



Whipton Barton Federation Art Long Term Curriculum Map

At Whipton Barton Federation, we are committed to inspiring every child to develop a passion for Art and Design. Our curriculum is designed to foster creativity, critical thinking, and self-expression, empowering pupils to engage with the world of art in meaningful and exciting ways. By offering a structured, dynamic, and inclusive approach to Art education, we aim to nurture the artistic potential of every student, ensuring that they are equipped with both the skills and confidence to express themselves creatively.

Our Art curriculum is grounded in the National Curriculum's objectives, ensuring that all pupils:

-  **Produce creative work** by exploring ideas and recording their experiences.
-  **Become skilful in a range of artistic techniques**, including drawing, painting, sculpture, and mixed media.
-  **Evaluate and analyse art** using appropriate terminology, considering both cultural and historical contexts.
-  **Develop an understanding of great artists, craft makers, and designers**, learning how their work has influenced the world of art.

Through these objectives, we aim to provide students with a broad and rich understanding of art, both as a personal form of expression and as a significant cultural and historical practice.

Our Art curriculum is organised into five key strands that run through each year group, creating a coherent, progressive framework for learning. These strands ensure that every pupil develops a holistic understanding of art.



1. **Generating Ideas:** Encouraging pupils to develop their own creative thoughts and approaches through exploration and discovery.
2. **Using Sketchbooks:** Central to artistic development, sketchbooks serve as a personal record for pupils to document, refine, and experiment with their ideas.
3. **Making Skills:** Mastering formal elements of art—line, shape, tone, texture, pattern, and colour—through hands-on practice.
4. **Knowledge of Artists:** Studying notable artists from various cultures, periods, and backgrounds to develop an appreciation for diverse perspectives and artistic traditions.
5. **Evaluating and Analysing:** Cultivating the ability to critique and discuss art, both their own and that of others, using appropriate art terminology.



The curriculum adopts a **spiral learning model**, where essential skills and concepts are revisited and developed with increasing complexity across year groups. This ensures that learning is progressive and cumulative, allowing pupils to build on previous knowledge while exploring new and challenging areas of art. The curriculum is divided into four core areas:

- 🌀 **Drawing**
- 🌀 **Painting and Mixed Media**
- 🌀 **Sculpture and 3D Art**
- 🌀 **Craft and Design**

Practical, hands-on lessons are the heart of our approach. Pupils are encouraged to experiment, take creative risks, and connect their learning to real-world experiences. We ensure flexibility and adaptability within lessons, allowing for cross-curricular connections and providing opportunities for students to express their own creative voice in unique and personal ways.

Our curriculum is underpinned by several key principles:

1. **Creativity and Independence:** We encourage independent thinking and creativity, giving children the freedom to make choices in their work. This promotes ownership and individuality.
2. **Practical, Exploratory Learning:** Pupils learn by doing. Each lesson involves active engagement with different materials and techniques, fostering a deeper understanding of art through exploration.
3. **Spiralling and Revisiting Skills:** Core skills—such as using sketchbooks, applying formal elements of art, and refining techniques—are revisited throughout the curriculum to ensure mastery and deeper understanding.
4. **Differentiation and Flexibility:** The curriculum is designed to be inclusive, with differentiated approaches to ensure all students, regardless of ability, can access and enjoy the lessons. More advanced learners are given opportunities to stretch their skills and understanding.

In the Early Years, Art is introduced through **imaginative play** and **guided sessions** where children are encouraged to explore and create with a variety of materials and techniques. They experiment with colour, design, texture, form, and function, gradually building skills that will serve as a foundation for future artistic development.

Oracy plays an important role in the development of Art skills at Whipton Barton Federation. Pupils are encouraged to:

- 🌀 **Justify and explain** their creative choices.
- 🌀 **Discuss and debate** the work of peers and artists.
- 🌀 **Present and critique** artwork, both their own and that of others.
- 🌀 Engage in **high-level discussions** around the concept of "What is art?" and other thought-provoking questions.





These oracy opportunities help students to build confidence, improve their communication skills, and develop a critical understanding of art that goes beyond simply creating. They also enable pupils to become articulate and thoughtful creators and critics of art.

By the end of their primary education, children will have developed:

- A strong foundation of **artistic skills** across a variety of media and techniques.
- The ability to **analyse, evaluate, and discuss art** using subject-specific language.
- A broad understanding of **artists, art movements, and the historical and cultural significance** of art.
- The **confidence** to express their creativity and ideas through independent projects and group collaborations.

Our curriculum ensures that children leave primary school with the knowledge, skills, and confidence to continue their art education in Key Stage 3 and beyond. Through exploration, practice, and reflection, our pupils develop as both artists and thoughtful individuals who appreciate the value of art in its many forms.

