> <ul style="list-style-type: none"> <li>People use art to tell stories.</li> <li>People make art about things that are important to them.</li> <li>People make art to share their feelings.</li> <li>People make art to explore an idea in different ways.</li> <li>People make art for fun.</li> <li>People make art to decorate a space.</li> <li>People make art to help others understand something.</li> </ul>
Year Group	National Curriculum	Skills	Vocabulary	Sticky Knowledge & End Points
<b>Y3</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>	<p><b>Drawing – Growing Artists</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> </ul>	<p><b>Drawing – Growing Artists</b></p> <p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>	<p><b>Drawing – Growing Artists</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</li> <li><b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines.</li> <li><b>Pattern:</b> Surface rubbings can be used to add or make patterns.</li> <li><b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</li> <li><b>Tone:</b> That ‘tone’ in art means ‘light and dark’.</li> <li><b>Tone:</b> Shading helps make drawn objects look realistic.</li> <li><b>Tone:</b> Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</li> <li><b>Tone:</b> Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How to use shapes identified within in objects as a method to draw.</li> <li>How to create tone by shading.</li> <li>How to achieve even tones when shading.</li> <li>How to make texture rubbings.</li> <li>How to create art from textured paper.</li> <li>How to hold and use a pencil to shade.</li> <li>How to tear and shape paper.</li> </ul>

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	<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>			<ul style="list-style-type: none"> <li>How to use paper shapes to create a drawing.</li> <li>How to use drawing tools to take a rubbing.</li> <li>How to make careful observations to accurately draw an object.</li> <li>How to create abstract compositions to draw more expressively.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Artists experiment with different tools and materials to create texture.</li> <li>Artists can work in more than one medium.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>People use art to help explain or teach things.</li> <li>People make art to explore big ideas, like death or nature.</li> </ul>
	<p><b>Painting &amp; Mixed Media – Prehistoric Painting</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> <li>Understand the limitations of tools and materials and be able to experiment</li> </ul>	<p><b>Painting &amp; Mixed Media – Prehistoric Painting</b></p> <p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>		<p><b>Painting &amp; Mixed Media – Prehistoric Painting</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Colour:</b> Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</li> <li><b>Shape:</b> Negative shapes show the space around and between objects.</li> <li><b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines.</li> <li><b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How to use simple shapes to scale up a drawing to make it bigger.</li> <li>How to make a cave wall surface.</li> <li>How to paint on a rough surface.</li> <li>How to make a negative and positive image.</li> <li>How to create a textured background using charcoal and chalk.</li> <li>How to use natural objects to make tools to paint with.</li> <li>How to make natural paints using natural materials.</li> <li>How to create different textures using different parts of a brush.</li> <li>How to use colour mixing to make natural colours.</li> </ul>

