

Art and Design and Technology Progression at Wyllye Valley C.E. Primary School

At Wyllye Valley, we use Kapow to teach Art and Design.

Year Group	Art and Design and Technology content – sequence of learning	Why this?	Why now?	Vocabulary
Reception	<p>Expressive Arts and Design ELG: Creating with Materials ELG Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Children will be able to: Learn in an environment that encourages creative exploration and the development of essential skills required in Art and Design.</p>	<p>On starting school our children will be introduced to learning experiences that will increase their knowledge of Expressive Arts and Design. All children start school with a range of experiences and their education will be tailored to meet the needs of the children.</p>	
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Year 1/2 A	<p>Drawing Make your mark Exploring Mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>To explore their own ideas using a range of media Use sketchbooks to explore ideas in an open-ended way</p> <p>To use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>To develop observational skills.</p> <p>To explore mark making using a range of tools.</p> <p>To describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> <p>To describe and compare features of their own and other's art work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe lines. • Demonstrate control in their use of the string and chalk lines. • Experimenting with a range of mark-making techniques being able to respond to the music appropriately. • Draw around a variety of shapes and know that my shapes can overlap. • Experiment with a variety of different media in this piece and say which medium they prefer and why. • Experiment with different marks and use marks to show texture. • Understand the importance of looking carefully and closely when I they are drawing. • Use one type of drawing tool in lots of different ways. 	<p>Builds upon EYFS exploration of painting and colour. Introduces controlling paintbrush to express ideas.</p> <p>Builds upon EYFS exploration of design and form. Introduces more formal control of pens and pencils to create different size and shape.</p> <p>Builds upon EYFS exploration of different media and materials.</p>	<p><i>Vertical Horizontal Diagonal cross-hatch optical art waves water lines 2D 3D abstract contemporary drawing mediums narrative printing shade form continuous marks mark making line observe dots circles lightly firmly texture hard soft rough smooth observation experiment shadow light and dark thick straight wiggly charcoal pastels chalk</i></p>

<p><u>Painting and mixed media</u> Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>To explore their own ideas using a range of media. To Use sketchbooks to explore ideas in an open-ended way. To experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers). To investigate colour mixing. To play with combinations of materials to create simple collage effects. Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Describe and compare features of their own and other's art work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Name the primary colours: red, yellow and blue. Mix primary colours to make secondary colours. Choose a suitable brush for the marks they want to make. Create new colours by overlapping prints. Work carefully and accurately when making patterns. 	<p>Builds upon EYFS exploration of painting and colour. Introduces controlling paintbrush to express ideas.</p> <p>Builds upon EYFS exploration of design and form. Introduces more formal control of pens and pencils to create different size and shape.</p> <p>Builds upon EYFS exploration of different media and materials.</p>	<p>blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick texture design paint concentric circles silhouette</p>
<p><u>Sculpture and 3D</u> Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card.</p> <p>To explore their own ideas using a range of media. To use sketchbooks to explore ideas in an open-ended way. To create 3D forms to make things from their imagination or recreate things they have seen. To describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. To describe and compare features of their own and other's art work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Roll paper to make a cylinder. Combine paper cylinders to make a sculpture. Fold and roll paper to create 3D shapes. Choose how to arrange the paper shapes to make a 3D drawing. Overlap paper strips on my 3D drawing. Plan a sculpture by drawing my ideas first. Use at least three different techniques for shaping paper. Add detail to their tree. Create different parts of a sculpture. Secure parts of the sculpture together. Know that 3D sculpture can be created from a range of materials. Use different tools to paint. Paint onto 3D surfaces using appropriate methods. 	<p>Builds upon EYFS exploration of painting and colour. Introduces controlling paintbrush to express ideas.</p> <p>Builds upon EYFS exploration of design and form. Introduces more formal control of pens and pencils to create different size and shape.</p> <p>Builds upon EYFS exploration of different media and materials.</p> <p>I can work cooperatively. I can adapt my ideas as I work.</p>	<p>artist carving concertina Curve cylinder imagine Loop mosaic overlap Sculpture spiral tube three dimensional (3D) zig-zag</p>

