Progression in Art and Design

Intent:

- We aim for children to have acquired the essential characteristics of artists:
- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Implementation:

- Curriculum drivers shape our curriculum breadth in art and design. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
 Our curriculum drivers are communication, spirituality, culture, democracy and possibilities.
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our <u>curriculum drivers</u>, <u>cultural capital</u>, <u>subject topics</u> and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
- 5 <u>Threshold concepts</u> tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In art and design, these threshold concepts are; *Generating ideas, Using sketchbooks, Making skills (including formal elements), Knowledge of Artists and Evaluating and analyzing.*
- 6 <u>Types of knowledge covered</u>: Practice (Methods, techniques, media), Theoretical (History of art, including meanings and interpretations, materials and processes) and Disciplinary knowledge (Different paradigms of Art e.g. Traditional convention and imitation, Modern originality and experimentation), Contemporary (Collaborative and deconstructs norms).
- 7. Knowledge categories: These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these knowledge categories include: Media and Materials; Colour theory; Effects; Techniques; Visual Language; Process; Artists and Artisans; Styles and Periods.

- 8 Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.
- 9 Milestones: For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
- 10 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains							
Basic	Advancing	Deep					
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.					
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.					
Relying on working memory.	Drawing on long-term memory, freeing working	Relies on long-term memory, freeing working					
	memory to consider application.	memory to be inventive.					
Procedures processed one at a time with	Procedures being automatic.	Automatic recall of procedures.					
conscious effort.							
Understands only in the context in which the	Sees underlying concepts between familiar	Uses conceptual understanding in unfamiliar					
materials are presented.	contexts.	situations.					
New information does not readily stick.	New information is linked to prior knowledge.	Readily assimilates new information into rapidly					
Schemes are limited.	Schemas are strong.	expanding schemas.					
Struggles to search for problem solutions.	Combines searching for problem solutions with	Draws on a vast store of problem solutions.					
Relies on means-end analysis.	means-end analysis.						
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.					

- 11. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.
- 12 Our curriculum design is based on evidence from cognitive science; with main principles underpinning it being:
 - Learning is most effective with spaced repetition (In year and diagonal retrieval practice some aspect of retrieval practice in every lesson)
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- 13. In addition to these principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- 14 Our content is subject specific. We make intra-curricular links to strengthen schema.
- 15. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Milestone 1 Milestone 2 Milestone 3						
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2				
	Develop ideas					
 Respond to ideas and starting 	 Develop ideas from starting points 	 Develop and imaginatively extend ideas from 				
points.	throughout the curriculum.	starting points throughout the curriculum.				
 Explore ideas and collect visual 	• Collect information, sketches and resources.	 Collect information, sketches and resources 				
information.	 Adapt and refine ideas as they progress. 	and present ideas imaginatively in a sketch				
 Explore different methods and 	 Explore ideas in a variety of ways. 	book.				
materials as	• Comment on artworks using visual language.	 Use the qualities of materials to enhance 				
ideas develop.		ideas.				
		 Spot the potential in unexpected results as 				
		work progresses.				
		 Comment on artworks with a fluent grasp of 				
		visual language.				
	Master Technique	S				
<u>Painting</u>	Painting	Painting				
 Use thick and thin brushes. 	 Use a number of brush techniques using 	 Sketch (lightly) before painting to combine 				
 Mix primary colours to make 	thick	line and colour.				
secondary.	and thin brushes to produce shapes, textures,	Create a colour palette based upon colours				
 Add white to colours to make tints 	patterns and lines.	observed in the natural or built world.				
and black	Mix colours effectively.	 Use the qualities of watercolour and acrylic 				
to colours to make tones.	 Use watercolour paint to produce washes 	paints to create visually interesting pieces.				
 Create colour wheels. 	for	 Combine colours, tones and tints to enhance 				
	backgrounds then add detail.	the mood of a piece.				
	• Experiment with creating mood with colour.	 Use brush techniques and the qualities of 				
		paint to create texture.				
		 Develop a personal style of painting, drawing 				
		upon ideas from other artists.				
Collage	Collage	Collage				
Use a combination of materials that	 Select and arrange materials for a striking 	 Mix textures (rough and smooth, plain and 				
are cut,	effect.	patterned).				
torn and glued.	• Ensure work is precise.	Combine visual and tactile qualities.				
 Sort and arrange materials. 	• Use coiling, overlapping, tessellation, mosaic	 Use ceramic mosaic materials and techniques. 				
Mix materials to create texture.	and montage.					
<u>Sculpture</u>	<u>Sculpture</u>	<u>Sculpture</u>				
 Use a combination of shapes. 	 Create and combine shapes to create 	 Show life-like qualities and real-life 				
 Include lines and texture. 	recognisable forms (e.g. shapes made from	proportions or, if more abstract, provoke				
• Use rolled up paper, straws, paper,	nets or solid materials).	different interpretations.				

card and	 Include texture that conveys feelings, 	Use tools to carve and add shapes, texture
clay as materials.	expression or movement.	and pattern.
 Use techniques such as rolling, 	 Use clay and other mouldable materials. 	Combine visual and tactile qualities.
cutting,	 Add materials to provide interesting detail. 	 Use frameworks (such as wire or moulds) to
moulding and carving.		provide stability and form.
Drawing	Drawing	Drawing
 Draw lines of different sizes and 	 Use different hardnesses of pencils to 	• Use a variety of techniques to add interesting effects (e.g.
thickness.	show line, tone and texture.	reflections, shadows, direction of sunlight).
 Colour (own work) neatly following 	 Annotate sketches to explain and 	• Use a choice of techniques to depict movement, perspective,
the lines.	elaborate ideas.	shadows and reflection.
 Show pattern and texture by adding 	 Sketch lightly (no need to use a rubber 	• Choose a style of drawing suitable for the work (e.g. realistic or
dots and lines.	to correct mistakes).	impressionistic).
 Show different tones by using 	 Use shading to show light and shadow. 	Use lines to represent movement.
coloured pencils.	 Use hatching and cross hatching to show 	
	tone and texture.	