At Whipton Barton Federation, we are committed to making art an integral and exciting part of our pupils' lives. Whether it's drawing, sculpting, sewing, photography, painting, or printing, there is an art form for everyone. Our curriculum allows every child to flourish, develop their creativity, and gain the skills and confidence to express themselves through art. We believe that art is not just a subject; it's an essential part of life that enriches our world, and we are excited to guide every student as they embark on their artistic journey.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Early Years classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by exploring and creating with a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. In Autumn 1 of Reception, as part of their 'Superhero' topic, children learn to create line drawing of Super Daisy in the style of Nick Sharratt and in Autumn 2, they work in 3D to use clay to create a diva for Diwali. They have access to well-resourced creative areas where they can choose the most appropriate resources for the effect they want to create.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Unit:</p> <p>Drawing: Making your Mark</p>		<p>Unit:</p> <p>Painting and Mixed Media: Colour Splash</p>		<p>Unit:</p> <p>Sculpture and 3D: Paper Play</p>	
Knowledge	<p>Formal elements:</p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means 'what something feels like'.</p> <p>Texture: Know different marks can be used to represent the textures of objects.</p>		<p>Formal elements:</p> <p>Colour: Know that the primary colours are red, yellow and blue.</p> <p>Colour: Know primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple</p> <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Tone: Know that there are many different shades (or 'hues') of the same colour.</p>		<p>Formal elements:</p> <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>Form: Know that three-dimensional art is called sculpture.</p> <p>Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills:</p> <p>How to roll and fold paper.</p>	



	<p>Texture: Know different drawing tools make different marks.</p> <p>Making skills:</p> <p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to overlap shapes to create new ones.</p> <p>How to use mark making to replicate texture.</p> <p>How to look carefully to make an observational drawing.</p> <p>How to complete a continuous line drawing.</p> <p>Knowledge of artists:</p>	<p>Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Making skills:</p> <p>How to combine primary coloured materials to make secondary colours.</p> <p>How to mix secondary colours in paint.</p> <p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours.</p> <p>How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p> <p>How to use blowing to create a paint effect.</p> <p>How to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.</p>	<p>How to cut shapes from paper and card.</p> <p>How to cut and glue paper to make 3D structures.</p> <p>How to decide the best way to glue something.</p> <p>How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists:</p> <p>Some artists are influenced by things happening around them.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing:</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p>	
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	<p>Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing:</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p>		<p>Evaluating and analysing:</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> <p>An artist is someone who creates.</p>		<p>An artist is someone who creates.</p>	
<p>Skills</p>	<p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw,</p>		<p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>		<p>Generating ideas:</p> <p>Explore their own ideas using a range of media.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks to explore ideas.</p> <p>Making skills:</p> <p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>	



	<p>paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p> <p>Knowledge of artists:</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Make choices about which materials to use to create an effect.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Evaluating and analysing:</p> <p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	
Key Vocabulary	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape,	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend,	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube,	



	Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk		Print, Shape, Kaleidoscope, Texture, Space, Thick		Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	
Year 2	Unit: Sculpture and 3D: Clay Houses		Unit: Craft and Design: Map It Out 3D Art		Unit: Drawing: Tell a Story	
Knowledge	<p>Formal elements:</p> <p>Form: Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Form: A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Shape: Patterns can be made using shapes.</p> <p>Making skills:</p> <p>How to smooth and flatten clay.</p> <p>How to roll clay into a cylinder or ball.</p> <p>How to make different surface marks in clay.</p>		<p>Formal elements:</p> <p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Shapes can be organic (natural) and irregular.</p> <p>Making skills:</p> <p>How to draw a map to illustrate a journey.</p> <p>How to choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>How to overlap cellophane/tissue to create new colours.</p> <p>How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p>		<p>Formal elements:</p> <p>Form: That 'composition' means how things are arranged on the page.</p> <p>Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Making skills:</p> <p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p>	



