



CYCLE A

Progression of Knowledge and Skills

EYFS	
Knowledge	Skills
<ul style="list-style-type: none"> • The names of a wide range of colours. • Colours can be mixed to make new colours. • Modelling materials can be shaped using hands or tools. • The names of simple shapes in art. • Lines can be curved or straight and described in simple terms such as: wiggly, 'straight, 'round' • When they have made a pattern with objects/colours/drawn marks and be able to describe it. • Simple terms to describe what something feels like (eg. bumpy). • There are different shades of the same colour and identify colours as 'light' or 'dark' 	<p>Drawing:</p> <ul style="list-style-type: none"> • Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). • Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape) • Describe when colouring is lighter or darker (Tone). • Make lines and marks on paper, staying within the boundaries of the page (Space). <p>Making Skills:</p> <ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. • Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on

Year 1 and 2

DRAWING

Knowledge

Shape

- Shapes can be organic (natural) and irregular.
- Patterns can be made using shapes.
- Objects can be recreated by identifying and combining basic shapes.

Line

- Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.

Pattern

- Patterns can be used to create texture.

Texture

- Texture means ‘what something feels like.’
- Different marks can be used to represent the textures of objects.

Knowledge of artists:

- Some artists create art to make people aware of good and bad things happening in the world around them.
- Artists use line and tone to show how people feel.

Making skills:

- Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure.
- Recognising that shapes and marks can be refined rather than accepting the first attempt.
- Composing more complex drawings by combining shapes.
- Using shading to show light and dark areas.
- Using the same tool to colour/shade different tones by adjusting pressure.

Skills

Generating ideas:

- Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experimenting in sketchbooks, using drawing to record ideas.
- Using sketchbooks to help make decisions about what to try out next.

Making Skills:

- Demonstrating increased control with a greater range of media.
- Making choices about which materials and techniques to use to create an effect.
- Developing 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.

Knowledge of artists:

- Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and analysing:

- Explaining 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.
- Beginning to talk about how they could improve their own work.
- Talking about how art is made.

- Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people.

Evaluating and analysing:

- People make art to share their feelings.
- People make art to explore an idea in different ways.

Year 1 and 2

PAINTING AND MIXED MEDIA

Knowledge

Colour:

- Different amounts of paint and water can be used to mix hues of secondary colours.
- Colours can be mixed to 'match' real life objects or to create things from your imagination.

Shape:

- Collage materials can be shaped to represent shapes in an image.
- Objects can be recreated by identifying and combining basic shapes.

Pattern:

- Patterns can be used to add detail to an artwork.

Texture:

- Collage materials can be chosen to represent real-life textures.
- Collage materials can be overlapped and overlaid to add texture.
- Painting tools can create varied textures in paint.

Tone:

- Different amounts of paint and water can be used to mix hues of secondary colours.

Space:

Skills

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Making skills:

- Further demonstrate increased control with a greater range of media.
- Make choices about which materials and techniques to use to create an effect.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- 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.

Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.
- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and analysing:

- 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.
- Begin to talk about how they could improve their own work.
- Talk about how art is made.

- 'Composition' means how things are arranged on the page.

Making skills:

- How to mix a variety of shades of a secondary colour.
- How to make choices about amounts of paint to use when mixing a particular colour.
- How to match colours seen around them.
- How to create texture using different painting tools.
- How to make textured paper to use in a collage.
- How to choose and shape collage materials eg cutting, tearing.
- How to compose a collage, arranging and overlapping pieces for contrast and effect.
- How to add painted detail to a collage to enhance/improve it.

Knowledge of artists:

- Some artists create art to make people aware of good and bad things happening in the world around them.
- Art can be figurative or abstract.
- Artists try out different combinations of collage materials to create the effect they want.

Evaluating and analysing:

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings.
- People make art to help others understand something.