Breadth of Study

National Curriculum

Key stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught:

• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]

• about great artists, architects and designers in history.

Progression of Knowledge in Art and Design

Types of knowledge covered: Practice (Methods, techniques, media), Theoretical (History of art, including meanings and interpretations, materials and processes) and Disciplinary knowledge (Different paradigms of Art e.g. Traditional – convention and imitation, Modern – originality and experimentation), Contemporary – (Collaborative and deconstructs norms).

Knowledge categories (Golden threads running through the curriculum): Media and materials, Process, Effects, Visual Language, Styles and Periods, Colour Theory. Artists and Artisans. Techniaues

National Curriculum	Aspect of		1	stone 1	Milestone 2	Milestone 3	
Requirements	Art or	EY	Y1	Y2	Y3	Y5	KS3
Requirements		L1	11	12			1.35
	Knowledge				Y4	Y6	
	Category						
KS1 Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Category Drawing – Advent/Autumn term	 Develops small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor</u> <u>Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor</u> <u>Skills:</u> Begin to show accuracy and care when drawing. Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating</u> with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, 	Drawing – Make your mark Artists: Renata Bernal, Illya Bolotowsky, Zaria Forman, Wassily Kandinsky, Bridget Riley I know how to create different types of lines (Basic) I can draw with different media (Basic) I can apply an understanding of drawing materials and mark-making to draw from observation (Adv) Tier 2 Vocab – continuous, diagonal, firmly, texture, line, narrative, liabtly	Drawing – Tell a story Artists: Quentin Blake I have developed a range of mark making techniques to create texture charcoal (Adv) I can create and explore experimental mark-making to replicate textures from touch (Adv) I can add texture by applying my mark making skills to my drawing from observation. (Adv) I can apply skills with line and mark making to add expression and detail. (Deep)	Drawing – Growing Artists Cycle A Unit 1 Artists: Max Ernst, Carl Linnaeus, Georgia O'Keefe, Maud Purdy I understand how to use simple shapes to draw objects and developing observation skills to draw natural and manmade objects (Basic) I know how to use shading to demonstrate a sense of light and dark in their work and can shade with a reasonable degree of accuracy and skill. (Adv) I can make texture rubbings to create nature-inspired artwork in the style of Max Ernst and botanical artist Maud Purdy. (Basic) I know how to blend tones smoothly and follow the four shading rules and can understand how to apply tone, with some guidance about where to use it.(Adv) I can explore scale and composition to create abstract drawings inspired by Georgia O'Keeffe; including draw a framed selection of an image onto a large scale with some guidance. (Adv) Tire 2 Vocab – organic, shape, line, blend, smooth, texture, pressure, expressive	Drawing – I need space Cycle A Unit 1 Artists: Teis Albers, Karen Rose I can explore the purpose and effect of imagery. (Basic) I can explore art created using different processes and consider artist decisions; using sketchbooks to explore drawing through line, tone, shape and texture; experimenting with materials and tools. (Adv) I can draw inspiration from Teis Albers's piece 'Moonwalk'; considering how drawing can be developed through printmaking and create a collagraph printing plate. (Basic) I can apply an understanding of drawing processes to revisit and improve ideas (Adv/Deep) Tier 2 Vocab – Futuristic, Imagery, Culture Propaganda, Purpose, Stimulus, Decision, Process, Technique, Evaluate, Revisit, Develop, Composition, Tier 3 Vocab – Retro-futurism, Cold War, Space race, Collagraphy, Collagraph, Repetition, Printing plate, Printmaking,	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas To use a range of techniques and media, including painting To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up
0		-		(Deep) Tier 2 Vocab – lines, thick, thin, texture,			movements from

[1	T D I			T	
			Tier 3 Vocab –	illustrator,	Tone, Grip, Smooth, Blend, Even,		
to create sketch books to			2d shape, 3d	expression,	Frottage, Rubbing, Surface, Tool, Tear,	Drawing – Making my voice heard	
record their observations			shape,	emotion, re-tell	Cut, Botanist, Botanical, Scientific,	– Cycle B Unit 3	
and use them to review and			abstract,	Tion 2 March	Magnified, Form, Scale, Composition,	Artists: Dan Fenelon, Diego Rivera,	
revisit ideas			charcoal, horizontal,	Tier 3 Vocab – charcoal, mark	Abstract, Frame, Gestural, Viewfinder	Leonardo Da Vinci	
to improve their mastery of			optical art,	making,	Knowledge categories covered: Media	I can explore expressive drawing	
art and design techniques,			printing,	stippling,	and materials, Process, Effects, Visual	techniques. (Basic)	
including drawing, painting			shadow, chalk,	hatching, cross	Language,, Artists and Artisans,		
and sculpture with a range			circle, cross-	hatching,	Techniques	I can consider how symbolism in art	
of materials [for example,			hatch, dots,	scribbling,		can convey meaning (Basic)	
pencil, charcoal, paint, clay]			form, mark	blending, sketch,			
about great artists,			making, pastel,	emoji,	Drawing: Power Prints Cycle B Unit 3	I can apply understanding of the	
architects and designers in			shade, straight,	storyboard,	Artists: Fernando Botero, Alberto	drawing technique chiaroscuro	
history.			vertical, wavy	frame,	Giacometti, Henri Matisse, Ed Ruscha,	(Adv)	
				concertina	Henry Moore, Georges Seurat		
			Knowledge			I can evaluate the context and	
			categories		I know how to draw using tone to create	intention of street art (Adv)	
			covered: Media	Knowledge	a 3D effect.		
			and materials,	categories		I can apply an understanding of	
			Techniques	covered: Media	I understand how to explore proportion	impact and effect to create a	
				and materials,	and tone when drawing.	powerful image (Adv/Deep)	
				Process, Effects,			
				Visual Language,	I can plan a composition for a mixed		
				Techniques	media drawing.	Tier 2 Vocab – Imagery, Expressive,	
						Character traits, Symbol, Symbolic,	
					I know how to use shading techniques to	Interpretation, Technique,	
					create pattern and contrast.	Commissioned, Composition,	
						Impact, Audience	
					Tior 2 Vocab Contract Chading	Tier 3 Vocab – Maya, Mayan, Mark	
					Tier 2 Vocab – Contrast, Shading,	making, Aesthetic, Representative,	
					Shadow, Tone, Proportion, Symmetry,	Tone, Chiaroscuro, Graffiti, Guerilla,	
					Pattern, Composition, Precision, Combine, Parallel, Collaborate,	Mural, Street art, Tone, Tonal,	
					Collaboratively, Abstract, Figurative,		
					Tier 3 Vocab – Observational drawing,	Knowledge categories covered:	
					Shading, Gradient, Three dimensional	Media and materials, Effects,	
					(3D), Mixed media, Wax-resist,	Visual Language, Styles and	
					Highlight, Collage, Hatching, Cross-	Periods, Artists and Artisans,	
					hatching, Viewfinder, Printmaking,	Techniques	
					Monoprint, Block print		
					Knowledge categories covered: Media		
					and materials, Process, Effects, Visual		
					Language, Artists and Artisans,		
					Techniques		
	Painting and	Physical development	Colour Splash	Life in Colour	Prehistoric Painting – Cycle A	Portraits – Cycle A	
	mixed media	 <u>ELG</u>: Begin to 	Artists: Clarice	Artists: Romare	to a demonstrate de la constration de la const	Artists: Chila Kumari Singh Burman,	
	Lont (Spring torre)	show accuracy	Cliff, Jasper	Bearden	I understand how to scale up drawings	Njideka Akunyili Crosby, Vincent	
	Lent (Spring term)		Johns		in charcoal to create tones and textures (Basic) and add in features e.g. fur,	Van Gogh, Frida Kahlo, Maggie Scott	
L			1	1	(Basic) and add in realures e.g. iur,	JUUL	