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<p>Year 1/ 2 B</p>	<p>Drawing Tell a story Using storybook illustration as their stimulus, children develop their mark making to explore a wider range of tools and experiment in creating texture.</p> <p>To begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>To experiment in sketchbooks, use sketchbooks to help make decisions about what to try out next.</p> <p>To further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>To develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p>To talk about art, they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>To explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Experiment with charcoal to draw different marks. • Express the meaning of words using charcoal mark making techniques. • Experiment with making different marks to make texture. • Create and draw imaginary scenes for a storybook. • Recognise and describe shapes in an object to start a drawing. • Look carefully to add details. • Show expression by drawing eyes, eyebrows and mouths in different ways. • Make quick sketches of people. • Sketch a new character, adding expressions, details and texture. 	<p>Builds upon the work done in ‘Make your mark’.</p> <p>In this unit we will be looking very closely at intricate details and trying out different mark making materials to replicate textures and tones. Children will be developing their knowledge of how to represent emotion and feeling in their artwork by: developing sketches into a character, with some support, adding details to enhance their character.</p> <p>Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw.</p>	<p><i>charcoal lines marks mark-making thick thin blending fell hatching mark scribbling stippling texture tool touch mark making observation outline sketch texture tone emoji emotion expression feeling illustrator illustration mark making texture character concertina frame re-tell story storyboard</i></p>
	<p>Painting and mixed media Life in colour Children create collages, in a similar way to Bearden.</p> <p>To name the primary and secondary colours.</p> <p>To talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>To describe the colours and textures they see.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Describe what happens when I mix two secondary colours. • Make choices about how to make colours lighter or darker. • Mix a range of secondary colours. • Explain the word ‘collage’. • Choose materials and tools to make textures with paint. • Mix colours to match something I see. 	<p>Builds upon the work done in ‘Colour splash’.</p> <p>Our children will build on their prior learning by knowing that different amounts of paint and water can be used to mix hues of secondary colours. They will know that colours can be mixed to ‘match’ real life objects or to create things from your imagination. They will apply their knowledge of colour</p>	<p><i>mixing primary colour secondary colour texture collage overlap detail surface</i></p>

	<p>To try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork.</p>	<ul style="list-style-type: none"> • Choose collage materials based on colour and texture. • Describe how their choices match their ideas. • Try out different arrangements of materials, including overlapping. • Talk about how they could improve their work- I can say what I like or don't like about artwork. • Choose which materials and tools to use. 	<p>mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out. Describe colours and textures.</p>	
	<p><u>Sculpture and 3D</u> Clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay tile house in response.</p> <p>To begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>To experiment in sketchbooks.</p> <p>To develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>To use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p>To talk about art, they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>To explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>To begin to talk about how they could improve their own work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Flatten clay to make a smooth surface. • Shape clay using my hands. • Make different marks in clay by pressing into it. • Shape clay to make a model. • Use the pinching technique to shape a pot. • Use fingers and thumbs to make the sides of the pot even. • Join clay to help decorate their pot. 	<p>Builds upon the work done in 'paper play'.</p> <p>Our children will demonstrate a good understanding of working with clay by creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. Our children will be encouraged to adapt their designs as they work to create a successful clay tile.</p>	<p><i>Casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot</i></p>

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Year 3	<p>Drawing Growing artists Developing an understanding of shading and drawing techniques to create botanically inspired drawings.</p> <p>To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>To confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>To draw with expression and begin to experiment with gestural and quick sketching.</p> <p>To develop drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>To use subject vocabulary to describe and compare creative works.</p> <p>To use their own experiences to explain how art works may have been made.</p> <p>To confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and draw simple shapes in objects. • Identify both organic and geometric shapes. • Use shapes to form the basis of their own drawing. • Know that tone refers to the light and dark areas of an object or artwork. • Use the side of a pencil so that the lead is flat to the paper. • Shade in one direction, with no gaps and straight edges. • Blend from light to dark to dark light creating smooth tones. • Create different textures on paper by using a rubbing technique. • Apply the technique of another artist. • Tear and shape their rubbings to create a final piece. • Experiment with drawing skills and tools. 	<p>Builds upon the work done in ‘Tell a story’.</p> <p>Children will use their observational skills to draw their own botanically inspired drawings. They will be building on their knowledge of creating different textures and collaging with their creations.</p>	<p><i>arrangement geometric line objects organic shape blend dark even tones grip light shading smooth tone cut frottage pressure rubbing surface tear texture tool botanical botanist flower form magnified petal scientific shape stem study tone abstract composition expression frame gestural mark making scale viewfinder</i></p>