	<p>How to make a clay pinch pot.</p> <p>How to mix clay slip using clay and water.</p> <p>How to join two clay pieces using slip.</p> <p>How to make a relief clay sculpture.</p> <p>How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.</p> <p>Knowledge of artists:</p> <p>Art can be figurative or abstract.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Evaluating and analysing:</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p>	<p>How to apply paint or ink using a printing roller.</p> <p>How to smooth a printing tile evenly to transfer an image.</p> <p>How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p>Knowledge of artists:</p> <p>Art can be figurative or abstract.</p> <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p>Evaluating and analysing:</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p> <p>People make art for fun.</p>	<p>That charcoal is made from burning wood.</p> <p>How to use different materials and marks to replicate texture.</p> <p>How to manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers.</p> <p>How to use marks and lines to show expression on faces.</p> <p>How to make a concertina book.</p> <p>How to use drawing to tell a story.</p> <p>How to use charcoal to avoid snapping and to achieve different types of lines.</p> <p>How to use drawing pens.</p> <p>Knowledge of artists:</p> <p>Illustrators use drawn lines to show how characters feel.</p> <p>Evaluating and analysing:</p> <p>People use art to tell stories.</p> <p>People make art for fun.</p>	
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	People make art to explore an idea in different ways.		People make art to decorate a space. People make art to help others understand something.		People make art to help others understand something.	
Skills	<p>Generating ideas:</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks:</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills:</p>		<p>Generating ideas:</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks:</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>		<p>Generating ideas:</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks:</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the</p>	



	<p>Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of artists:</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing:</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>	<p>Knowledge of artists:</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing:</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of artists:</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p>
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	<p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>				
Key Vocabulary	<p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>		<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>		<p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>
Year 3	<p>Unit:</p> <p>Painting and Mixed Media: Prehistoric Painting</p>		<p>Unit:</p> <p>Drawing: Growing Artists</p>		<p>Unit:</p> <p>Sculpture and 3D: Abstract Shape and Space</p>
Knowledge	<p>Formal elements:</p> <p>Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p>		<p>Formal elements:</p> <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern: Surface rubbings can be used to add or make patterns.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels</p>		<p>Formal elements:</p> <p>Colour: Using light and dark colours next to each other creates contrast.</p> <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Form: Organic forms can be abstract.</p> <p>Shape: Negative shapes show the space around and between objects.</p>



<p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Making skills:</p> <p>How to use simple shapes to scale up a drawing to make it bigger.</p> <p>How to make a cave wall surface.</p> <p>How to paint on a rough surface.</p> <p>How to make a negative and positive image.</p> <p>How to create a textured background using charcoal and chalk.</p> <p>How to use natural objects to make tools to paint with.</p> <p>How to make natural paints using natural materials.</p> <p>How to create different textures using different parts of a brush.</p> <p>How to use colour mixing to make natural colours.</p> <p>Knowledge of artists:</p>	<p>like) or a surface can be made to appear textured.</p> <p>Tone: That 'tone' in art means 'light and dark'.</p> <p>Tone: Shading helps make drawn objects look realistic.</p> <p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Making skills:</p> <p>How to use shapes identified within in objects as a method to draw.</p> <p>How to create tone by shading.</p> <p>How to achieve even tones when shading.</p> <p>How to make texture rubbings.</p> <p>How to create art from textured paper.</p>	<p>Shape: Artists can focus on shapes when making abstract art.</p> <p>Making skills:</p> <p>How to join 2D shapes to make a 3D form.</p> <p>How to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>How to identify and draw negative spaces.</p> <p>How to plan a sculpture by drawing.</p> <p>How to choose materials to scale up an idea.</p> <p>How to create different joins in card e.g. slot, tabs, wrapping.</p> <p>How to add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p> <p>Knowledge of artists:</p>	
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	<p>Art from the past can give us clues about what it was like to live at that time.</p> <p>Artists have different materials available to them depending on when they live in history.</p> <p>Artists can make their own tools.</p> <p>Artists experiment with different tools and materials to create texture.</p> <p>Artists make decisions about how their work will be displayed.</p> <p>Evaluating and analysing:</p> <p>Artists make art in more than one way.</p> <p>People use art to tell stories and communicate.</p> <p>People use art to help explain or teach things.</p> <p>One artwork can have several meanings.</p>	<p>How to hold and use a pencil to shade.</p> <p>How to tear and shape paper.</p> <p>How to use paper shapes to create a drawing.</p> <p>How to use drawing tools to take a rubbing.</p> <p>How to make careful observations to accurately draw an object.</p> <p>How to create abstract compositions to draw more expressively.</p> <p>Knowledge of artists:</p> <p>Artists experiment with different tools and materials to create texture.</p> <p>Artists can work in more than one medium.</p> <p>Evaluating and analysing:</p> <p>People use art to help explain or teach things.</p> <p>People make art to explore big ideas, like death or nature.</p>	<p>Artists make decisions about how their work will be displayed.</p> <p>Evaluating and analysing:</p> <p>Artists make art in more than one way.</p> <p>There are no rules about what art must be.</p> <p>Art can be purely decorative, or it can have a purpose.</p> <p>People use art to tell stories and communicate.</p> <p>People make art for fun and to make the world a nicer place to be.</p>	
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Skills	<p>Generating ideas:</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills:</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Knowledge of artists:</p> <p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today,</p>		<p>Generating ideas:</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills:</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and</p>		<p>Generating ideas:</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills:</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Knowledge of artists:</p> <p>Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Evaluating and analysing:</p> <p>Confidently explain their ideas and opinions about their own and others'</p>	