Year 1 and 2
SCULPTURE AND 3D

Knowledge

Form:

- Pieces of clay can be joined using the 'scratch and slip' technique.
- A clay surface can be decorated by pressing into it or by joining pieces on.

Shape:

- Patterns can be made using shapes.
- Objects can be recreated by identifying and combining basic shapes.

Line:

- Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.

Texture:

- Different marks can be used to represent the textures of objects.

Space:

- Thinking about the relative size of different parts helps their artwork look balanced and recognisable.

Making skills:

- How to smooth and flatten clay.
- How to roll clay into a cylinder or ball.
- How to make different surface marks in clay.
- How to make a clay pinch pot.
- How to mix clay slip using clay and water.
- How to join two clay pieces using slip.
- How to make a relief clay sculpture.
- How to use hands in different ways as a tool to manipulate clay.

Skills

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.

Making skills:

- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.
- Create and critique both figurative and abstract art, recognising some of the techniques used.

Evaluating and analysing:

- 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.
- Begin to talk about how they could improve their own work.
- Talk about how art is made.

<ul style="list-style-type: none"> • How to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. 	
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Year 3 and 4	
DRAWING	
Knowledge	Skills
<p>Making skills (formal elements):</p> <p>Form:</p> <ul style="list-style-type: none"> • Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. <p>Shape:</p> <ul style="list-style-type: none"> • How to use basic shapes to form more complex shapes and patterns. <p>Line:</p> <ul style="list-style-type: none"> • Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. <p>Texture:</p> <ul style="list-style-type: none"> • Complex marks can represent the textures and qualities of different surfaces. • Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • 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>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. • Using growing knowledge of different materials, combining media for effect.

- Tone can create contrast between light and dark, adding shadows and highlights to an artwork.

Space:

- Objects can appear in the foreground or background and size can be used to show distance.

Making skills:

- Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass.
- Represent geometric 3D shapes more accurately and begin to include organic forms.
- Use a more diverse range of marks to convey a subject's form.
- Combine lines and marks to create light and dark areas of a drawing.
- The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light.
- Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones.
- Sketch to plan the placement of their composition elements for visual effect.
- Draw more accurately in relative size/proportion.
- Recognise whether something is in the foreground or background of a composition and how size can show distance.

Knowledge of artists:

- Artists use drawing to plan ideas for work in different media.

Evaluating and analysing:

- Artists make choices about what, how and where they create art.
- Art can be all different sizes.
- Art can be displayed inside or outside.
- Artworks can fit more than one genre.
- Artists evaluate what they make, and talking about art is one way to do this.

- Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Knowledge of artists:

- Using subject vocabulary confidently to describe and compare creative works.

Evaluating and analysing:

- Using more complex vocabulary when discussing their own and others' art.
- Evaluating their work more regularly and independently during the planning and making process.

Generating ideas:

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

Using sketchbooks:

- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.

Making skills:

- Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms.
- Using growing knowledge of different materials, combining media for effect.
- Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> Using subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Using more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.
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Year 3 and 4	
PAINTING AND MIXED MEDIA	
Knowledge	Skills
<p>Colour:</p> <ul style="list-style-type: none"> Adding black to a colour creates a shade. Adding white to a colour creates a tint. <p>Form:</p> <ul style="list-style-type: none"> Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. <p>Texture:</p> <ul style="list-style-type: none"> Complex marks can represent the textures and qualities of different surfaces. <p>Tone:</p> <ul style="list-style-type: none"> Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Tone can create contrast between light and dark, adding shadows and highlights to an artwork. <p>Making skills:</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> 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>Using sketchbooks:</p> <ul style="list-style-type: none"> 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. <p>Making skills:</p> <ul style="list-style-type: none"> 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. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works.

<ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work.

<ul style="list-style-type: none"> • Understand how artists use art to convey messages through the choices they make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.

Year 3 and 4	
CRAFT AND DESIGN	
Knowledge	Skills
<p>Formal elements:</p> <p>Line:</p> <ul style="list-style-type: none"> • Combining more complex lines and marks can represent texture, tones and patterns. <p>Pattern:</p> <ul style="list-style-type: none"> • Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). <p>Making skills:</p> <ul style="list-style-type: none"> • Know that layering materials in opposite directions make the handmade paper stronger. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • 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>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

<ul style="list-style-type: none"> • How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to construct a new paper material using paper, water and glue • How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. • How to make a scroll. • How to make a zine. • How to use a zine to present information. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art can be purely decorative or it can have a purpose. • People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. • One artwork can have several meanings. 	<ul style="list-style-type: none"> • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • 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. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
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Year 5	
DRAWING	
Knowledge	Skills
<p>Making skills:</p> <ul style="list-style-type: none"> • Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Developing ideas more independently from their own research. • Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p>

- Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition.
- Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed.
- Identify qualities and techniques that resonate and begin to develop personal style and preferences.
- Refine tonal shading to show greater graduations in tone.
- Blend to smooth transitions in tone.
- Use shading techniques such as cross hatching, to create texture as well as depth.
- Use sketching to experiment with ideas, layout and shading.
- Consider balance and symmetry / asymmetry in compositions.
- Start using size to develop a foreground, midground and background in compositions.

Making skills – Formal elements:

Shape:

- Shapes can be used to place the key elements in a composition and help to create compositions with depth.

Line:

- 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.
- Lines and marks can be expressive and show movement or emotion.

Pattern:

- 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.

Texture:

- Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Making skills:

- Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Knowledge of artists:

- Researching and discussing 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.
- Discussing how artists create work with the intent to create an impact on the viewer.
- Considering what choices can be made in their own work to impact their viewer.

Evaluating and analysing:

- Discussing the processes used by themselves and by other artists and describing the particular outcome achieved.
- Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas.
- Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

<ul style="list-style-type: none"> • Different marks can be used to suggest real-world textures and movement. <p>Tone:</p> <ul style="list-style-type: none"> • ‘Blending’ means transitioning between tones smoothly. <p>Space:</p> <ul style="list-style-type: none"> • Creating a foreground, middleground and background creates depth, making artwork look like it has space and distance. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists can choose their medium to create a particular effect on the viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People make art to express emotion. • People make art to portray ideas about identity. 	
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Year 5	
PAINTING AND MIXED MEDIA	
Knowledge	Skills
<p>Colour:</p> <ul style="list-style-type: none"> • Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. <p>Line:</p> <ul style="list-style-type: none"> • Lines and marks can be expressive and show movement or emotion. <p>Pattern:</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p>

- 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.

Tone:

- Tone can help show the foreground and background in an artwork.

Making skills:

- How to develop a drawing into a painting.
- How to create a drawing using text as lines and tone.
- How to experiment with materials and create different backgrounds to draw onto.
- How to use a photograph as a starting point for a mixed-media artwork.
- How to take an interesting portrait photograph, exploring different angles.
- How to adapt an image to create a new one.
How to combine materials to create an effect.
- How to choose colours to represent an idea or atmosphere.
- How to develop a final composition from sketchbook ideas.

Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- Artists use self-portraits to represent important things about themselves.
- Artists can choose their medium to create a particular effect on the viewer.
- Artists can combine materials; for example, digital imagery, with paint or print.

Evaluating and analysing:

- People make art to portray ideas about identity.
- Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
- Comparing artworks can help people understand them better.

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, e.g. photography and digital art effects.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Knowledge of artists:

- 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.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

Evaluating and analysing:

- 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.

Knowledge

Skills

Formal elements:**Shape:**

- Shapes can be used to place the key elements in a composition and help to create compositions with depth.

Line:

- 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.