<p><u>Painting and mixed media</u> Prehistoric painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p> <p>To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>To select and use a variety of painting techniques.</p> <p>To explore contrasting and complimentary colours.</p> <p>To modify chosen collage materials in a range of ways.</p> <p>To confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>To use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify features that prehistoric paintings have in common. • Describe why prehistoric people often painted animals. • Look for basic shapes within an animal drawing to help get the proportions of their drawing accurate. • Identify key 2D shapes in an image. • Scale up a drawing by sketching the simple shapes first. • Successfully apply and blend charcoal to create form, tone and shape. • Identify and collect coloured natural items to paint with. • Describe which natural items made the most successful colours, giving reasons. • Create paints using all natural ingredients as prehistoric artists did. • Mix paint to create a range of natural colours. • Experiment with techniques to create different textures. • Add fine detail using smaller brushes. • Work in a group to create a large piece of artwork. • Create designs using both positive and negative impressions of my hand. • Create natural colours using paint. 	<p>Builds upon the work done in 'colour splash'.</p> <p>Our children will be challenging themselves by further developing their observational and researching skills to identify features of prehistoric paintings. They will experiment with scaling up their drawings and developing their own natural paints.</p>	<p><i>Prehistoric sketch proportion charcoal prehistoric proportion scaled up smudging texture tone cave drawings pigment cave style painting composition handprint negative image positive</i></p>
<p><u>Craft and Design</u> Ancient Egyptian scrolls Developing art and craft skills taking inspiration from Ancient Egyptian Art and pattern and paper making.</p> <p>To investigate the style, pattern and characteristics of Ancient Egyptian art.</p> <p>To apply design skills inspired by the style of an ancient civilisation.</p> <p>To apply understanding of ancient techniques to construct a new material.</p> <p>To apply understanding of ancient techniques to construct a new material.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Discuss Ancient Egyptian art to understand more about it. • Record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition. • Plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians. • Review what worked well and what I could improve on. • Use a design and accurately translate it to a new surface. • Mix and use colours that are appropriate to the style of work. • Suggest improvements in their own and other people's work. 	<p>Builds upon the work done in 'Prehistoric Painting'.</p> <p>Our children will be challenging themselves by looking closely to identify colours, patterns and shapes and make decisions about how they want to represent information through images. They will create with more precision.</p> <p>They will apply their knowledge of their style to plan appropriate colours and patterns for their design.</p> <p>They will use their knowledge of an ancient process to make a modern alternatives (Paints).</p>	<p><i>Egyptian Ancient Civilisation Papyrus Sculpture Painting Tomb Pharaoh Composition Pattern Shape Colour Scroll information Convey scale Imagery design paper process technique material style translate layout zine - pronounced 'zeen' fold images text subject audience inform information</i></p>

	<p>To apply drawing and painting skills in the style of an ancient civilisation.</p> <p>To apply an understanding of Egyptian art to develop a contemporary response.</p>	<ul style="list-style-type: none"> • Follow instructions to create a zine. • Use a variety of images, text and materials to make my zine interesting. • Inform my audience about my subject with relevant information. 		
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Year 4	<p>Drawing Power prints Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing. They combine media for effect when developing a drawing into a print.</p> <p>To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>To use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p>Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Experiment with shading to create different tones. • Use contrasting tones to make a drawing look three dimensional. • Explore more than one way of holding a pencil to create different effects. • Use scissors with precision. • Make decisions about how to place drawn elements in their composition. • Contrast by combining different shapes, sizes and textures. • Draw tone by 'hatching' parallel pencil lines. • Choose an interesting part of my composition to recreate. • Use a range of scratched marks to add contrast and patterns. • Work co-operatively with their group. • Experiment with printing techniques. • Include contrast and pattern in a print. 	<p>Builds upon the work done in 'Growing artists'.</p> <p>Our children will now be expected to plan more purposefully for an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use their growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. Build a more complex vocabulary.</p>	<p><i>Contrast gradient observational drawing shading shadow 3D tone collage composition highlight mixed media precision symmetrical wax-resist cross-hatching hatching view finder abstract block print collaboratively composition engraving figurative monoprint tone</i></p>

