



CYCLE B

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

Skills

Making skills:

- Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc.
- Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing.
- Drawing and combining geometric shapes.
- Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw.
- Recognising that applying more pressure when drawing or colouring, gives a darker tone.
- Creating an area with a single, consistent tone when colouring/shading.
- Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees.

Making skills (formal elements):

Shape:

- Know a range of common shapes so they can identify and use them in their artwork.

Line:

- Know using different tools or using the same tool in different ways can create different types of lines.

Pattern:

- Know lines can create patterns like zig zags and wavy lines.

Texture:

- Know different tools, and how they are used, create different types of marks.

Tone:

Generating ideas:

- Explore their own ideas using a range of media.

Using sketchbooks:

- Use sketchbooks to explore ideas.

Making skills:

- Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Develop observational skills to look more closely.

Knowledge of artists:

- Understand how artists choose materials based on their properties in order to achieve certain effects.

Evaluating and analysing:

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

<ul style="list-style-type: none"> • Know changing pressure when drawing can create light and dark tones. <p>Space:</p> <ul style="list-style-type: none"> • Know they can arrange parts of a familiar subject so their artwork looks recognisable. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Some artists are influenced by things happening around them. • Sometimes artists concentrate on how they are making something rather than what they make. • Artists living in different places at different times can be inspired by similar ideas or stories. • Artists choose materials that suit what they want to make or draw. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. 	
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Year 1 and 2	
PAINTING AND MIXED MEDIA	
Knowledge	Skills
<p>Making skills (formal elements):</p> <p>Colour:</p> <ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. • Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> – Red + yellow = orange – Yellow + blue = green – Blue + red = purple <p>Shape:</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.

- Know a range of common shapes so they can identify and use them in their artwork.

Line:

- Know that using different tools or using the same tool in different ways can create different types of lines.

Pattern:

- Know a pattern is a design in which shapes, colours or lines are repeated.

Texture:

- Know that different tools, and how they are used, create different types of marks.

Tone:

- Know that there are many different shades (or 'hues') of the same colour.
- Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

Making skills:

- How to combine primary coloured materials to make secondary colours.
- How to mix secondary colours in paint.
- How to choose suitable sized paint brushes.
- How to clean a paintbrush to change colours.
- How to print with objects, applying a suitable layer of paint to the printing surface.
- How to overlap paint to mix new colours.
- How to use blowing to create a paint effect.
- How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

Evaluating and analysing:

- Art is made in different ways.
- Art is made by all different kinds of people.

- Make choices about which materials to use to create an effect.

Evaluating and analysing:

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

- An artist is someone who creates.

Year 1 and 2

SCULPTURE AND 3D

Knowledge

Skills

Making skills (formal elements):

Form:

- Know paper can change from 2D to 3D by folding, rolling and scrunching it.
- Know that three dimensional art is called sculpture.

Shape:

- Know a range of common shapes so they can identify and use them in their artwork.
- Know paper can be shaped by cutting and folding it.

Space:

- Know they can arrange parts of a familiar subject so their artwork looks recognisable.

Making skills:

- How to roll and fold paper.
- How to cut shapes from paper and card.
- How to cut and glue paper to make 3D structures.
- How to decide the best way to glue something.
- How to create a variety of shapes in paper, eg spiral, zig-zag.'
- How to make larger structures using newspaper rolls.

Knowledge of artists:

- Some artists are influenced by things happening around them.

Generating ideas:

- Explore their own ideas using a range of media.

Using sketchbooks:

- Use sketchbooks to explore ideas.

Making skills:

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Explore and analyse a wider variety of ways to join and fix materials in place.

Evaluating and analysing:

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

<ul style="list-style-type: none"> • Artists living in different places at different times can be inspired by similar ideas or stories. • Artists choose materials that suit what they want to make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	
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Year 3 and 4	
PAINTING AND MIXED MEDIA	
Knowledge	Skills
<p>Formal elements:</p> <p>Colour:</p> <ul style="list-style-type: none"> • Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. <p>Shape:</p> <ul style="list-style-type: none"> • Negative shapes show the space around and between objects. <p>Texture:</p> <ul style="list-style-type: none"> • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. <p>Tone:</p> <ul style="list-style-type: none"> • Shading creates different tones in artwork by changing the applied pressure. • Shading helps make drawn objects look realistic by giving them form (dimension). <p>Making skills:</p> <ul style="list-style-type: none"> • How to use simple shapes to scale up a drawing to make it bigger. • How to make a cave wall surface. • How to paint on a rough surface. • How to make a negative and positive image. 	<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 a range of materials and tools, selecting and using these appropriately with more independence. • 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.

