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:

1. 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 curriculum drivers, cultural capital, subject topics 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. **Threshold concepts** 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. **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).

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 memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
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 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Develop ideas		
• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master Techniques		
Painting • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Collage • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	Collage • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	Collage • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Sculpture • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper,	Sculpture • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	Sculpture • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

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

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, Techniques

National Curriculum Requirements	Aspect of Art or Knowledge Category	EY	Milestone 1		Milestone 2	Milestone 3	
			Y1	Y2	Y3 Y4	Y5 Y6	KS3
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. Pupils should be taught:	Drawing – Advent/Autumn term	• Develops small motor skills so that they can use a range of tools competently, safely and confidently. • ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. • ELG: Fine Motor Skills: Begin to show accuracy and care when drawing. Explore, use and refine a variety of artistic effects to express ideas and feelings. • ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**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, lightly, observe,*	**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) _____ *Tier 2 Vocab – lines, thick, thin, texture,*	**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) _____ *Tier 2 Vocab – organic, shape, line, blend, smooth, texture, pressure, expressive* *Tier 3 Vocab – Geometric, Object, Arrangement, Light, Dark, Shading,*	**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,* ***Knowledge categories covered: Process, Effects, Visual Language, Artists and Artisans, Techniques***	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 to the present day

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

| | | | and care when drawing.

Expressive arts and design
• Explore, use and refine a variety of artistic effects to express ideas and feelings.
• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Characteristics of effective learning
• Playing and exploring. | I know that the primary colours are red, yellow and blue (basic)

I know that primary colours can be mixed to make secondary colours. (Basic)

I can mix different shapes of a secondary colour. (Adv)

I know that a pattern is a design in which shapes, colours or lines are repeated. (Adv)

Tier 2 Vocab – blend, mix, shape, space, texture, thick

Tier 3 Vocab – hue, kaleidoscope, pattern, primary colour, print, secondary colour, shade,

Knowledge categories covered:, Colour Theory, Artists and Artisans, Techniques | I can describe what happens when I mix two secondary colours and can make choices about to make colours lighter to darker. (Basic)

I understand how to create texture with paint using a range of painting tools (Adv)

I can mix colours to match something I see (Adv)

I can compose and arrange collage materials making choices based on colour and texture (including overlapping shapes) (Adv/Deep)

Tier 2 Vocab – detail, mixing, overlap, surface

Tier 3 Vocab – collage, primary colour, secondary colour, texture

Knowledge categories covered: Media and materials, Effects, Colour Theory, Artists and Artisans, Techniques | spots, earth colours using different techniques and tools (Adv)

I can describe how natural produces produce pigments to make different colours (Basic) and can manipulate natural products to suit my own intentions by applying my knowledge of colour mixing (Adv)

I can select and apply a range of painting techniques. (Adv/Deep)

Tier 2 Vocab – prehistoric, sketch, texture

Tier 3 Vocab – charcoal, composition, negative image, pigment, positive image, proportion, scaled up, smudging, tone

Knowledge categories covered: Media and materials, Effects, Colour Theory, Techniques

Light and Dark
Artists: Audrey Flack, Clara Peeters

I can demonstrate my knowledge of different ways of applying paint (Basic) and can mix tints and shades of a colour (Adv)

I understand how to use tints and shades to give a 3d effect when painting (Basic/Adv)

I 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)

Tier 2 Vocab – abstract, contrasting, detailed, figurative, formal, texture, technique, muted, vivid

Tier 3 Vocab – composition, dabbing paint, grid, landscape, mark-making, paint wash, pointillism, patterned, | I know how to combine materials for effect (basic), developing drawings into finished prints using a range of techniques, including monoprints (Adv).

I can identify the features of self portraits, knowing that a self-portrait can represent something important about an artist (basic) and can compare the work of a range of artists in different mediums, including mixed-media (Adv/Deep)

I can experiment with materials and techniques and then apply this knowledge to create a mixed-media self-portrait (Adv/Deep)

Tier 2 Vocab – atmosphere, evaluate, justify, represent, research,

Tier 3 Vocab – art medium, background, carbon paper, collage, composition, continuous line drawing, mixed media, monoprint, multi media, paint wash, portrait, printmaking, self-portrait, texture, transfer

Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Colour Theory, Artists and Artisans, Techniques

Artist Study – Cycle B
Artists: David Hockney 'My 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, arguments and opinions using the formal elements. (Adv/Deep) | |

				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, safely and confidently.	**Sculpture and 3D: Paper Play (Artist: Louise Bourgeois, Marco Balich, Samantha Stephenson)**	**Sculpture and 3D: Clay Houses (Artist: Rachel Whiteread, Ranti Bam)** I know how to use my hands as	**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 installation art is a medium for communicating a message (Basic)	

			• Develop overall body-strength, balance, coordination and agility. **Expressive arts and design** • ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Characteristics of effective learning** • Playing and exploring.	I know how to shape paper to make a 3d drawing (Basic) I can apply paper shaping skills to make an imaginative sculpture (Basic) I can work collaboratively to plan and create a sculpture (Adv) *Tier 2 Vocab – imagine,* *Tier 3 Vocab –, three dimensional 3D, artist, sculpture, cylinder, curve, loops, tube, concertina, overlap, spiral, zig-zag, carving, mosaic* ***Knowledge categories covered: Process, Visual Language, , Colour Theory, Artists and Artisans, Techniques***	a tool to share clay and know how to use the 'score and slip' clay joining technique. (Basic) I know how to use impressing and joining techniques to work positively and negatively into a clay surface. (Adv) I can apply the taught techniques to make a 3D clay tile from a drawn tile (Adv) *Tier 2 Vocab – roll, smooth, flatten, shape, cut, join, surface, detail* *Tier 3 Vocab – pinch pot, thumb pot, ceramic, glaze, score, slip, sculpture, sculptor, plaster, casting, negative space, three dimensional, in relief, impressing* ***Knowledge categories covered: Process, Effects, Visual Language, Artists and Artisans, Techniques***	I understand how manipulating shape can create abstract forms and can develop drawings as part of the sculpture planning process (Adv) I can apply what I have learned about sculpture when working in 3D to follow my sketchbook plan to create a free standing sculpture (Adv) and adapt my ideas as necessary to make it achievable (Deep) *Tier 2 Vocab – Abstract* *Tier 3 Vocab – Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Negative space, Positive space* ***Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Artists and Artisans, Techniques*** **Sculpture and 3D: Mega Materials (Artist – Kenyan Artist: Magdalene Odundo, Sculptors: Barbara Hepworth, Sokari Douglas Camp, El Anatsui, Jaume Plensa)** I know how to use basic shapes to form more complex ones (Basic) and can increase the scale I am working at by enlarging a drawing (Adv). I know how to select appropriate tools to add detail and texture into a sculpture and how to smooth the finished piece (Adv) I know how to use bending, joining and twisting techniques to explore how shapes can be formed and joined in wire (Basic/Adv) I know how to combine materials for effect, choosing colours and textures that work well together (Deep) *Tier 2 Vocab –Tone, Form Hollow, Figurative, Abstract, Texture, Surface, Join, Secure*	and can give thought to how the viewer will experience my installation (Adv/Deep) I know how to use everyday objects to create an installation (Basic) and can problem-solve when constructing 3D art works and can articulate the reasons for my choices (Adv/Deep) I know how to design an installation with a strong concept; considering how the space chosen, materials used and arrangement of elements affect the viewer (Adv/Deep) *Tier 2 Vocab – Display, , Features, Evaluate, Analyse, Location, Atmosphere, Influence, Experience, Culture, Concept, Elements, Interact,* *Tier 3 Vocab –Installation art, Mixed media, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Revolution, Interactive Props,* ***Knowledge categories covered: Media and materials, Process, Effects, Visual Language, Artists and Artisans, Techniques*** **Sculpture and 3D: Making Memories – Cycle B (Sculptor – Louise Nevelson, Joseph Cornell. Judith Scott, Yinka Shinobare, Nicola Anthony)** I can use the work of other artists to consider how art can be used to express memories and self (Adv/Deep) I know how to use creative experience to develop ideas and plan sculpture and can apply and understanding of materials and techniques to work in 3D. (Adv) I know how to problem solve, evaluate and refine artwork to	

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