<p><u>Painting and mixed media</u> Light and dark (still life) Developing skills in colour mixing, focusing on using tints and shades to create 3D effects.</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Explore the way paint can be used in different ways to create a variety of effects.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Describe the differences between paintings using art vocabulary. Add different amounts of black/white paint to mix shades/tints of a colour. Describe the way colours change in different lights. Use just one original colour in their painting and only change it by adding black, white or water. Use a painting tool in a new way. Use tints and shades of colour to make their painted object appear 3D. Choose and arrange objects to create their own still-life. Select important detail to include in their composition sketch. 	<p>Builds upon the work done in 'Prehistoric painting'.</p> <p>Our children will be challenging themselves by using their knowledge of creating a range of marks and textures in paint and selecting their preferred method. They will be expected to demonstrate greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Our children will describe how they created a paint effect and show light and dark by using tints and shades of colour. Know and explain what composition means. They will demonstrate more independence by organising the equipment they will need to paint using their chosen technique. They will be expected to show what they have learned about techniques in the way that they paint.</p>	<p><i>portrait landscape shadow tint shade texture contrasting vivid muted formal patterned detailed abstract figurative shadow tint shade dabbing paint paint wash pointillism stippling paint three-dimensional tint still life shade composition proportion photo-realism Tint Shade Still life Composition Three-dimensional</i></p>
<p><u>Sculpture and 3D</u> Mega materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas. Resulting in the creations of their own sculptures.</p> <p>To generate ideas from a range of stimuli.</p> <p>To use sketchbooks purposefully.</p> <p>To use more complex techniques to mould and form malleable materials.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use their whole arm to draw big shapes. Use curved lines to suggest three dimensional shapes. Name key features of Magdalene Odundo's artwork. Draw a simple design for a three-dimensional piece. Use tools safely and my hands to carve, model and refine my sculpture. Draw a simple design for a three-dimensional piece. Bend the wire to make shapes. Add details using smaller pieces of wire. 	<p>Builds upon the work done in 'Clay houses'.</p> <p>Our children will demonstrate their understanding by confidently and independently using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and</p>	<p><i>weaving ceramics form organic shape sculpture sketching three dimensional tone two dimensional visualisation abstract carving detail figurative hollow organic shape quarry surface texture bending joining mesh pliers secure template twisting wire found objects recycled reused typography welding</i></p>

	<p>Evaluate their work more regularly and independently during the planning and making process.</p>	<ul style="list-style-type: none"> • Work safely with the tools and equipment I am using. • Compose photographs that present their shadow sculpture as a finished piece. • Try different ways of joining materials to make something three dimensional. 	<p>begin to make choices about materials used to work in 3D. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Build a more complex vocabulary when discussing their own and others' art e.g. I can join wire by twisting and looping it. Make decisions about how to display my sculpture.</p>	
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<p>Year 5/6 A</p>	<p><u>Drawing</u> I need space To develop ideas more independently from their own research. To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>To apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>To research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Discuss the effect of an image. • Discuss how popular culture can influence art and design. • Explain what retro futurism means. • Evaluate different images using the formal elements. • Suggest how a piece of art is created. • Discuss the choices an artist has made. • Make decisions about tools and materials to try in my own work. • Use a range of processes to create a drawing. • Choose and combine materials based on their texture. • Create an effective printing plate that considers how they expect it to print. • Generate ideas about the future. • Record ideas through sketches and visual notes. • Develop ideas to form a composition for a final piece. 	<p>Builds upon the work done in 'Power prints.</p> <p>Our children will further develop their knowledge and understanding of Art and Design by exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. To draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p><i>architecture Cold War culture evaluate future futuristic influence propaganda retro-futuristic space Race The Soviet Union continuous formal elements line medium process stimuli stimulus technique texture tone collagraph composition materials placement print printing plate printmaking texture collagraphy roller replicate tracing</i></p>