<ul style="list-style-type: none"> • How to create a textured background using charcoal and chalk. • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <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. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • People use art to tell stories and communicate. • People use art to help explain or teach things. • One artwork can have several meanings. 	<ul style="list-style-type: none"> • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. <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 meaning and purpose of artwork, understanding how artists can use art to communicate.
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Year 3 and 4	
DRAWING	
Knowledge	Skills
<p>Making skills:</p> <ul style="list-style-type: none"> • Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. • Recognise more organic shapes within objects. • Attempt to draw 3D forms using line and shape. • Place tonal shading by experimenting and recognising how it can help to show that a shape has form. • Sketch out an idea or composition using short, fast, light strokes and 2D shapes. <p>Making skills – Formal elements:</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Form:

- Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).

Line:

- Combining more complex lines and marks can represent texture, tones and patterns.

Texture:

- Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Tone:

- That 'tone' in art means 'light and dark'.
- Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
- Shading creates different tones in artwork by changing the applied pressure.
- Shading helps make drawn objects look realistic by giving them form (dimension).

Knowledge of artists:

- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.

Evaluating and analysing:

- Artists make art in more than one way.
- There are no rules about what art must be.
- Art can be purely decorative or it can have a purpose.
- People make art for fun and to make the world a nicer place to be.
- People make art to explore big ideas, like death or nature.

Making skills:

- Confidently using a range of materials and tools, selecting and using these appropriately with more independence.
- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.

Evaluating and analysing:

- Confidently explaining 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.

Year 3 and 4
CRAFT AND DESIGN

Knowledge

Making skills (formal elements):

Shape:

- How to use basic shapes to form more complex shapes and patterns.

Pattern:

- Patterns can be irregular and change in ways you wouldn't expect.

Texture:

- Complex marks can represent the textures and qualities of different surfaces.

Making skills:

- To know that a mood board is a visual collection which aims to convey a general feeling or idea.
- To know that batik is a traditional fabric decoration technique that uses hot wax.
- How to select imagery and use it as inspiration for a design project.
- How to make a mood board.
- How to recognise a theme and develop colour palettes using selected imagery and drawings.
- How to draw small sections of one image to focus on colours and texture.
- How to develop observational drawings into shapes and patterns for design.
- How to transfer a design using a tracing method.
- How to make a repeating pattern tile using cut and torn paper shapes.
- How to use glue as an alternative batik technique to create patterns on fabric.
- How to use materials, like glue, in different ways depending on the desired effect.
- How to paint on fabric.

Skills

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 for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.

Making skills:

- 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.
- Use growing knowledge of different materials, combining media for effect.
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Knowledge of artists:

- Use subject vocabulary confidently to describe and compare creative works.
- Work as a professional designer does by collating ideas to generate a theme.

Evaluating and analysing:

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

<ul style="list-style-type: none"> • How to wash fabric to remove glue to finish a decorative fabric piece. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Designers can make beautiful things to try and improve people's everyday lives. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affect the lives of people who see or use something that has been created • Artists evaluate what they make, and talking about art is one way to do this. 	
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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. • 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. 	<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> <ul style="list-style-type: none"> • Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p>

- 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:

- Different marks can be used to suggest real-world textures and movement.

Tone:

- ‘Blending’ means transitioning between tones smoothly.

Space:

- 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"> • 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> <ul style="list-style-type: none"> • 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. <p>Tone:</p> <ul style="list-style-type: none"> • Tone can help show the foreground and background in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to develop a drawing into a painting. 	<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> <ul style="list-style-type: none"> • 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.

- 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.

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>Making skills – Formal elements:</p> <p>Shape:</p> <ul style="list-style-type: none"> • Elements such as perspective, depth and abstraction can change how shapes appear in a composition. <p>Tone:</p> <ul style="list-style-type: none"> • Variations in tone can enhance composition and create spatial illusion. 	<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> <ul style="list-style-type: none"> • 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. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able

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.

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.