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		<p>within more than one medium and with tools to create textural effects.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>• Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>		<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Art from the past can give us clues about what it was like to live at that time.</li> <li>• Artists have different materials available to them depending on when they live in history.</li> <li>• Artists can make their own tools.</li> <li>• Artists experiment with different tools and materials to create texture.</li> <li>• Artists make decisions about how their work will be displayed.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Artists make art in more than one way.</li> <li>• People use art to tell stories and communicate.</li> <li>• People use art to help explain or teach things.</li> <li>• One artwork can have several meanings.</li> </ul>
		<p><b>Sculpture &amp; 3D – Abstract Shape &amp; Space</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>	<p><b>Sculpture &amp; 3D – Abstract Shape &amp; Space</b></p> <p>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive, space</p>	<p><b>Sculpture &amp; 3D – Abstract Shape &amp; Space</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> Using light and dark colours next to each other creates contrast.</li> <li>• <b>Form:</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</li> <li>• <b>Form:</b> Organic forms can be abstract.</li> <li>• <b>Shape:</b> Negative shapes show the space around and between objects.</li> <li>• <b>Shape:</b> Artists can focus on shapes when making abstract art.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to join 2D shapes to make a 3D form.</li> <li>• How to join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>• How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>• How to identify and draw negative spaces.</li> <li>• How to plan a sculpture by drawing.</li> <li>• How to choose materials to scale up an idea.</li> <li>• How to create different joins in card eg. slot, tabs, wrapping.</li> <li>• How to add surface detail to a sculpture using colour or texture.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Display sculpture.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists make decisions about how their work will be displayed.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Artists make art in more than one way.</li> <li>• There are no rules about what art must be.</li> <li>• Art can be purely decorative, or it can have a purpose.</li> <li>• People use art to tell stories and communicate.</li> <li>• People make art for fun and to make the world a nicer place to be.</li> </ul>
		<p><b>Craft &amp; Design – Ancient Egyptian Scrolls</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</li> </ul>	<p><b>Craft &amp; Design – Ancient Egyptian Scrolls</b></p> <p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p><b>Craft &amp; Design – Ancient Egyptian Scrolls</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Pattern:</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin).</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Layering materials in opposite directions make the handmade paper stronger.</li> <li>• How to use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>• How to construct a new paper material using paper, water and glue</li> <li>• How to use symbols to reflect both literal and figurative ideas.</li> <li>• How to produce and select an effective final design.</li> <li>• How to make a scroll.</li> <li>• How to make a zine.</li> <li>• How to use a zine to present information.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Art from the past can give us clues about what it was like to live at that time.</li> <li>• The meanings we take from art made in the past are influenced by our own ideas.</li> <li>• Artists have different materials available to them depending on when they live in history.</li> <li>• Artists can make their own tools.</li> <li>• Artists can work in more than one medium.</li> </ul>

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		<b>Evaluating and analysing:</b> <ul style="list-style-type: none"> <li>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</li> </ul>		<b>Evaluating and analysing:</b> <ul style="list-style-type: none"> <li>Art can be purely decorative or it can have a purpose.</li> <li>People use art to tell stories and communicate.</li> <li>People can make art to express their views or beliefs.</li> <li>People use art to help explain or teach things.</li> </ul>
Year Group	National Curriculum	Skills	Vocabulary	Sticky Knowledge & End Points
<b>Y4</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>	<p style="text-align: center;"><b>Drawing – Power Prints</b></p> <b>Generating ideas:</b> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <b>Using sketchbooks:</b> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</li> </ul> <b>Making skills:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <b>Knowledge of artists:</b> <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works.</li> </ul> <b>Evaluating and analysing:</b> <ul style="list-style-type: none"> <li>Use more complex vocabulary when discussing their own and others' art.</li> </ul>	<p style="text-align: center;"><b>Drawing – Power Prints</b></p> Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	<p style="text-align: center;"><b>Drawing – Power Prints</b></p> <b>Formal elements:</b> <ul style="list-style-type: none"> <li><b>Shape:</b> How to use basic shapes to form more complex shapes and patterns.</li> <li><b>Line:</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</li> <li><b>Pattern:</b> Patterns can be irregular and change in ways you wouldn't expect.</li> </ul> <b>Making skills:</b> <ul style="list-style-type: none"> <li>How to use pencils of different grades to shade and add tone.</li> <li>How to hold a pencil with varying pressure to create different marks.</li> <li>How to use observation and sketch objects quickly.</li> <li>How to draw objects in proportion to each other.</li> <li>How to use charcoal and a rubber to draw tone.</li> <li>How to use scissors and paper as a method to 'draw'.</li> <li>How to make choices about arranging cut elements to create a composition.</li> <li>How to create a wax resist background.</li> <li>How to use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>How to choose a section of a drawing to recreate as a print.</li> <li>How to create a monoprint.</li> </ul>