	<p>To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>For printing:</p> <ul style="list-style-type: none"> • Apply printing ink evenly to cover the plate. • Apply even pressure when printing. • Select appropriate tools and materials. 		
	<p><u>Painting and mixed media</u> Portraits Investigating self-portraits by a range of artists, children use their own photographs of themselves to create a range of portraits using mixed-media.</p> <p>To develop ideas more independently from their own research.</p> <p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p> <p>To apply paint with control in different ways to achieve different effects.</p> <p>To develop a painting from a drawing or other initial stimulus.</p> <p>To add collage to a painted, printed or drawn background for effect. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Draw a portrait using the continuous line method. • Vary the size, shape and position of the words for interest. • Explore the way a background can change the effect of a drawing. • Explain what they want their photo composition to be. • Decide the best position for their line drawing when copying it onto the background. • Use Art vocabulary to describe similarities and differences between portraits. • Try out at least three different ideas when adapting their photograph. • Describe the intention of my self-portrait. • Explain why their choice of medium matches their idea. • Use their chosen medium to create a self-portrait that represents an aspect of their identity. 	<p>Builds upon the work done in 'Light and dark'.</p> <p>Our children will further develop their knowledge and understanding of Art and Design by Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. Explore how collage can extend original ideas. Combine digital effects with other media. 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. Justify their opinion when discussing the message behind a self-portrait.</p>	<p><i>Background collage continuous line drawing paint wash portrait texture Carbon paper composition mixed media monoprint printmaking portrait self-portrait transfer evaluate Justify Multi-media Research atmosphere collage photomontage art medium</i></p>
	<p><u>Sculpture and 3D</u> Interactive installations Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo Qiang and discovering how our life experiences can inspire our art.</p> <p>To develop ideas more independently from their own research.</p> <p>To explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Give a definition for installation art. • Identify similarities and differences between art installations. • Analyse artworks and justify their ideas. • Work safely when creating their model installation space. • Create the effect of a large-scale space when photographing their box. • Adapt everyday objects and make them interesting for the viewer. 	<p>Builds upon the work done in 'Mega materials'.</p> <p>Our children will further develop their knowledge and understanding of Art and Design by exploring a greater range of materials to create 3D forms e.g. wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p>	<p><i>analyse annotate display evaluate features installation art location mixed media scale special effects three dimensional (3D) atmosphere performance art props scale stencil Concept cultural revolution Experience influence Revolution elements issue interact interactive senses</i></p>

	<p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To investigate scale when creating forms in three dimensions.</p> <p>To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<ul style="list-style-type: none"> • Make changes and try new ideas if something doesn't work first time. • Move their object around within a space and find the best way to display it. • Choose a clear message for their installation. • Identify how their installation idea might make the viewer feel. • Describe how they have considered space, materials and arrangement in their installation. • Describe how installations can be interactive. • Show what they have learned about installation art in their final idea. • Explain the choices they have made when displaying their installation art. 	<p>Persevere when constructions are challenging and work to problem solve more independently. 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. They will be challenged to justify their opinions of installation artworks, and suggesting the effect on the viewer of being in my model installation space.</p>	
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Year Group	Art and Design and Technology content – sequence of learning	Why this?	Why now?	Vocabulary
<p>Year 5/6 B</p>	<p><u>Drawing</u> Make my voice heard</p> <p>To draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To draw expressively in their own personal style.</p> <p>To describe, interpret and evaluate the work, ideas and processes used by artists.</p> <p>To give reasoned evaluations of their own and others work. which takes account of context and intention.</p> <p>To independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Collect information to identify the key features of Maya art. • Explore mark-making using a range of handmade tools. • Make comparisons between different artworks. • Draw their Maya Spirit companion and consider its meaning. • Generate a range of symbols, patterns and colours that represent them. • Discuss the effect of light and dark on an object and consider how to draw it. • Create form by applying chiaroscuro to a tonal drawing. • Use their creative work to develop an idea, applying drawing techniques for visual impact and effect. 	<p>Builds upon the work done in 'I need space'.</p> <p>Our children will further develop their knowledge and understanding of Art and Design by using a systematic and independent approach, researching independently, testing and developing ideas and plans using sketchbooks. And in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Across a variety of disciplines, being able to describe how the cultural and historical</p>	<p><i>ancient civilisation experimental expressive imagery mark making mural Maya aesthetic character traits interpretation modern art reflective represent spirit companion symbol symbolic chiaroscuro dark effect form light shading technique tone audience commissioned graffiti guerrilla imagery impact street art composition convey develop drawing decisions impact</i></p>