Image: construction primary construction what happens techniques and color (Api) Incombine materials Expressive att and degine indout blue blue construction construction construction Image: construction indout blue blue construction construction construction Image: construction indout construction construction construction construction <	 			r	
Expressive ant and design is paper of the induce basis of artistic of art	and care when	I know that the	I can describe	spots, earth colours using different	
Image: Spressive arts and design refere a variety of artistic effects to experise ideas and failing. and blue (baix) refere a variety of artistic effects to experise ideas and failing. and blue (baix) refere a variety of artistic effects to experise ideas and failing. in our design in the output of artistic effects to experise ideas and failing. I can design in the output of artistic effects to experise ideas and failing. I can design in the output of artistic effects to experise ideas and failing. I can design in the output of artistic effects to experise ideas and failing. I can design in the output of artistic effects to experise ideas and testing. I can design in the output of artistic effects to experise ideas and testing. I can design in the output of artistic effects to experise ideas and testing. I can design in the output of artistic effects to experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of artistic experise ideas and testing. I can design in the output of ar	arawing.	• •		techniques and tools (Adv)	
 Explore, use and effects to express clease and effecting. Edic Terrating and effecting. Inow that a field and effecting. Inow that a field and effecting. Playing and effecting.<!--</th--><th>Expressive arts and design</th><th></th><th></th><th>I can describe how natural produces</th><th></th>	Expressive arts and design			I can describe how natural produces	
I know ktik I know ktik make choices can be make choices and feelings. I know ktik make choices can be make choices can be make choices and feelings. I know ktik make choices choices I colours. (Rake). I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature of self portrait. Sin driver into a colour mixing (AdV) I can identify the feature colour mixing (AdV) I can identify the feature colo		מות הותב (המצור)	-		
Image: Secondary colours primary colours abadt makes abadt makes abadt makes Image: Secondary colours index makes abadt makes abadt makes abadt makes Image: Secondary colours index makes colours index makes abadt makes Image: Secondary colours index makes colours index makes abadt makes Image: Secondary colours index makes colours index makes colours Image: Secondary colours index makes colours index makes colours Image: Secondary colours colours index makes colours colours Image: Secondary colours colours index makes colours colours Image: Secondary colours colours colours colours colours Image: Secondary colours <th>• •</th> <th>I know that</th> <th></th> <th></th> <th></th>	• •	I know that			
Image: State in the servers class and feelings: to make secondary to make secondary to make secondary to make secondary to make secondary materials, stote and techniques, to make displore to make secondary materials, stote and techniques, to make displore to make displore to make displore availed of materials, stote and techniques, to make displore to make disp					
Image: construction to make secondary dafer. (Esc): colour mixing (Adv) potraitics, selection protein about an artist, braveling important and the mapping this and an compare the work of a mage of artists in different important and the mapping this and the anapping t					I can identify the features of self
 and relevings. e. Colors, Social County, Colors, Social County, Social			-		-
• Biologeneration Colours, (Basc) with materials, Stole warriety of materials, tools and an comparity avaniety of materials, tools and an comparity avaniety of materials, tools and an comparity. The spectra of materials, tools and explore avaniety of the spectra of spectra trans. Lan extend apply a mage of painting the spectra trans. The spectra avaniety of materials, tools and explore avaniety of the spectra of spectra trans. Lan espectra trans. The spectra trans. The spectra trans. The spectra and trans. The spectra trans. The spectra t			duriter: (Busic)		
 Lan mix different with materials, tools and techniques in which of a range of paint using a materials, tools (Adv) Lan with colours to man de choniques in which of the materials and techniques anditechniques and techniques and techniques and techniques and	0		Lunderstand	I can select and apply a range of painting	
Materials, table, and explored and expl		,			
Image: Apply the avariety of materials, locks and techniques, experiment, is, locks and techniques, experiment, partieurs a variety of materials, locks and techniques, experiment, partieurs a variety of manerials, locks and techniques, experiment, partieurs a variety of manerials, locks and techniques, experiment, partieurs a variety of manerials, locks and techniques, form and function. Ifferent variety of partieurs, partieurs, form and techniques, and techniques, and techniques, and techniques and then apply this hapes, colours, or lines are repeated. (Adv) If an into colours, and arrange colours, and arrange colours, and arrange colours, and techniques, and techni		l can mix			-
uber and explore a variety of matrials, tools and techniques whapes of a variety of matrials, tools and techniques variety of matrials, tools and techniques (Adv/Deep) it range of painting and techniques to match stoppet with cloud function. it range of painting toolour. (Adv) Ter 2 Vocab - charcoal, composition, mage proportion, scaled up, smudging, tore Ican experiment with materials indechniques an interview. Characteristics of effective learning Playing and exploring. Ter 2 Vocab - times are repeated. (Adv) Ter 2 Vocab - to match shapes, colours interview. Ter 2 Vocab - to match shapes, colours interview. Ter 2 Vocab - to match shapes, colours interview. Ter 2 Vocab - the stopping. Ter 2 Vocab - topping. Te				Tier 2 Vocah – prehistoric, skatch	-
a Varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of materialis, lauge tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of function. tools (Adv) tools (Adv) tools (Adv) tools (Adv) a varlety of function. tools (Adv) tools (Adv) tools (Adv) tools (Adv) cols (Adv) tools (Adv) tools (Adv) tools (Adv) tools (Adv) cols (Adv) tools (Adv) tools (Adv) tools (Adv) tools (Adv) cols (Adv) tools (Adv) tools (Adv) tools (Adv) tools (Adv) cols (Adv) tools (Adv) tools (Adv) tools (Adv) tools (Adv) tools (Adv) tools (Adv) tools (A	-	shapes of a		-	-
Image: in matchinals, colus and techniques, composition, design, texture, form and function. I can experiment with materials and techniques and then apply this matchinals is effective learning I can experiment with materials and techniques and then apply this knowledge to create a mixed-media self-portrait (Adv/Deep) Characteristics of effective learning I can compose design, inwich function. I can compose (Adv) I can compose (Adv) I can experiment with materials and techniques and then apply this knowledge to create a mixed-media self-portrait (Adv/Deep) • Playing and exploring. I rer 2 Vocab - blend, mix, sheep, potter, texture, thick I rer 2 Vocab - tra 2 Vocab - blend, mix, sheep, potter, texture, thick I rer 2 Vocab - blend, mix, sheep, potter, texture, thick I rer 2 Vocab - tra 2 Vocab - blend, mix, sheep, potter, texture, thick I rer 2 Vocab - tra 2 Vocab - blend, mix, sheep, potter, texture, thick I rer 2 Vocab - tra 2 Vocab - blend, mix, sheep, potter, thick I rer 2 Vocab - tra 2 Vocab - blend, mix, sheep, potter, thick I rer 2 Vocab - tra 2 Vocab - blend, mix, scondary colus, shade I rer 2 Vocab - tra 2 Vocab - blend, mix, scondary colus, shade I rer 2 Vocab - tra 2 Vocab - tra 2 Vocab - tra 2 Vocab - detal, mixing, scondary colur, texture, transfer I understand how to use tits and techniques I rer 2 Vocab - transfer I rer 2 Vocab - transfer I rer 2 Vocab - transfer I rer 2 Vocab - t	-				
 I can mix colour, design in which function. Characteristics of effective learning Playing and exploring. Tier 2 Vocab - thue. Tier 2 Vocab - detall, mking. Tier 2 Vocab - detall, mking. Tier 2 Vocab - different was of applying baint (Basci and mix this and shades of a colour (Adv) Understand how to use tints and shades to give a 3 deffect when paining astilling and an apply my knowledge of different was of applying baint (Basci and mix this and shades of a colour (Adv) Understand the urpose of composition and materioli, giffects, Colour Theory. Tier 2 Vocab - abstract, cont			· · ·	Tier 3 Vocab – charcoal composition	I can experiment with materials
 I know that a to match image, proportion, scaled up, smdging, tork tork i			I can mix colours		•
design, texture, form and function. pattern is a design in which form and function. something is set design in which shapes, colours repeated. (Adv) something is set (Adv) somet		I know that a	to match		
design in which function. design in which function. (Adv) (Adv) Characteristics of effective learning Playing and exploring. Filer 2 Vocab- blend, mix, shapes, solution (Adv) (Adv) (Adv) Tier 2 Vocab- blend, mix, shapes, solution (Adv)		pattern is a	something I see		self-portrait (Adv/Deep)
function. shapes, colours or lines are repeated. (Adv) I can compose and arrange collage materials making collage materials making collage shapes) Tier 2 Vocab- and extrue (including soverlapping shapes) Tier 2 Vocab- materials making collage shapes) Tier 2 Vocab- materials (Adv/Deep) Tier 3 Vocab- different ways of applying paint (Basic) (Adv/Deep) Tier 2 Vocab- different ways of applying paint (Basic) (Adv/Deep) Tier 2 Vocab- different ways of applying paint (Basic) (Adv/Deep) Tier 3 Vocab- colour theory and painting and can apply my knowledge colour theory and painting and can apply my knowledge colour theory and painting date an apply my knowledge colour theory and painting techniques (Adv/Deep) Tier 2 Vocab - different ways of applying paint (Easic) materiabplating techniques (Adv/Deep) <td< td=""><td>•</td><td>design in which</td><td>(Adv)</td><td></td><td></td></td<>	•	design in which	(Adv)		
Characteristics of effective learning or lines are repeated. (Adv) Ican compose and arrange collage materials making shage space, texture, thick hele, mix, shage space, texture, thick hele collage, materials Tier 2 Vocab - atmosphere, evaluate; justify, represent, research, making shages Tier 2 Vocab - atmosphere, evaluate; justify, represent, research, and materials, Effects, Colour Theory, Techniques Tier 3 Vocab - atmosphere, evaluate; justify, represent, research, and materials, Effects, Colour Theory, research, research, and materials, Effects, Colour Theory, research, shages on colour and materials, Effects, Colour Theory, research, and materials, Effects, Colour Theory, research, research, and materials, Effects, Colour Theory, research, and materials, Effects, Colour Theory, research, research, research, research, research, research, research, research, research, research, research, research, research, research, research, research, research, research, research,		shapes, colours		Knowledge categories covered: Media	
Characteristics of effective learning Playing and exploring. Tier 2 Vocab - blend, mix, shape, space, texture, thick Tier 2 Vocab - texture, thick Tier 2 Vocab - overlapping shapes) (Adv/Deep) Tier 3 Vocab - and texture (Adv/Deep) Tier 3 Vocab - overlapping shapes) (Adv/Deep) Tier 3 Vocab - and texture (Adv/Deep) Tier 3 Vocab - and texture (Adv/ Tier 3 Vocab - colar, strade colar, strade co		or lines are			Tier 2 Vocab – atmosphere,
 Playing and exploring. Playing and exploring. Tier 2 Vocab - biene, root exploring. Tier 3 Vocab - biene, root exploring. Tier 2 Vocab - biene, root exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exploring exploring exploring exploring exploring exploring exploring. Tier 3 Vocab - collage, root exploring exp	Characteristics of effective	repeated. (Adv)	and arrange		evaluate, justify, represent,
 Playing and exploring. Playing and exploring. Tier 2 Vocab- blend, mix, shape, space, texture, thick Tier 3 Vocab- hue, kaleidoscope, partern, print, print, print, colour, stade, colour, shade, colour, ratistis, secondary colour, shade, colour, ratistis, shapes Tier 2 Vocab- detail, mixing, overlap, surface Tier 3 Vocab- fertility, colour, shade, colour, and texture Tier 2 Vocab- detail, mixing, overlap, surface Tier 3 Vocab- colour, shade, colour, ratist and shades to give a 3d effect when painting colour, secondary Understand the purpose of composition painting and can apply my knowledge of colour theory and painting techniques (Adv/Deep) Understand the purpose of composition painting and can apply my knowledge of colour theory and painting techniques (Adv/Deep) Tier 2 Vocab - astract, contrasting, and materiab, Steptic, Colour Theory, Artists and Artists ond Tier 2 Vocab - astract, contrasting, and materiab, Step Colour Theory, Artists Tier 2 Vocab - astract, contrasting, and materiab, Step Colour Theory, Artists Tier 2 Vocab - astract, contrasting, and materiab, Step Colour Theory, Artists Tier 2 Vocab - astract, ourtasting, and materiab, Step Colour Theory, Artists 			-	•	
exploring.IPP 2 Vocab - blend, mix, shape, space, texture, thickJobace of the sping shapes)Imple 2 Vocab - (Including shapes)Imple 2 V	•		making choices		
Defind, mix, shape, space, texture, thickDo of Charler shapes)Light and DarkDo deckground, caron paper, collage, composition, continuous line drawing, mixed media, monoprint, multi media, paint (Basic) and can mix tints and shades of a colour (Adv)Do deckground, caron paper, collage, composition, continuous line drawing, mixed media, monoprint, multi media, paint (Basic) and can mix tints and shades of a colour (Adv)Do deckground, caron paper, collage, composition, continuous line drawing, mixed media, monoprint, multi media, paint (Basic) and can mix tints and shades of a colour (Adv)Do deckground, caron paper, collage, composition, continuous line drawing, mixed media, monoprint, multi media, paint (Basic) and can mix tints and shades of a colour (Adv)Do deckground, caron paper, collage, composition, continuous line drawing, mixed media, monoprint, multi media, paint (Basic) and can mix tints and shades to give a 3d effect when painting (Basic/Adv)Do deckground, caron paper, collage, composition, transferKnowledge colour, scondary colour, secondary colour, secondary colour, textureTier 3 Vocab - colour, textureI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour theory and painting techniques (Adv/Deep)Artists study - Cycle B Artists: Dudi Hockney 'My Parents', Lubain Artisans, TrechniquesKnowledge covered: Colour Theory, Artists and Artisan, TechniquesTier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a a raticulate and justify my ideas,		Tier 2 Vocab –			Tier 3 Vocab – art medium,
shape, space, texture, thickincluding overlapping shapes)Artists: Audrey Flack, Clara Peeterscomposition, continuous line drawing, mixed media, paint wash, portrait, multi media, paint wash, portrait, transferI understand how to use tints and secondary colour, stade, colour, stade, colour, textureI understand the wurpose of composition and proportion when planning a still-life painting a data paping withoweledge of colour theory, and paintig techniquesInterst sudy - Cycle B Artists: Jourid Hockney 'My Parents', John Singer Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid, 'Five'I understand how to analyse a and materials, etchniques <t< th=""><th>exploring.</th><th>blend, mix,</th><th></th><th>Light and Dark</th><th>background, carbon paper, collage,</th></t<>	exploring.	blend, mix,		Light and Dark	background, carbon paper, collage,
I can demonstrate my knowledge of hue, kaleidoscope, pattern, primary colour, skade,I can demonstrate my knowledge of different ways of applying paint (Basic) and can mix tints and shades of a colour (Adv)drawing, mixed media, monoprint, multi media, paint wash, portrait, printmaking, self-portrait, texture, transferTier 2 Vocab - brimary colour, primary colour, skade,Tier 2 Vocab - detail, mixing, overlap, surface secondary colour, skade,I understand how to use tints and shades to give a 3d effect when painting adsit/Adv)Rnowledge categories covered: Media and materials, Effects, Visual Language, Colour Theory, Artists and Artissans, TechniquesI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour, textureArtis study - Cycle 8 Artists and Artists and Artist		shape, space,		-	composition, continuous line
Tier 3 Vocab- hue, kaleidoscope, pattern, primary colour, primary colour, secondary colour, shade,(Adv/Deep)I can demonstrate my knowledge of and paphying paint (Basic) and can mix tints and shades of a colour (Adv)Manual partane, partane, transferKnowledge collage, primary colour, shade,Tier 2 Vocab - detail, mixing, overlap, surfaceI understand how to use tints and shades to give a 3d effect when painting shades to give a 3d effect when painting (Basic/Adv)Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Colour Theory, ArtistsKnowledge colour, shade,Tier 3 Vocab - collage, primary colour, texture colour, texture colour theory and painting and can apply my knowledge of detailed, figurative, formal, texture, techniquesI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge oclour theory and painting techniquesArtists tudy - Cycle B Artists and Artists ond Artists ond Artists ond Artists ond Artists ond Artists ond Artists ondTier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, wividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,		texture, thick			drawing, mixed media, monoprint,
Tier 3 Vocab - hue, kaleidascope, pattern, primary colour, print, secondary colour, shade,Tier 2 Vocab - detail, mixing, print, secondary colour, shade,different ways of applying paint (Basic) and can mix tints and shades of a colour (Adv)printmaking, self-portrait, texture, transferKnowledge categories covered: Artists and Artisans, TechniquesTier 2 Vocab - detail, mixing, transferI understand how to use tints and shades to give a 3d effect when painting and proportion when planning a still-life painting and can apply my knowledge of colour, textureNowledge categories covered: Media and materials, Effects, Colour Tier 2 Vocab - colour, textureI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour, textureArtists tody - Cycle B Artists and Artists and and materials, Effects, Colour Theory, ArtistsArtist, Study - Cycle B Artists and Artists and and materials, Effects, Colour Theory, ArtistsI understand how to analyse a famous painting (basic) and can and materials, effects, Colour Theory, ArtistsI understand how to analyse a famous painting (basic) and can articulate and justify my ideas, articulate and justify my ideas,				I can demonstrate my knowledge of	multi media, paint wash, portrait,
hue, kaleidoscope, pattern, primary colour, primary colour, primary colour, primary colour, primary colour, primary colour, primary colour, primary colour, primary colour, secondary colour, shade,Tier 2 Vocab - detail, mixing, overlap, surfaceand can mix tints and shades of a colour (Adv)transferI understand how to use tints and shades to give a 3d effect when painting colour, shade,I understand how to use tints and shades to give a 3d effect when painting (Basic/Adv)I understand how to use tints and shades to give a 3d effect when painting the proportion when planning a still-life painting and can apply wny knowledge colour, texture colour, textureI understand the purpose of composition and proportion when planning a still-life painting and can apply wny knowledge colour theory and painting techniquesArtists tody - Cycle 8 Artists and Artists and Artis		Tier 3 Vocab –	(Adv/Deep)		printmaking, self-portrait, texture,
pattern, primary colour, print, secondary colour, shade,Tier 2 Vocab - detail, mixing, overlap, surfaceTier 2 Vocab - detail, mixing, overlap, surfaceKnowledge categories covered: Media and materials, Process, Effects, Visual Language, Colour Theory, Artists and Artists and Artists and Artists and Artists and Artists, Bffects, Colour Theory, ArtistsKnowledge categories covered: Colour Theory, Artists and Artists, Bffects, Colour Theory, ArtistsKnowledge categories covered: Colour Theory, Artists and Artists		hue,			transfer
pattern, primary colour, primary colour, print, secondary colour, shade,Tier 2 Vocab - detail, mixing, overlap, surfaceI understand how to use tints and shades to give a 3d effect when painting (Basic/Adv)Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Colour Theory, Artists and Artists and Artists and Artists and Artists and TechniquesI understand how to use tints and shades to give a 3d effect when painting (Basic/Adv)Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Colour Theory, Artists and Artists and Artists and Artists and TechniquesI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of covered:, Colour Theory, Artists and Artists and TechniquesKnowledge categories covered: Media and materials, Effects, Colour Tier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to use tints and shades to give a 3d effect when painting theory, ArtistsMadia and materials, Process, Effects, Colour Theory, ArtistsTier 2 Vocab – colur, textureI understand how to use tints and shades to give a diffect when painting deal to understand the purpose of composition and proportion when planning a still-life painting tachniquesKnowledge Colur, textureI understand how to use tints and shades to give a diffect when painting tachniquesKnowledge techniquesI understand how to understand techniquesI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,I understand how to analyse a famous		kaleidoscope,		(Adv)	