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		<p><b>Painting &amp; Mixed Media – Light and Dark</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art, considering how it can affect the lives of the viewers or users of the piece.</li> </ul>	<p><b>Painting &amp; Mixed Media – Light and Dark</b></p> <p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>	<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Artists evaluate what they make, and talking about art is one way to do this</li> </ul> <p><b>Painting &amp; Mixed Media – Light and Dark</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> Adding black to a colour creates a shade.</li> <li>• <b>Colour:</b> Adding white to a colour creates a tint.</li> <li>• <b>Form:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>• <b>Tone:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>• <b>Tone:</b> Tone can be used to create contrast in an artwork.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to mix a tint and a shade by adding black or white.</li> <li>• How to use tints and shades of a colour to create a 3D effect when painting.</li> <li>• How to apply paint using different techniques e.g. stippling, dabbing, washing.</li> <li>• How to choose suitable painting tools.</li> <li>• How to arrange objects to create a still-life composition.</li> <li>• How to plan a painting by drawing first.</li> <li>• How to organise painting equipment independently, making choices about tools and materials.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Artists make choices about what, how and where they create art.</li> <li>• Artworks can fit more than one genre.</li> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>• Artists may hide messages or meaning in their work.</li> </ul>
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# BEING AN ARTIST



		<ul style="list-style-type: none"> <li>Evaluate their work more regularly and independently during the planning and making process.</li> </ul> <p><b>Sculpture &amp; 3D – Mega Materials</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works.</li> <li>Understand how artists use art to convey messages through the choices they make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Use more complex vocabulary when discussing their own and others' art.</li> <li>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</li> </ul>	<p><b>Sculpture &amp; 3D – Mega Materials</b></p> <p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>	<p><b>Sculpture &amp; 3D – Mega Materials</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Form:</b> Simple 3D forms can be made by creating layers, by folding and rolling materials.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>How to use their arm to draw 3D objects on a large scale.</li> <li>How to sculpt soap from a drawn design.</li> <li>How to smooth the surface of soap using water when carving.</li> <li>How to join wire to make shapes by twisting and looping pieces together.</li> <li>How to create a neat line in the wire by cutting and twisting the end onto the main piece.</li> <li>How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>How to try out different ways to display a 3D piece and choose the most effective.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Art can communicate powerful statements about right and wrong.</li> <li>Artists can choose particular materials to communicate a message.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art.</li> <li>Art can be all different sizes.</li> <li>Art can be displayed inside or outside.</li> <li>Art is interpreted differently depending on how it is displayed.</li> <li>Artists make work to explore right and wrong and to communicate their own beliefs.</li> </ul>
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# BEING AN ARTIST



		<p><b>Craft &amp; Design – Fabric of nature</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Work as a professional designer does by collating ideas to generate a theme.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others’ art.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<p><b>Craft &amp; Design – Fabric of nature</b>          Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<ul style="list-style-type: none"> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>• Artists may hide messages or meaning in their work.</li> </ul> <p><b>Craft &amp; Design – Fabric of nature</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Shape:</b> How to use basic shapes to form more complex shapes and patterns.</li> <li>• <b>Pattern:</b> Patterns can be irregular and change in ways you wouldn’t expect.</li> <li>• <b>Pattern:</b> The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</li> <li>• <b>Texture:</b> How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</li> <li>• <b>Tone:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• To know that a mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>• To know that batik is a traditional fabric decoration technique that uses hot wax.</li> <li>• How to select imagery and use it as inspiration for a design project.</li> <li>• How to make a mood board.</li> <li>• How to recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>• How to draw small sections of one image to focus on colours and texture.</li> <li>• How to develop observational drawings into shapes and patterns for design.</li> <li>• How to transfer a design using a tracing method.</li> <li>• How to make a repeating pattern tile using cut and torn paper shapes.</li> <li>• How to use glue as an alternative batik technique to create patterns on fabric.</li> <li>• How to use materials, like glue, in different ways depending on the desired effect.</li> <li>• How to paint on fabric.</li> <li>• How to wash fabric to remove glue to finish a decorative fabric piece.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Designers can make beautiful things to try and improve people’s everyday lives.</li> <li>• Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> </ul>
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# BEING AN ARTIST



				<ul style="list-style-type: none"> <li>Artists and designers sometimes choose techniques based on the time and money available to them.</li> <li>Artists use drawing to plan ideas for work in different media.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art.</li> <li>Art can be created to make money; being an artist is a job for some people.</li> <li>Art, craft and design affect the lives of people who see or use something that has been created</li> <li>Artists evaluate what they make, and talking about art is one way to do this.</li> </ul>
Year Group	National Curriculum	Skills	Vocabulary	Sticky Knowledge & End Points
<b>Y5</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>	<p><b>Drawing – I need Space (Skills)</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Combine a wider range of media, e.g. photography and digital art effects.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Discuss how artists create work with the intent to create an impact on the viewer.</li> </ul>	<p><b>Drawing – I need Space</b></p> <p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>	<p><b>Drawing – I need Space (Knowledge)</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Shape:</b> Shapes can be used to place the key elements in a composition.</li> <li><b>Line:</b> 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.</li> <li><b>Texture:</b> How to create texture on different materials.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>To know what print effects different materials make.</li> <li>How to analyse an image that considers impact, audience and purpose.</li> <li>How to draw the same image in different ways with different materials and techniques.</li> <li>How to make a collagraph plate.</li> <li>How to make a collagraph print.</li> <li>How to develop drawn ideas for a print.</li> <li>How to combine techniques to create a final composition.</li> <li>How to decide what materials and tools to use based on experience and knowledge.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; for example, culture, politics and technology.</li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> </ul>

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	<ul style="list-style-type: none"> <li>Consider what choices can be made in their own work to impact their viewer.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>			<ul style="list-style-type: none"> <li>Artists can choose their medium to create a particular effect on the viewer.</li> <li>Artists can combine materials; for example, digital imagery, with paint or print.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>People make art to fit in with popular ideas or fashions.</li> <li>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.</li> <li>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> </ul>
		<p><b>Painting &amp; Mixed Media – Portraits</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Combine a wider range of media, e.g. photography and digital art effects.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>Consider what choices can be made in their own work to impact their viewer.</li> </ul>	<p><b>Painting &amp; Mixed Media – Portraits</b></p> <p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multimedia, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p>	<p><b>Painting &amp; Mixed Media- Portraits</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> <li><b>Pattern:</b> 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.</li> <li><b>Tone:</b> Tone can help show the foreground and background in an artwork.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>How to develop a drawing into a painting.</li> <li>How to create a drawing using text as lines and tone.</li> <li>How to experiment with materials and create different backgrounds to draw onto.</li> <li>How to use a photograph as a starting point for a mixed-media artwork.</li> <li>How to take an interesting portrait photograph, exploring different angles.</li> <li>How to adapt an image to create a new one.</li> <li>How to combine materials to create an effect.</li> <li>How to choose colours to represent an idea or atmosphere.</li> <li>How to develop a final composition from sketchbook ideas.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; for example, culture, politics and technology.</li> </ul>

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	<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>			<ul style="list-style-type: none"> <li>• Artists use self-portraits to represent important things about themselves.</li> <li>• Artists can choose their medium to create a particular effect on the viewer.</li> <li>• Artists can combine materials; for example, digital imagery, with paint or print.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• People make art to portray ideas about identity.</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>• Comparing artworks can help people understand them better.</li> </ul>
	<p><b>Sculpture &amp; 3D – Interactive Installation</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> </ul>	<p><b>Sculpture &amp; 3D- Interactive Installation</b></p> <p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>		<p><b>Sculpture &amp; 3D- Interactive Installation</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Form:</b> An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.</li> <li>• <b>Form:</b> The size and scale of three-dimensional artwork change the effect of the piece.</li> <li>• <b>Making skills:</b></li> <li>• How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>• How to try out ideas on a small scale to assess their effect.</li> <li>• How to use everyday objects to form a sculpture.</li> <li>• How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>• How to try out ideas for making a sculpture interactive.</li> <li>• How to plan an installation proposal, making choices about light, sound and display.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists are influenced by what is going on around them; for example, culture, politics and technology.</li> <li>• How an artwork is interpreted will depend on the life experiences of the person looking at it.</li> <li>• Artists create works that make us question our beliefs.</li> <li>• Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</li> </ul>

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	<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>• Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>			<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Sometimes people disagree about whether something can be called 'art'.</li> <li>• Art doesn't always last for a long time; it can be temporary.</li> <li>• People make art to express emotion.</li> <li>• People make art to encourage others to question their ideas or beliefs.</li> <li>• People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</li> <li>• Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>• Comparing artworks can help people understand them better.</li> </ul>
	<p><b>Craft &amp; Design – Architecture</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of</li> </ul>	<p><b>Craft &amp; Design – Architecture</b></p> <p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p>		<p><b>Craft &amp; Design – Architecture</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Shape:</b> Shapes can be used to place the key elements in a composition.</li> <li>• <b>Line:</b> 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.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• To know the steps to make a monoprint when a roller is sufficiently inked.</li> <li>• How to make an observational drawing of a house.</li> <li>• How to use shapes and measuring as methods to draw accurate proportions.</li> <li>• How to select a small section of a drawing to use as a print design.</li> <li>• How to develop drawings further to use as a design for print.</li> <li>• How to design a building that fits a specific brief.</li> <li>• How to draw an idea in the style of an architect that is annotated to explain key features.</li> <li>• How to draw from different views, such as a front or side elevation.</li> </ul>

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		<p>disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <ul style="list-style-type: none"> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.</li> </ul>		<ul style="list-style-type: none"> <li>• How to use sketchbooks to research and present information about an artist.</li> <li>• How to interpret an idea in into a design for a structure.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists are influenced by what is going on around them; for example, culture, politics and technology.</li> <li>• Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks.</li> <li>• Visual designs can represent big ideas like harmony with nature or peace.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Art, craft and design can be functional and affect human environments and experiences.</li> <li>• People make art to portray ideas about identity.</li> <li>• People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</li> <li>• Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> </ul>
Year Group	National Curriculum	Skills	Vocabulary	Sticky Knowledge & End Points
<b>Y6</b>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• 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]</li> </ul>	<p><b>Drawing – Make My Voice Heard</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriate to fit with ideas.</li> </ul>	<p><b>Drawing – Make My Voice Heard</b></p> <p>Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>	<p><b>Drawing – Make My Voice Heard</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> A ‘monochromatic’ artwork uses tints and shades of just one colour.</li> <li>• <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> <li>• <b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</li> <li>• <b>Shape:</b> How an understanding of shape and space can support creating effective composition.</li> <li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li>• <b>Tone:</b> That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• To know gestural and expressive ways to make marks.</li> <li>• To know the effects different materials make.</li> </ul>

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<ul style="list-style-type: none"> <li>About great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>Discuss how art is sometimes used to communicate social, political, or environmental views.</li> <li>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>	<ul style="list-style-type: none"> <li>To know the effects created when drawing on different surfaces.</li> <li>How to use symbolism as a way to create imagery.</li> <li>How to combine imagery into unique compositions.</li> <li>How to achieve the tonal technique called chiaroscuro.</li> <li>How to make handmade tools to draw with.</li> <li>How to use charcoal to create chiaroscuro effects.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning.</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> <li>Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.</li> <li>Art can be a form of protest.</li> <li>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.</li> <li>Art sometimes creates difficult feelings when we look at it.</li> <li>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</li> <li>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>Sometimes people make art to create reactions.</li> <li>People use art as a means to reflect on their unique characteristics.</li> <li>People can have varying ideas about the value of art.</li> <li>Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>Everyone has a unique way of experiencing art.</li> </ul>
	<p><b>Painting &amp; Mixed Media – Artist Study</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> <li><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li><b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of</li> </ul>	<p><b>Painting &amp; Mixed Media– Artist Study</b></p> <p>Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p>

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brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

- **Texture:** Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

#### **Making skills:**

- How to use sketchbooks to research and present information.
- How to develop ideas into a plan for a final piece.
- How to make a personal response to the artwork of another artist.
- How to use different methods to analyse artwork such as drama, discussion and questioning.

#### **Knowledge of artists:**

- Artists can use symbols in their artwork to convey meaning.
- Art can be a form of protest.
- 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.
- Art sometimes creates difficult feelings when we look at it.
- Artists can use materials to respond to a feeling or idea in an abstract way.

#### **Evaluating and analysing:**

- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.
- People can have varying ideas about the value of art.

#### **Making skills:**

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combine materials and techniques appropriate to fit with ideas.
- Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

#### **Knowledge of artists:**

- 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.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .

#### **Evaluating and analysing:**

- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Discuss how art is sometimes used to communicate social, political, or environmental views.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work



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	<ul style="list-style-type: none"> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>• Everyone has a unique way of experiencing art.</li> </ul>			
		<p><b>Sculpture &amp; 3D – Making Memories</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriate to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</li> <li>• Understand how art forms such as photography and sculpture continually</li> </ul>	<p><b>Sculpture &amp; 3D – Making Memories</b></p> <p>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p>	<p><b>Sculpture &amp; 3D – Making Memories</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> <li>• <b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</li> <li>• <b>Shape:</b> How an understanding of shape and space can support creating effective composition.</li> <li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li>• <b>Pattern:</b> 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.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to translate a 2D image into a 3D form.</li> <li>• How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>• How to manipulate cardboard to create different textures.</li> <li>• How to make a cardboard relief sculpture.</li> <li>• How to make visual notes to generate ideas for a final piece.</li> <li>• How to translate ideas into sculptural forms.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists can use symbols in their artwork to convey meaning.</li> <li>• Art can be a form of protest.</li> <li>• 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.</li> </ul>

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	<p>develop over time as artists seek to break new boundaries.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> <li>• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences.</li> <li>• Sometimes people make art to create reactions.</li> <li>• People use art as a means to reflect on their unique characteristics.</li> </ul>			<ul style="list-style-type: none"> <li>• Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>• Artists take risks to try out ideas; this can lead to new techniques being developed.</li> <li>• Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>• Sometimes people make art to create reactions.</li> <li>• People use art as a means to reflect on their unique characteristics.</li> </ul>
	<p><b>Craft &amp; Design – Photo Opportunity</b></p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret and evaluate the work, ideas and processes used by artists across</li> </ul>	<p><b>Craft &amp; Design – Photo Opportunity</b></p> <p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>		<p><b>Craft &amp; Design – Photo Opportunity</b></p> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> <li>• <b>Shape:</b> How an understanding of shape and space can support creating effective composition.</li> <li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li>• <b>Pattern:</b> 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.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• To know how different materials can be used to produce photorealistic artwork.</li> </ul>

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a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

**Evaluating and analysing:**

- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

- To know that macro photography is showing a subject as larger than it is in real life.
- How to create a photomontage.
- How to create artwork for a design brief.
- How to use a camera or tablet for photography.
- How to identify the parts of a camera.
- How to take a macro photo, choosing an interesting composition.
- How to manipulate a photograph using photo editing tools.
- How to use drama and props to recreate imagery.
- How to take a portrait photograph.
- How to use a grid method to copy a photograph into a drawing.

**Knowledge of artists:**

- Artists can use symbols in their artwork to convey meaning.
- 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.
- Artists take risks to try out ideas; this can lead to new techniques being developed.

**Evaluating and analysing:**

- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.
- Art can be a digital art form, like photography.
- People use art as a means to reflect on their unique characteristics.
- Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.
- People can have varying ideas about the value of art.