	<p>using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Evaluating and analysing:</p> <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of artists:</p> <p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing:</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	
<p>Key Vocabulary</p>	<p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>	<p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition,</p>	<p>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</p>	



			Abstract, Frame, Gestural, Expressive, Viewfinder		
Year 4	<p>Unit:</p> <p>Drawing: Power Prints</p>		<p>Unit:</p> <p>Painting and Mixed Media: Light and Dark</p>		<p>Unit:</p> <p>Craft and Design: Fabric of Nature</p>
Knowledge	<p>Formal elements:</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Making skills:</p> <p>How to use pencils of different grades to shade and add tone.</p> <p>How to hold a pencil with varying pressure to create different marks.</p> <p>How to use observation and sketch objects quickly.</p>		<p>Formal elements:</p> <p>Colour: Adding black to a colour creates a shade.</p> <p>Colour: Adding white to a colour creates a tint.</p> <p>Form: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills:</p> <p>How to mix a tint and a shade by adding black or white.</p> <p>How to use tints and shades of a colour to create a 3D effect when painting.</p>		<p>Formal elements:</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Making skills:</p> <p>To know that a mood board is a visual collection which aims to convey a general feeling or idea.</p>



	<p>How to draw objects in proportion to each other.</p> <p>How to use charcoal and a rubber to draw tone.</p> <p>How to use scissors and paper as a method to 'draw'.</p> <p>How to make choices about arranging cut elements to create a composition.</p> <p>How to create a wax resist background.</p> <p>How to use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>How to choose a section of a drawing to recreate as a print.</p> <p>How to create a monoprint.</p> <p>Knowledge of artists:</p> <p>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Evaluating and analysing:</p>	<p>How to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>How to choose suitable painting tools.</p> <p>How to arrange objects to create a still-life composition.</p> <p>How to plan a painting by drawing first.</p> <p>How to organise painting equipment independently, making choices about tools and materials.</p> <p>Evaluating and analysing:</p> <p>Artists make choices about what, how and where they create art.</p> <p>Artworks can fit more than one genre.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p>	<p>To know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>How to select imagery and use it as inspiration for a design project.</p> <p>How to make a mood board.</p> <p>How to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>How to draw small sections of one image to focus on colours and texture.</p> <p>How to develop observational drawings into shapes and patterns for design.</p> <p>How to transfer a design using a tracing method.</p> <p>How to make a repeating pattern tile using cut and torn paper shapes.</p> <p>How to use glue as an alternative batik technique to create patterns on fabric.</p> <p>How to use materials, like glue, in different ways depending on the desired effect.</p> <p>How to paint on fabric.</p>	
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Artists evaluate what they make, and talking about art is one way to do this.

How to wash fabric to remove glue to finish a decorative fabric piece.

Knowledge of artists:

Designers can make beautiful things to try and improve people's everyday lives.

Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.

Artists and designers sometimes choose techniques based on the time and money available to them.

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

Evaluating and analysing:

Artists make choices about what, how and where they create art.

Art can be created to make money; being an artist is a job for some people.

Art, craft and design affect the lives of people who see or use something that has been created.



					Artists evaluate what they make, and talking about art is one way to do this.
Skills	<p>Generating ideas:</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists:</p>		<p>Generating ideas:</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition</p>		<p>Generating ideas:</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks:</p> <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and</p>



	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Evaluating and analysing:</p> <p>Use more complex vocabulary when discussing their own and others' art.</p>	<p>and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists:</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing:</p> <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists:</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Work as a professional designer does by collating ideas to generate a theme.</p> <p>Evaluating and analysing:</p> <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	
<p>Key Vocabulary</p>	<p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine,</p>	<p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making,</p>	<p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic,</p>	



	Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print		Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism		Symmetrical, Craft, Craftsperson, Industry	
Year 5	Unit: Drawing: I need Space		Unit: Sculpture and 3D: Interactive Installation		Unit: Painting and Mixed Media: Portraits	
Knowledge	<p>Formal elements:</p> <p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Texture: How to create texture on different materials.</p> <p>Making skills:</p> <p>To know what print effects different materials make.</p> <p>How to analyse an image that considers impact, audience and purpose.</p>		<p>Formal elements:</p> <p>Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>Form: The size and scale of three-dimensional artwork change the effect of the piece.</p> <p>Making skills:</p> <p>How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>How to try out ideas on a small scale to assess their effect.</p> <p>How to use everyday objects to form a sculpture.</p> <p>How to transform and manipulate ordinary objects into sculpture by</p>		<p>Formal elements:</p> <p>Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Tone: Tone can help show the foreground and background in an artwork.</p> <p>Making skills:</p> <p>How to develop a drawing into a painting.</p> <p>How to create a drawing using text as lines and tone.</p>	



<p>How to draw the same image in different ways with different materials and techniques.</p> <p>How to make a collagraph plate.</p> <p>How to make a collagraph print.</p> <p>How to develop drawn ideas for a print.</p> <p>How to combine techniques to create a final composition.</p> <p>How to decide what materials and tools to use based on experience and knowledge.</p> <p>Knowledge of artists:</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p>	<p>wrapping, colouring, covering and joining them.</p> <p>How to try out ideas for making a sculpture interactive.</p> <p>How to plan an installation proposal, making choices about light, sound and display.</p> <p>Knowledge of artists:</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists create works that make us question our beliefs.</p> <p>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Evaluating and analysing:</p> <p>Sometimes people disagree about whether something can be called 'art'.</p>	<p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a starting point for a mixed-media artwork.</p> <p>How to take an interesting portrait photograph, exploring different angles.</p> <p>How to adapt an image to create a new one.</p> <p>How to combine materials to create an effect.</p> <p>How to choose colours to represent an idea or atmosphere.</p> <p>How to develop a final composition from sketchbook ideas.</p> <p>Knowledge of artists:</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p>
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	<p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing:</p> <p>People make art to fit in with popular ideas or fashions.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>Art doesn't always last for a long time; it can be temporary.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	<p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing:</p> <p>People make art to portray ideas about identity.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	
<p>Skills</p>	<p>Generating ideas:</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Generating ideas:</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Generating ideas:</p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	



	<p>Using sketchbooks:</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists:</p> <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Using sketchbooks:</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Knowledge of artists:</p> <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Using sketchbooks:</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists:</p> <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p>
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	<p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing:</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Evaluating and analysing:</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing:</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
<p>Key Vocabulary</p>	<p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>		<p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>		<p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p>	
<p>Year 6</p>	<p>Unit:</p>		<p>Unit:</p>		<p>Unit:</p>	



	Craft and Design: Photo Opportunity		Drawing: Make My Voice Heard		Sculpture and 3D: Making Memories	
Knowledge	<p>Formal elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>		<p>Formal elements:</p> <p>Colour: A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>		<p>Formal elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	
	<p>Making skills:</p> <p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p>		<p>Making skills:</p> <p>To know gestural and expressive ways to make marks.</p>		<p>Making skills:</p> <p>How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p>	



	<p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography.</p> <p>How to identify the parts of a camera.</p> <p>How to take a macro photo, choosing an interesting composition.</p> <p>How to manipulate a photograph using photo editing tools.</p> <p>How to use drama and props to recreate imagery.</p> <p>How to take a portrait photograph.</p> <p>How to use a grid method to copy a photograph into a drawing.</p> <p>Knowledge of artists:</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past</p>	<p>To know the effects different materials make.</p> <p>To know the effects created when drawing on different surfaces.</p> <p>How to use symbolism as a way to create imagery.</p> <p>How to combine imagery into unique compositions.</p> <p>How to achieve the tonal technique called chiaroscuro.</p> <p>How to make handmade tools to draw with.</p> <p>How to use charcoal to create chiaroscuro effects.</p> <p>Knowledge of artists:</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.</p>	<p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p> <p>How to translate ideas into sculptural forms.</p> <p>Knowledge of artists:</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p>	
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	<p>can reveal thoughts and opinions from that time.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Evaluating and analysing:</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics.</p> <p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>People can have varying ideas about the value of art.</p>	<p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>Evaluating and analysing:</p> <p>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>People can have varying ideas about the value of art.</p>	<p>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Evaluating and analysing:</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>
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			<p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>			
Skills	<p>Generating ideas:</p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks:</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills:</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>		<p>Generating ideas:</p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks:</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills:</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p>		<p>Generating ideas:</p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks:</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills:</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p>	



	<p>Knowledge of artists:</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing:</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to</p>	<p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists:</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing:</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try</p>	<p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists:</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing:</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p>
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	try alternative solutions and make improvements to their work.		alternative solutions and make improvements to their work.		<p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>	
Key Vocabulary	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion		Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience		Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection	