

**Art and Design Progression of Skills**

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<p><b>Early Learning Goal</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<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 makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<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>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing ideas</b>	<ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Start to record simple media explorations in a sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to plan and develop simple ideas.</li> <li>Build information on colour mixing, the colour wheel and colour spectrums.</li> <li>Collect textures and patterns to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>Identify interesting aspects of objects as a starting point for work.</li> <li>Use a sketch book to express feelings about a subject</li> <li>Make notes in a sketch book about techniques used by artists</li> <li>Annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Express likes and dislikes through annotations</li> <li>Use a sketch book to adapt and improve original ideas</li> <li>Keep notes to indicate their intentions/purpose of a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li>Keep notes which consider how a piece of work may be developed further</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Adapt work as and when necessary and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li>Annotate work in sketchbook.</li> </ul>

<p style="text-align: center;"><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>• Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>• Use and begin to control a range of media.</li> <li>• Draw on different surfaces and coloured paper.</li> <li>• Produce lines of different thickness and tone using a pencil.</li> <li>• Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul> <p><b>Possible artists: Van Gogh, Seurat</b></p> <p><b><u>Vocabulary</u></b></p> <p>Technique Hatching Scribbling Stippling Blending Light/ dark line</p>	<p><b><u>Revision</u></b></p> <p>Techniques of hatching, scribbling, stippling, and blending to create light/ dark line</p> <p><b><u>Vocabulary</u></b></p> <p>Media Control Tone Grade</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>• Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>• Draw lines/marks from observations.</li> <li>• Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>• Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p><b>Possible artists: Durer, Da Vinci, Cezae</b></p>	<p><b><u>Revision</u></b></p> <p>Draw lines/marks from observations.</p> <p>Investigation of tone</p> <p><b><u>Vocabulary</u></b></p> <p>Intricate patterns/marks Facial expression Grade Implements Form Shape</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>• Develop intricate patterns/ marks with a variety of media. Contour hatching, woven hatching and scribbling.</li> <li>• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Begin to indicate facial expressions in drawings</li> <li>• Begin to show consideration in the choice of pencil grade they use</li> </ul> <p><b>Possible artists: Picasso, Hopper, Surrealism etc.</b></p>	<p><b><u>Revision</u></b></p> <p>Continue to develop intricate patterns/ marks with a variety of media.</p> <p>Continue to indicate facial expressions in drawings</p> <p><b><u>Vocabulary</u></b></p> <p>Lines Marks Implements Variations Third Dimension Perspective Texture Reflections Figure Form</p> <p><b><u>New Learning</u></b></p> <ul style="list-style-type: none"> <li>• Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>• Draw for a sustained period at an appropriate level.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> </ul>	<p><b><u>Revision</u></b></p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks</p> <p>Show awareness of representing texture through the choice of marks and lines made</p> <p><b><u>Vocabulary</u></b></p> <p>Element Tonal contrast Mixed media Single focal point Horizon Composition Scale Proportion Sources Observation Digital images</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, tone, pattern, texture.</li> <li>• Use different techniques for</li> </ul>	<p><b><u>Revision</u></b></p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Develop an awareness of composition, scale and proportion in their Paintings.</p> <p><b><u>Vocabulary</u></b></p> <p>Element Tonal contrast Mixed media Single focal point Horizon Composition Scale Proportion Sources Observation Digital images</p> <p><b><u>New learning:</u></b></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of drawing.</li> <li>• This style may be through the development of: line, tone, pattern, texture.</li> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> </ul>
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<b>Painting</b>	<ul style="list-style-type: none"> <li>Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>Recognise and name the primary colours being used.</li> <li>Mix and match colours to different artefacts and objects.</li> <li>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li> <li>Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>Begin to show control over the types of marks made.</li> <li>Paint on different surfaces with a range of media.</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul> <p><b>Possible artists: Klimt, Marc, Klee,</b></p>	<p><b><u>Revision</u></b></p> <p>Continue to explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Continue to show control over the types of marks made.</p> <p><b><u>Vocabulary</u></b></p> <p>control layering texture tones shades spectrums produce</p> <p><b><u>New Learning</u></b></p> <ul style="list-style-type: none"> <li>Begin to control the types of marks made in a range of painting</li> </ul>	<p><b><u>Revision</u></b></p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Understand the colour wheel and colour spectrums</p> <p><b><u>Vocabulary</u></b></p> <p>effects textural effects complimentary colours wash texture blocking</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> </ul>	<p><b><u>Revision</u></b></p> <p>Continue to mix colour, shades and tones with increasing confidence.</p> <p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p><b><u>Vocabulary</u></b></p> <p>blocking washes appropriate media thickened paints textural effects</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different</li> </ul>	<p><b><u>Revision</u></b></p> <p>Continue using light and dark within painting and show understanding of complimentary colours</p> <p>Working in the style of a selected artist (not copying).</p> <p><b><u>Vocabulary</u></b></p> <p>Create atmosphere Light effects Tonal contrast</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>	<p><b><u>Revision</u></b></p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p><b><u>Vocabulary</u></b></p> <p>textural effect tone shade</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.</li> </ul>



		<p><b>Hockney.</b></p> <p><b>Vocabulary</b></p> <p>experiment range tools primary colours predicting surfaces</p>	<p>techniques e.g. layering, mixing media, and adding texture.</p> <ul style="list-style-type: none"> <li>• Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>• Build confidence in mixing colour shades and tones.</li> <li>• Understand the colour wheel and colour spectrums.</li> <li>• Be able to mix all the secondary colours using primary colours confidently.</li> <li>• Continue to control the types of marks made with the range of media.</li> <li>• Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul> <p><b>Possible artists:</b> <b>Pollock, Riley, Monet, Aboriginal.</b></p>	<ul style="list-style-type: none"> <li>• Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>• Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> <li>• Understand how to create a background using a wash</li> </ul> <p><b>Possible artists/movements:</b> <b>Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</b></p>	<p>effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>• Start to develop a painting from a drawing.</li> <li>• Begin to choose appropriate media to work with.</li> <li>• Use light and dark within painting and show understanding of complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Work in the style of a selected artist (not copying).</li> </ul> <p><b>Possible artists:</b> <b>Hopper, Rembrandt.</b></p>	<ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul> <p><b>Possible artists:</b> <b>Lowry, Matisse, Magritte.</b></p>	<ul style="list-style-type: none"> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Understanding which works well in their work and why.</li> </ul> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>
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<p>3-D</p>	<ul style="list-style-type: none"> <li>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</li> <li>Impress and apply simple decoration.</li> <li>Cut shapes using scissors and other modelling tools.</li> <li>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul>	<p><b>New learning</b></p> <p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <ul style="list-style-type: none"> <li>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>Impress and apply simple decoration techniques, including painting.</li> <li>Use tools and equipment safely and in the correct way.</li> </ul> <p><b>Vocabulary</b></p> <p>Malleable Media Model Manipulate Rolling Pinching Kneading Impress Tools</p> <p><b>Possible artists: Moore, African, Native American.</b></p>	<p><b>Revision</b></p> <p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc</p> <p>Use tools and equipment safely and in the correct way.</p> <p><b>Vocabulary</b></p> <p>Equipment Malleable Form Carving</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Use equipment and media with increasing confidence.</li> <li>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure</li> <li>Explore carving as a form of 3D art.</li> </ul> <p><b>Possible artists: Hepworth, Arp, Nevelson, Gabo</b></p>	<p><b>Revision</b></p> <p>Explore carving as a form of 3D art.</p> <p><b>Vocabulary</b></p> <p>Dimension Perspective Construct Base Pinch Slab Coil</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Use equipment and media with confidence.</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Learn to secure work to continue at a later date.</li> <li>Join two parts successfully.</li> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>Produce larger ware using pinch/ slab/ coil techniques.</li> <li>Continue to explore carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique.</li> </ul>	<p><b>Revision</b></p> <p>Construct a simple base for extending and modelling other shapes.</p> <p><b>Vocabulary</b></p> <p>Slip Coil Maquettes Armature Man-made resources Recycled Environmental sculpture</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment.</li> <li>Secure work to continue at a later date.</li> <li>Make a slip to join to pieces of clay.</li> <li>Decorate, coil, and produce maquettes confidently when necessarily.</li> <li>Model over an armature: newspaper frame for modroc.</li> <li>Use recycled, natural and manmade materials to create sculptures.</li> <li>Adapt work as and when necessary and explain why.</li> <li>Gain more confidence in carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique.</li> <li>Demonstrate awareness in environmental sculpture and found object art.</li> </ul>	<p><b>Revision</b></p> <p>Decorate, coil, and produce maquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p><b>Vocabulary</b></p> <p>Pinch Slabbing Coilin Glaze Polish Carve</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>Gain experience in modelling over an armature: newspaper frame for modroc.</li> <li>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>Show increasing confidence to carve a simple form.</li> <li>Use language appropriate to skill and technique.</li> </ul>	<p><b>Revision</b></p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p><b>Vocabulary</b></p> <p>Freestanding</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>Model and develop work through a combination of pinch, slab, and coil.</li> <li>Work around armatures or over constructed foundations.</li> <li>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>Demonstrate experience in relief and freestanding work using a range of media.</li> <li>Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>Confidently carve a simple form.</li> <li>Solve problems as they occur.</li> <li>Use language appropriate to skill and technique.</li> </ul> <p><b>Possible artists: Have</b></p>
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				<p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip- flop art).</p>	<ul style="list-style-type: none"> <li>Show awareness of the effect of time upon sculptures.</li> <li>Possible artists: Egyptian Artefacts, Christo.</li> </ul>	<p>Possible Artists: Frink, Balla, Andre</p>	<p>opportunity to explore modern and traditional arts.</p>
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Printmaking	<ul style="list-style-type: none"> <li>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>Develop simple patterns by using objects.</li> <li>Enjoy using stencils to create a picture.</li> </ul>	<p><b>New learning</b></p> <ul style="list-style-type: none"> <li>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>Experience impressed printing: e.g. printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Explore printing in relief: e.g. String and card.</li> <li>Begin to identify forms of printing: Books, posters pictures, fabrics.</li> </ul>	<p><b>Revision</b></p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics</p> <p><b>Vocabulary</b></p> <p>range palettes mono printing motifs barrels</p>	<p><b>Revision</b></p> <p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p><b>Vocabulary</b></p> <p>Relief printing 3 colour printing Combining prints</p>	<p><b>Revision</b></p> <p>Continue to explore both mono printing and relief printing</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p><b>Vocabulary</b></p> <p>Relief printing Fabric printing</p> <p><b>New Learning</b></p>	<p><b>Revision</b></p> <p>Demonstrate experience in fabric printing.</p> <p>Create repeating patterns</p> <p><b>Vocabulary</b></p> <p>mono embroidery</p> <p><b>New Learning</b></p> <p>Use tools in a safe way. Continue to gain</p>	<p><b>Revision</b></p> <p>Continue using tools in a safe way.</p> <p><b>Vocabulary</b></p> <p>Contrast and mixed media</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Demonstrate experience in a range of printmaking techniques.</li> <li>Describe techniques and processes.</li> <li>Adapt their work according to their views and describe</li> </ul>

		<ul style="list-style-type: none"> <li>Use printmaking to create a repeating pattern.</li> </ul> <p><b>Vocabulary</b></p> <p>range impressed printing printmaking explore</p> <p><b>Possible artists: Warhol, Hokusai</b></p>	<p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Make simple marks on rollers and printing palettes</li> <li>Take simple prints i.e. mono printing.</li> <li>Experiment with overprinting motifs and colour.</li> </ul> <p><b>Possible artists: Hiroshige, Escher</b></p>	<p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Print simple pictures using different printing techniques.</li> <li>Continue to explore both mono printing and relief printing.</li> <li>Demonstrate experience in 3 colour printing.</li> <li>Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul> <p><b>Possible artists: Morris, Labelling</b></p>	<ul style="list-style-type: none"> <li>Increase awareness of mono and relief printing.</li> <li>Demonstrate experience in fabric printing.</li> <li>Expand experience in 3 colour printing.</li> <li>Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>Create repeating patterns.</li> </ul> <p><b>Possible artists: Rothenstein, Kunisada</b></p>	<p>experience in overlaying colours.</p> <ul style="list-style-type: none"> <li>Start to overlay prints with other media.</li> <li>Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</li> </ul> <p><b>Possible artists: Advertising, Bowden, Sue Lowe</b></p>	<p>how they might develop it further.</p> <ul style="list-style-type: none"> <li>Develop their own style using tonal contrast and mixed media.</li> </ul> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>
<p><b>Texture, pattern, colour, line and tone</b></p>	<ul style="list-style-type: none"> <li>Enjoy playing with and using a variety of textiles and fabric.</li> <li>Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>Show experience in simple weaving: paper, twigs.</li> </ul>	<p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Investigate textures by describing, naming, rubbing, copying.</li> <li>Produce an expanding range of patterns and textures.</li> <li>Begin to understand how colours can link to moods and feelings in art.</li> <li>Use printmaking to create a repeating pattern.</li> </ul> <p><b>Vocabulary</b></p> <p>Texture Rubbing</p>	<p><b>Revision</b></p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p><b>Vocabulary</b></p> <p>Line Tone Natural materials Colour Emotion</p> <p><b>New Learning</b></p>	<p><b>Revision</b></p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p><b>Vocabulary</b></p> <p>Implements Natural Materials</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Create textures and patterns with a wide range of drawing implements.</li> </ul>	<p><b>Revision</b></p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p><b>Vocabulary</b></p> <p>Complimentary Contrast</p> <p><b>New Learning</b></p> <p>Experiment with different grades of pencil and other</p>	<p><b>Revision</b></p> <p>Use complimentary and contrasting colours for effect</p> <p><b>Vocabulary</b></p> <p>Tone Tints</p> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Included tones and tints, light and shade becoming</li> </ul>	<p><b>Revision</b></p> <p>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p> <p><b>Vocabulary</b></p> <p>colour for mood and atmosphere</p> <p><b>New Learning</b></p>



	<ul style="list-style-type: none"> <li>Show experience in fabric collage: layering fabric.</li> <li>Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<p>Pattern Mood</p>	<ul style="list-style-type: none"> <li>Investigate textures by describing, naming, rubbing, copying.</li> <li>Investigate textures and produce an expanding range of patterns.</li> <li>Use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>Express links between colour and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Create textures and patterns with a wide range of drawing implements.</li> <li>Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<p>implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect</p>	<p>increasingly subtle as understanding and skill in using the techniques develops.</p>	<ul style="list-style-type: none"> <li>Consider the use of colour for mood and atmosphere</li> </ul>
<p><b>Digital Media</b></p>	<p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Take a self-portrait or a photograph.</li> <li>Use a simple computer paint program to create a picture</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>Portrait photograph</p>	<p><b><u>Revision</u></b></p> <p>Use a simple computer paint program to create a picture</p> <p><b><u>Vocabulary</u></b></p> <p>Zoom Viewfinder artefact</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<p><b><u>Revision</u></b></p> <p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p> <p><b><u>Vocabulary</u></b></p> <p>Combine Creative vision</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Use printed images taken with a digital camera and combine them with other media to produce artwork</li> <li>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> </ul>	<p><b><u>Revision</u></b></p> <p>Take photographs and explain their creative vision</p> <p>Use printed images taken with a digital camera and combine them with other media to produce artwork</p> <p><b><u>Vocabulary</u></b></p> <p>Integrating Thought provoking</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Create a piece of art which includes integrating a digital image they have taken.</li> <li>Take a photo from an unusual or thought-provoking viewpoint</li> </ul>	<p><b><u>Revision</u></b></p> <p>Create a piece of art which includes integrating a digital image they have taken.</p> <p><b><u>Vocabulary</u></b></p> <p>Compose Software Textural qualities</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</li> <li>Compose a photo with thought for</li> </ul>	<p><b><u>Revision</u></b></p> <p>Compose a photo with thought for textural qualities, light and shade.</p> <p><b><u>Vocabulary</u></b></p> <p>Digital technology Modern and traditional</p> <p><b><u>New learning</u></b></p> <ul style="list-style-type: none"> <li>Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>Combine a selection of images using digital technology considering colour, size and rotation.</li> </ul>	

				<ul style="list-style-type: none"> <li>Take photographs and explain their creative vision</li> </ul>		textural qualities, light and shade.	
<b>Responding to art</b>	<ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>Explore 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>	<ul style="list-style-type: none"> <li>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>Express thoughts and feelings about a piece of art.</li> <li>Reflect and explain the successes and challenges in a piece of art created.</li> <li>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore 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> <li>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>Respond to art from other cultures and other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of different styles and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great Artists, architects and designers in history.</li> </ul>

### Resources

- Sketch books
- Colour wheel resource
- Charcoal?
- Mod roc/ clay/ salt dough
- grades of pencils (HB, 2B, 4B)