print, secondary colour, shade,overlap, surface secondary colaur, shade,indext to give a 3d effect when painting (Basic/Adv)Indext to give a 3d effect when painting (Basic/Adv)Knowledge categories covered:, Colour Theory, Artists and Artisans, TechniquesTier 3 Vocab - collage, primary colour, textureI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour theory and painting techniquesArtist Study - Cycle B Artists and Artists and Artists and Artists and ArtistsTier 2 Vocab - colour Theory, ArtistsFifects, Colour Theory, ArtistsTier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividTier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,		pattern,			Knowledge categories covered:
secondary colour, shade,Tier 3 Vocab - collage, primary colour, secondaryTier 3 Vocab - collage, primary colour, secondaryI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour theory and painting techniquesArtist Study - Cycle B Artists and Artists and Artists and Artists and Artists and Artists and Artists and Artists, Effects, Colour TechniquesTier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour theory and painting techniquesArtist Study - Cycle B Artists: David Hockney 'My Parents', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid, 'Five'Tier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,		primary colour,	detail, mixing,	I understand how to use tints and	Media and materials, Process,
colour, shade,Tier 3 Vocab - collage, primary colour, secondary colour, textureTier 3 Vocab - collage, primary colour, secondary colour, textureI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour theory and painting techniquesArtist Study - Cycle B Artists David Hockney 'My Parents', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid, 'Five'Knowledge covered:, Colour Theory, Artists and Artisans, TechniquesKnowledge categories covered: Media and materials, Effects, Colour Theory, ArtistsTier 2 Vocab - abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,		print,	overlap, surface	shades to give a 3d effect when painting	Effects, Visual Language, Colour
Knowledge categories covered:, Colour Theory, Artists and Artisans, TechniquesCollage, primary colour, textureI understand the purpose of composition and proportion when planning a still-life painting and can apply my knowledge of colour theory and painting techniquesArtist Study – Cycle B Artists Study – Cycle B Artists and Artists and Artists and Artists and Artists and Artists and Artists tand Artists and Artists and ArtistsColour theory and painting techniques (Adv/Deep)Artist Study – Cycle B Artists Study – Cycle B Artists Undy and Dreams', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid , 'Five'I understand how to analyse a famous painting (basic) and can articulate and justify my ideas,				(Basic/Adv)	Theory, Artists and Artisans,
Knowledge categories covered:, Colour Theory, Artists and Artisans, TechniquesKnowledge categories covered:, Colour Theory, ArtistsKnowledge categories covered:, Colour Theory, ArtistsArtist Study – Cycle B colour theory and painting techniques (Adv/Deep)Knowledge categories covered:, Colour Theory, ArtistsKnowledge categories covered: Media and materials, Effects, Colour Theory, ArtistsTier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand the purpose of composition when planning a still-lift Artists Study – Cycle B Artists Study – Cycle B Artists I David Hockney 'My Parents', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid , 'Five'I understand the purpose of composition when planning a still-lift painting and proportion when planning a still-lift painting a still-lift painting a still-lift painting a still-lift Parents', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid , 'Five'		colour, shade,			Techniques
Knowledge categories covered;, Colour Theory, Artists and Artisans, Techniquescolour, texturecolour, textureArtise poportion when planning of damine painting and can apply my knowledge of colour theory and painting techniquesArtist Study – Cycle B Artists: David Hockney 'My Parents', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid , 'Five'Tier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividTier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,				I understand the purpose of composition	
categories covered;, colour theory, Knowledge colour theory and painting techniques Artist Study – Cycle B colour theory, Knowledge colour theory, Knowledge Artists and categories Artists and categories Artists and Frank Bowling 'Sacha Jason Guyana Artistsans, covered: Media and materials, Fier 2 Vocab – abstract, contrasting, Dreams', Lubaina Himid , 'Five' Tier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, I understand how to analyse a famous painting (basic) and can rechniques rechnique, muted, vivid rechnique, muted, vivid articulate and justify my ideas,			-		
covered:, Colour Theory, Artists and Artisans, TechniquesKnowledge categories covered: Media and materials, Effects, Colour Theory, Artists(Adv/Deep)Parents', Jobid Hockney May Parents', Jobid Hockney May Parents', Lubaina Himid , 'Five'Tier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividTier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,			coiour, texture		Artist Study – Cycle B
covered:, Colour Theory, Artists and Artisans, TechniquesKnowledge categories and materials, Effects, Colour Theory, Artists(Adv/Deep)Parents', John Singer 'Gassed', Frank Bowling 'Sacha Jason Guyana Dreams', Lubaina Himid , 'Five'I understand how to analyse a famous painting (basic) and can articulate and justify my ideas,I understand how to analyse a famous painting (basic) and can articulate and justify my ideas,		-			
Colour Theory, Knowledge Frank Bowling 'Sacha Jason Guyana Artists and categories Dreams', Lubaina Himid , 'Five' Artisans, covered: Media Tier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, I understand how to analyse a Effects, Colour famous painting (basic) and can Theory, Artists articulate and justify my ideas,				(Adv/Deep)	
Artists and categories Dreams', Lubaina Himid , 'Five' Artisans, covered: Media Tier 2 Vocab – abstract, contrasting, I understand how to analyse a Techniques effects, Colour technique, muted, vivid famous painting (basic) and can Theory, Artists articulate and justify my ideas, articulate and justify my ideas,					
Techniquesand materials, Effects, Colour Theory, Artistsdetailed, figurative, formal, texture, technique, muted, vividI understand how to analyse a famous painting (basic) and can articulate and justify my ideas,					Dreams', Lubaina Himid , 'Five'
Effects, Colour Theory, ArtistsEffects, Colour technique, muted, vividFunderstand now to analyse a famous painting (basic) and can articulate and justify my ideas,		-		-	
Theory, Artists articulate and justify my ideas,		Techniques		detailed, figurative, formal, texture,	
and a discuss				technique, muted, vivid	
ana Artisans. Tier 2 Versh composition dehbing arrithments and environs using the					
The Stocast Composition, addoing anguments and opinions asing the				Tier 3 Vocab – composition, dabbing	arguments and opinions using the
Techniquespaint, grid, landscape, mark-making,formal elements. (Adv/Deep)			rechniques		formal elements. (Adv/Deep)
paint wash, pointillism, patterned,				paint wash, pointillism, patterned,	

				portrait, shade, shade, shadow, stippling paint, 3D, tint. Knowledge categories covered: Process, Effects, Colour Theory, Artists and Artisans, Techniques	I understand how to use drama techniques to explore the meaning of a painting, expressing how it makes me feel (Basic) and comparing it to current news and the Fundamental British Values	
					(Adv/Deep) I can describe the feelings that an abstract painting evokes (Basic), referring to formal elements to justify opinions (Adv) and know how to create an abstract piece that using personal experiences that reflects feelings (Adv/Deep).	
					I can describe how art can tell stories or portray messages using imagery (Basic), referring to formal elements to justify opinions (Adv).	
					Tier 2 Vocab – abstract, analyse, convey, evaluation, inference, interpret, justify, meaning, narrative, respond, technique, thought-provoking, translate	
					Tier 3 Vocab – artist, compose, compositions, medium, mixed media, tableau,	
					Knowledge categories covered: Effects, Visual Language, Styles and Periods, Artists and Artisans, Techniques	
Sculpture and 3D (Pentecost / Summer term)	Physical development Develop their small motor skills so that they can use a range of tools competently, 	Sculpture and 3D: Paper Play (Artist: Louise Bourgeois, Marco Balich, Samantha Stephenson)	Sculpture and 3D: Clay Houses (Artist: Rachel Whiteread, Ranti Bam)	Sculpture and 3D: Abstract Shape and Space – Cycle A (Sculptor Sir Anthony Caro, Ruth Asawa) I know how to join 2d shapes to make 3d structures and can join materials in different ways when working in 3D (Basic)	Sculpture and 3D: Interactive Installation – Cycle A (Artist - Cai Guo-Qiang) Artists: Cai Gui-Qiang I can identify and compare features of art installations and know that	
	safely and confidently.		I know how to use my hands as	. , ,	installation art is a medium for communicating a message (Basic)	