Making skills:

- To know the steps to make a monoprint when a roller is sufficiently inked.
- How to make an observational drawing of a house.
- How to use shapes and measuring as methods to draw accurate proportions.
- How to select a small section of a drawing to use as a print design.
- How to develop drawings further to use as a design for print.
- How to design a building that fits a specific brief.
- How to draw an idea in the style of an architect that is annotated to explain key features.
- How to draw from different views, such as a front or side elevation.
- How to use sketchbooks to research and present information about an artist.
- How to interpret an idea in into a design for a structure.

Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.
- Visual designs can represent big ideas like harmony with nature or peace.

Generating ideas:

- Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Using sketchbooks:

- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Making skills:

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Knowledge of artists:

- 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.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

Evaluating and analysing:

<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art, craft and design can be functional and affect human environments and experiences. • People make art to portray ideas about identity. • 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. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. 	<ul style="list-style-type: none"> • Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.
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Year 6	
DRAWING	
Knowledge	Skills
<p>Making skills:</p> <ul style="list-style-type: none"> • Explore the expressive qualities of line as part of their iterative process. • Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. • Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. • Find a point in the distance to draw from (one-point perspective). • Scale drawings up or down while aiming to keep proportion. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p>

Making skills – Formal elements:

Shape:

- Elements such as perspective, depth and abstraction can change how shapes appear in a composition.

Tone:

- Variations in tone can enhance composition and create spatial illusion.

Space:

- Scaling is a technique for enlarging or reducing an image while keeping the proportions the same.
- Using a vanishing point on a horizon can create a sense of distance in their artwork.

Knowledge of artists:

- Artists can use symbols in their artwork to convey meaning.
- Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
- 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.

Evaluating and analysing:

- Sometimes people make art to express their views and opinions, which can be political or topical.
- Sometime people make art to create reactions.
- People can have varying ideas about the value of art.
- Art can be analysed and interpreted in lots of ways and can be different for everyone.
- Everyone has a unique way of experiencing art.

- Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combining materials and techniques appropriately to fit with ideas.
- Working 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:

- Describing, interpreting and evaluating 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.

Evaluating and analysing:

- Giving reasoned evaluations of their own and others' work which takes account of context and intention.
- Discussing how art is sometimes used to communicate social, political, or environmental views.
- Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way.
- Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

PAINTING AND MIXED MEDIA

Knowledge

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.

Making skills – Formal elements:**Shape:**

- Elements such as perspective, depth and abstraction can change how shapes appear in a composition.

Colour:

- Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Line:

- How line is used beyond drawing and can be applied to other art forms.

Tone:

- Variations in tone can enhance composition and create spatial illusion.

Pattern:

- Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

Texture:

Skills

Generating ideas:

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks:

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

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.

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

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.
- Art can be analysed and interpreted in lots of ways and can be different for everyone.
- Everyone has a unique way of experiencing art.

SCULPTURE AND 3D

Knowledge

Making skills – Formal elements:**Colour:**

- Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Form:

- The surface textures created by different materials can help suggest form in two-dimensional art work.

Shape:

- Elements such as perspective, depth and abstraction can change how shapes appear in a composition.
- How an understanding of shape and space can support creating effective composition.

Line:

- How line is used beyond drawing and can be applied to other art forms.

Pattern:

- 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.

Making skills:

- How to translate a 2D image into a 3D form.
- How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
- How to manipulate cardboard to create different textures.
- How to make a cardboard relief sculpture.
- How to make visual notes to generate ideas for a final piece.
- How to translate ideas into sculptural forms.

Skills

Generating ideas:

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks:

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

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.
- 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.

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.
- Artists can use materials to respond to a feeling or idea in an abstract way.
- Artists take risks to try out ideas; this can lead to new techniques being developed.
- Artists can make work by collecting and combining ready-made objects to create 'assemblage'.

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.
- Sometimes people make art to create reactions.
- People use art as a means to reflect on their unique characteristics.

- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
- 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 create reactions.
- People use art as a means to reflect on their unique characteristics.