			<p>context may have influenced their creative work. Take inspiration from an artist's style. Explain the term Chiaroscuro and understand how it can be used for effect. Discuss the similarities and differences between art styles. Discuss ideas about what art is or should be and justify choices. Analyse how an artist conveys a message. Identify something they feel strongly about and consider how to represent it through a drawing. Work independently, revisiting and reviewing my work to develop it.</p>	
	<p><u>Painting and mixed media</u> Artist study exploring a range of paintings through art appreciation activities. Collecting ideas in a sketch book and planning for a final piece.</p> <p>To draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>To manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>To work in a sustained way over several sessions to complete a piece.</p> <p>To create collage in response to a stimulus and work collaboratively on a larger scale.</p> <p>To give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that artists tell stories or show feelings in their artwork. • Interpret a picture and suggest its meaning. • Look closely at a picture and notice details, describing them using the formal elements. • Describe a picture using the formal elements. • Express how a piece of artwork makes me feel. • Compare events in a piece of artwork to current news and the 'Fundamental British Values'. • Use drama to demonstrate my understanding of the meaning of a piece of artwork. • Discuss and describe the work of another artist. Reflecting on the feelings that a painting evokes. • Create an abstract piece using personal experiences that reflect how I felt. • Select an artist who interests me because of their style, ideas or use of materials. • Develop my ideas to plan a final piece inspired by the chosen artist. • Use sketchbook ideas to translate into a larger piece. 	<p>Builds upon the work done in 'Portraits'.</p> <p>To use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Analyse and describe how colour is used in other artists' work Consider materials, scale and techniques when creating collage and other mixed media pieces. 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. Respond to a painting by making inferences, justifying their ideas using their own experiences. Developing a narrative from the elements in a painting. Selecting different materials and techniques based on their experiences. Exploring new ideas and trying things out. Revisiting and evaluating their piece to develop it further.</p>	<p><i>Inference justify Paula Rego respond companionship John Singer Sargent support tableau abstract analyse interpret medium mixed media narrative reflect shape impasto interpret texture convey composition compose message thought-provoking artist evaluation technique translate</i></p>

	<p>Craft and Design Photo opportunity Developing photography skills and techniques to design a range of creative photographic outcomes.</p> <p>To apply an understanding of composition to create an effective photomontage advertising poster.</p> <p>To apply understanding of abstract art through photography.</p> <p>To demonstrate an understanding of design choices made for effect using digital photography techniques.</p> <p>To apply an understanding of photography to design and recreate a famous painting.</p> <p>To demonstrate observation and proportion to create art in a photorealistic style.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Select appropriate images and experiment with composition to create an interesting layout. • Work in the style of an artist to meet a design brief. • know that artists use photography to record and observe. • Compose a close-up photograph of a natural form. • Make decisions about cropping, editing and presenting photographic images in the style of Edward Weston. • Discuss the features of a design and reflect on the effect. • Make design choices to plan, select and arrange props in an interesting composition to meet a design brief. • Edit a photograph to emulate the style of another artist. • Choose and analyse a painting to understand its meaning and notice its features. • Make design decisions to select and arrange props to replicate a painting in a photographic way. • Use photographic equipment appropriately, considering composition and lighting for effect. • Use photographic equipment to take a clear self-portrait. • Apply the grid drawing method to translate a photo into a drawn image using careful observation. • Understand how the grid method helps me to retain the same proportions as an original image. • Show different tones in colour and patterns to create a photorealistic painting or drawing. 	<p>Builds upon the work done in 'Ancient Egyptian scrolls'.</p> <p>Our children will be encouraged to take a portrait that is focused and appropriately framed with confidence, able to support others if needed; minimal to no support to draw an accurately measured grid that is the same on both the photo and plain paper; being able to use the grid method to translate the photograph confidently to a drawn-image that is well-proportioned and demonstrates secure observation skills, and being able to explain how this supports them with their drawing; creating a final painting or drawing that shows an understanding of the tonal differences, and continuing to apply this when using patterns and shapes within the squares to make the phot-realistic effect.</p>	<p><i>photomontage image Dada layout cityscape composition arrangement macro photography monochrome monochromatic album appealing digital saturation colour emulate editing software replacement focus frame painting famous recreate photograph frame software edit pose prop portraits observation scale proportion grid large scale photorealistic photorealism self-portrait selfie</i></p>
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