	 Development 	op overall	I know how to	a tool to share	I understand how manipulating shape	and can give thought to how the	l
		strength,	shape paper to	clay and know	can create abstract forms and can	viewer will experience my	l
	baland	•	make a 3d	how to use the	develop drawings as part of the	installation (Adv/Deep)	1
		ination	drawing (Basic)	'score and slip'	sculpture planning process (Adv)		l
	and ag			clay joining		I know how to use everyday objects	l
	anu ag	ginty.	I can apply	technique.	I can apply what I have learned about	to create an installation (Basic) and	1
	Expressive arts a	nd docion	paper shaping	(Basic)	sculpture when working in 3D to follow	can problem-solve when	1
	•		skills to make	(20010)	my sketchbook plan to create a free	constructing 3D art works and can	1
	• <u>ELG: C</u>	Creating	an imaginative	I know how to	standing sculpture (Adv) and adapt my	articulate the reasons for my	l
	<u>with</u>		sculpture	use impressing	ideas as necessary to make it achievable	choices (Adv/Deep)	l
	mater	<u>ials:</u> Safely		and joining	-	choices (Auvy Deep)	l
	use ar	nd explore	(Basic)	, ,	(Deep)	Lknow how to docign on	l
	a varie	ety of	t and the second	techniques to		I know how to design an	1
	mater	ials, tools	I can work	work positively	Tier 2 Vocab – Abstract	installation with a strong concept;	1
	and te	echniques,	collaboratively	and negatively		considering how the space chosen,	1
		imenting	to plan and	into a clay	Tier 3 Vocab – Sculpture, Structure,	materials used and arrangement of	1
	with c	olour,	create a	surface. (Adv)	Three-dimensional, Found objects,	elements affect the viewer	1
		n, texture,	sculpture (Adv)		Sculptor, Negative space, Positive space	(Adv/Deep)	1
	form a			I can apply the			1
	functio			taught	Knowledge categories covered: Media	Tier 2 Vocab – Display, , Features,	1
	- anoth	••••	Tier 2 Vocab –	techniques to	and materials, Process, Effects, Visual	Evaluate, Analyse, Location,	1
	Characteristics o	f effective	imagine,	make a 3D clay	Language, Artists and Artisans,	Atmosphere, Influence, Experience,	l
	learning	- cheetive	-	tile from a drawn	Techniques	Culture, Concept, Elements,	l
	•		Tier 3 Vocab –,	tile (Adv)	rechniques	Interact,	l
	 Playin 	•	three				l
	explor	ring.	dimensional			Tier 3 Vocab –Installation art,	1
			3D, artist,		Sculpture and 3D: Mega Materials	Mixed media, Scale, Scaled down,	l
			sculpture,	Tier 2 Vocab –	(Artist – Kenyan Artist: Magdalene	Special effects, Three dimensional,	l
			cylinder, curve,	roll, smooth,	Odundo, Sculptors: Barbara Hepworth,	Art medium, Performance art,	l
			loops, tube,	flatten, shape,	Sokari Douglas Camp, El Anatsui, Jaume	Stencil, Revolution, Interactive	l
			concertina,	cut, join, surface,	Plensa)		l
			-			Props,	l
			overlap, spiral,	detail	I know how to use basic shapes to form		l
			zig-zag,	T ' 2 1 ()	more complex ones (Basic) and can	Knowledge categories covered:	l
			carving, mosaic	Tier 3 Vocab –	increase the scale I am working at by	Media and materials, Process,	l
				pinch pot, thumb	enlarging a drawing (Adv).	Effects, Visual Language, Artists	l
				pot, ceramic,	5 5 5 7 7	and Artisans, Techniques	l
			Knowledge	glaze, score, slip,	I know how to select appropriate tools		l
			categories	sculpture,	to add detail and texture into a	Sculpture and 3D: Making	l
			covered:	sculptor, plaster,	sculpture and how to smooth the	Memories – Cycle B (Sculptor –	l
			Process, Visual	casting, negative	finished piece (Adv)	Louise Nevelson, Joseph Cornell.	1
			Language, ,	space, three		Judith Scott, Yinka Shinobare,	
			Colour Theory,	dimensional, in	I know how to use bending, joining and	Nicola Anthony)	1
			Artists and	relief, impressing	twisting techniques to explore how	I can use the work of other artists	
			Artisans,		shapes can be formed and joined in wire	to consider how art can be used to	
			Techniques	Knowledge	(Basic/Adv)	express memories and self	l
			•••••	categories	(Dasic/Auv)	(Adv/Deep)	l
				covered: Process,	I know how to combine materials for		l
				Effects, Visual		I know how to use creative	l
				Language,	effect, choosing colours and textures	I know how to use creative	
				Artists and	that work well together (Deep)	experience to develop ideas and	
				Artisans,		plan sculpture and can apply and	l
				Techniques	Tier 2 Vocab –Tone, Form Hollow,	understanding of materials and	
				. coninques	Figurative, Abstract, Texture, Surface,	techniques to work in 3D. (Adv)	l
					Join, Secure		
						I know how to problem solve,	
						evaluate and refine artwork to	I

Tier 3 Vocab – Visualisation, Ceramics, Two-dimensional (2D), Three-achieve a chosen outcome. (Adv/Deep).
dimensional (3D), Organic shape, Sculpture, Carving, Model, Quarry, Pliers, Template, Mesh, Found objects, Typography, Welding, Weaving Identity, Attribute, Symbolic, Literal, Manipulate, Embedded, Tradition,
Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Colour Theory, Artists and Artisans, TechniquesPitfall, Representation, Originality, CollectionTier 3 Vocab –Assemblage, sculpture, , Relief, Composition, Juxtaposition,Fitfall, Representation, Originality, Collection
Knowledge categories covered: Process, Effects, Styles and Periods, Colour Theory, Artists and Artisans, Techniques

Please see the knowledge map to see the sequencing of learning in Art and Design